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Inform Systems. Transform Lives.

DEEP DIVE MODULE 5: BUILDING SAFETY AND SUPPORT NETWORKS

CORNERSTONE OF SAFETY-ORGANIZED PRACTICE

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Land Acknowledgment

2

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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REFLECTION

Think about a time when you were able to bring together extended family or a network to try to keep a child safe or help maintain them in their placement.

- What did you do?
- How?

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SAFETY AND SUPPORT NETWORKS

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CORNERSTONE OF SOP: BUILDING SAFETY AND SUPPORT NETWORKS

You cannot create safety solely with the people you are worried about.

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WHAT IS A SAFETY AND SUPPORT NETWORK?

Networks start on Day 1 of a case. The sooner we start asking about potential network members, the better.

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RATIONALE FOR BUILDING SAFETY AND SUPPORT NETWORKS

Because our involvement is temporary, a network of permanent support people is needed to enhance child safety.

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TYPES OF SUPPORT NETWORKS

- Safety
- Permanency
- Well-being

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SAFETY AND SUPPORT NETWORK MEMBER REQUIREMENTS

👪	A person the child and/or family cares about
👥	Cares about child and family and their physical and psychological safety
🎒	Knows and understands safety worries DCFS and others have about the child or family
⚙	Willing and able to support child and family in attaining safety outcome; willing to work closely with DCFS

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PERMANENCY NETWORK MEMBER REQUIREMENT

	Person is someone the child and/or family cares about
	Person is consistent, reliable, supportive, and committed to child for life
	Person understands challenges to permanency
	Person is able to help meet permanency need in some way

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WELL-BEING NETWORK MEMBER REQUIREMENTS

	A person the child/family cares about
	Cares about child/family and their physical/psychological safety
	Understands challenges to well-being
	Able to help meet well-being need in some way

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Networks can be foundational for relational permanency.

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RATING CURRENT NETWORK USE

On a scale of 1 to 10, with 1 being "I never use networks in my work" and 10 being "I use networks 100% of the time," how often do you use networks?

- What did you do in your past work that allowed you to place yourself on the scale where you did?
- What kept you from placing yourself at a higher number on the scale?

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IDENTIFYING AND STRENGTHENING NETWORKS

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IDENTIFY AND ENGAGE THE NETWORK

HOW DO NETWORK MEMBERS HELP?

Service providers

Faith community

Activities

Family

School

Friends

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TOOLS FOR TALKING WITH THE FAMILY

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CIRCLES OF SAFETY AND SUPPORT

1. Name/photo/picture of children

2. Who already knows everything that has happened?

3. Who knows a little about what has happened?

4. Who knows nothing about what has happened?

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CIRCLES OF SAFETY AND SUPPORT

Key Question: Who in this child's life is interested in and capable of helping keep the child safe?
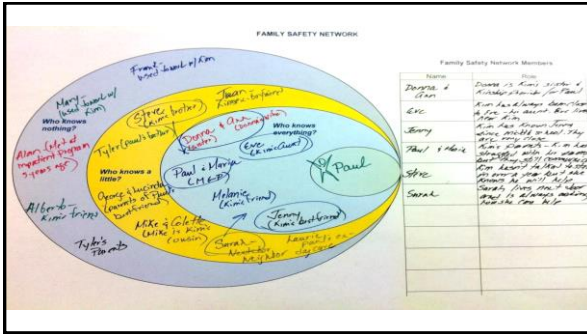
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BEGINNING: THE INNER CIRCLE

- Who already knows what happened that led to your child's and your involvement with DCFS?
- Write the names of these people in the inner circle.

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GIVING COMPLIMENTS

As soon as the caregiver identifies one person, a worker can compliment them for the openness and courage it takes to talk with others about what happened.

Examples

- "I imagine it may have been difficult to tell your mom what happened. How did you find the courage to do that?"
- "It cannot have been easy to tell all these people about what happened. How did you do that?"

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THE MIDDLE CIRCLE

- "Who in your life and your child's life knows a little bit about what happened? Who does not know the whole story but knows some of it, or maybe knows something happened but does not know the details?"

- In the middle (second) circle, write down who knows a little bit or some of what happened. Again, continue to compliment the caregiver as more people are identified.
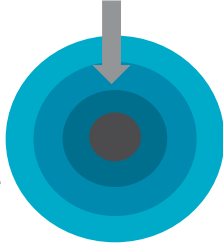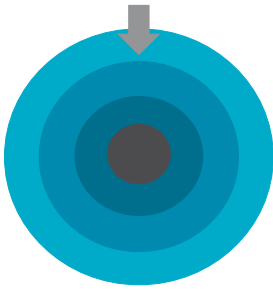
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THE OUTER CIRCLE

- Who in your life and your child's life does not know anything about what happened?

- Write these names in the outermost circle.

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SOLUTION-FOCUSED QUESTIONS

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NETWORK QUESTIONS PAIR EXERCISE

1. What questions do you use to assess potential network members?

2. How do you explore their potential without immediately judging them?

3. List your necessary bottom lines for someone to join the network.

4. Report out to the large group.

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MOVING PEOPLE FROM ONE CIRCLE TO ANOTHER

What questions might we ask to help the family begin adding to their network?

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A FAIR USE OF OUR AUTHORITY?

*"I know this is really tough for you and I get that you don't want to do this. For us to be able to take the next step in this case, though (i.e., move to unsupervised family time, return a child, close the case), I need to know more people are working together to help keep your child safe. So, if you had to pick **one person** to attend our next meeting who I would tell all the good things I see you doing, what's working well, and what we're worried about, who do you think it should be?"*

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HOW COULD USING THESE CIRCLES BENEFIT . . .

