

# SOP MODULE 5

## PARTICIPANT GUIDE

## ARKANSAS DIVISION OF CHILDREN AND FAMILY SERVICES

April 2022



### ABOUT EVIDENT CHANGE

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at [EvidentChange.org](https://EvidentChange.org) and [@Evident\\_Change](https://twitter.com/Evident_Change) on Twitter.

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# Phases of Network Practice

1



Identifying network members

2



Engaging and involving the network

3