Could the circles potentially mitigate trauma?

- Hotline?
- Investigations?
- Family assessment?
- Safety planning?
- Service planning?
- Placement?
- Reunification planning?

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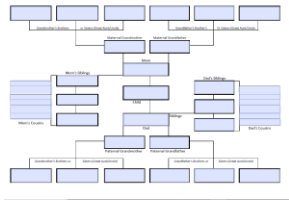31

GENOGRAMS

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GENOGRAM PAIR EXERCISE

- Interviewer create genogram with interviewee
- Identify as many people in their own family as possible
- Switch

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ECOMAP PAIR EXERCISE

- Interviewer create ecomap with interviewee
- Identify as many people as possible
- Switch

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GENOGRAM AND ECOMAP REFLECTION

- How did it feel to be interviewed about your support network?
- Did you learn anything about your friends and support people?
- How did it feel to be the interviewer?
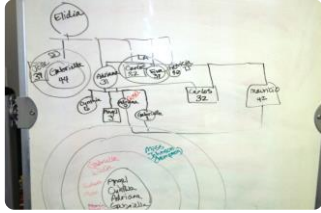- What did you notice and learn from this experience?

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EXAMPLE

From Nicole Kelsay, a
social work supervisor
in San Diego County

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SUPPORT NETWORK GRID

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PRE-BUILDING NETWORKS IN NEIGHBORHOODS

- Two people in each school

- Two people in each church

- Owners/managers of apartment complexes where the most children live

- Two people per NGO/ nonprofit

- Two to three business owners who might hire a youth or family member

- Two people in the police and fire departments

- Two to three public health nurses or other medical professionals

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NETWORK GRID PAIR EXERCISE

- Interviewer complete grid with interviewee
- Identify as many people's roles as possible (use people in genogram and ecomap)
- Switch

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TRANSITIONAL YOUTH CONVERSATIONS

- General connectedness
- Cultural connections

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TALK TO THE CHILDREN
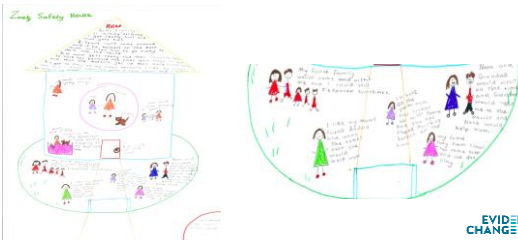
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CAUTION

If no obvious network exists, it is an urgent situation.

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NO NETWORK, NO PLAN. STRONG NETWORK, STRONG PLAN.

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LARGE-GROUP ACTIVITY

Pretend you just moved to a new city and do not know anyone.

How would you meet people?

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PRACTICE NETWORK BUILDING

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ENGAGING THE NETWORK AND WHAT TO WATCH OUT FOR

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HOW DO YOU BEGIN?

- Start with one family.
- Try the Circles of Safety and Support.
- Keep your purpose clear: This work is about the child and enhancing future child safety.
- Hardest person to get is the first person

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BUILDING NETWORKS STARTS WITH A PHONE CALL

- When possible: Do some upfront work on the phone.
- Ask network members: What do you think is needed for the child to be safe?
- What are the challenges in doing that?
- What will they need from themselves and from others to make it a successful meeting?

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ORIENTING THE NETWORK

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THREE-COLUMN MAPPING WITH THE NETWORK

What is working well?

What are we worried about?

What needs to happen next?

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SHARE AND REFINE

Worry Statement ➕ **?** ➖ **Goal Statement**

What are the exact steps to get us from the worry statement to the goal statement?

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WORKING WITH NETWORKS

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GOING THE DISTANCE

- How will we handle "network drama"?
- How can we combat "network fatigue" and go the distance?

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CULTURAL CONSIDERATIONS

How will you pay attention to culture when you work with the family to develop the safety and support network?

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INVOLVING THE CHILD

- When should we include the child in a network meeting?
- What would be some reasons to not include the child in a network meeting?

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WHOSE NETWORK IS IT?

- Important to remember that ultimately this network must "own" and implement any solution it creates.
- Keep on coming back to the bottom-line safety. Ask them: *How will we all know the child is safe?*

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BUILDING CONSENSUS

Consensus means the group can live with the decision and is willing to implement the plan.

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GRADIENTS OF AGREEMENT
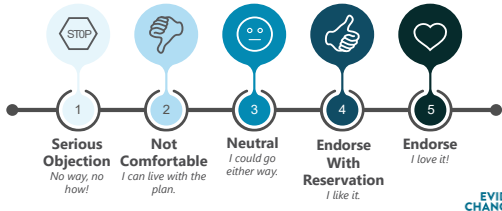
1	2	3	4	5
Serious Objection *No way, no how!*	**Not Comfortable** *I can live with the plan.*	**Neutral** *I could go either way.*	**Endorse With Reservation** *I like it.*	**Endorse** *I love it!*

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DOCUMENTATION

- CHRIS
- Court reports
- Immediate safety plans
- Affidavits
- Family case plans
- Materials from:
  - » Preparing to testify
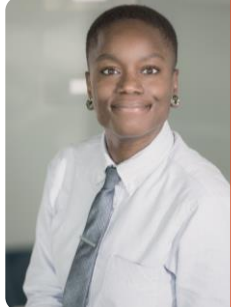 - » Submitting referrals
  - » Communicating with providers

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TRY IT ON

Choose *one* family you work with and complete a genogram or ecomap, the Circles of Safety and Support and Network Grid with them.

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CHECK OUT THE THINGS TO TRY

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WHAT IS 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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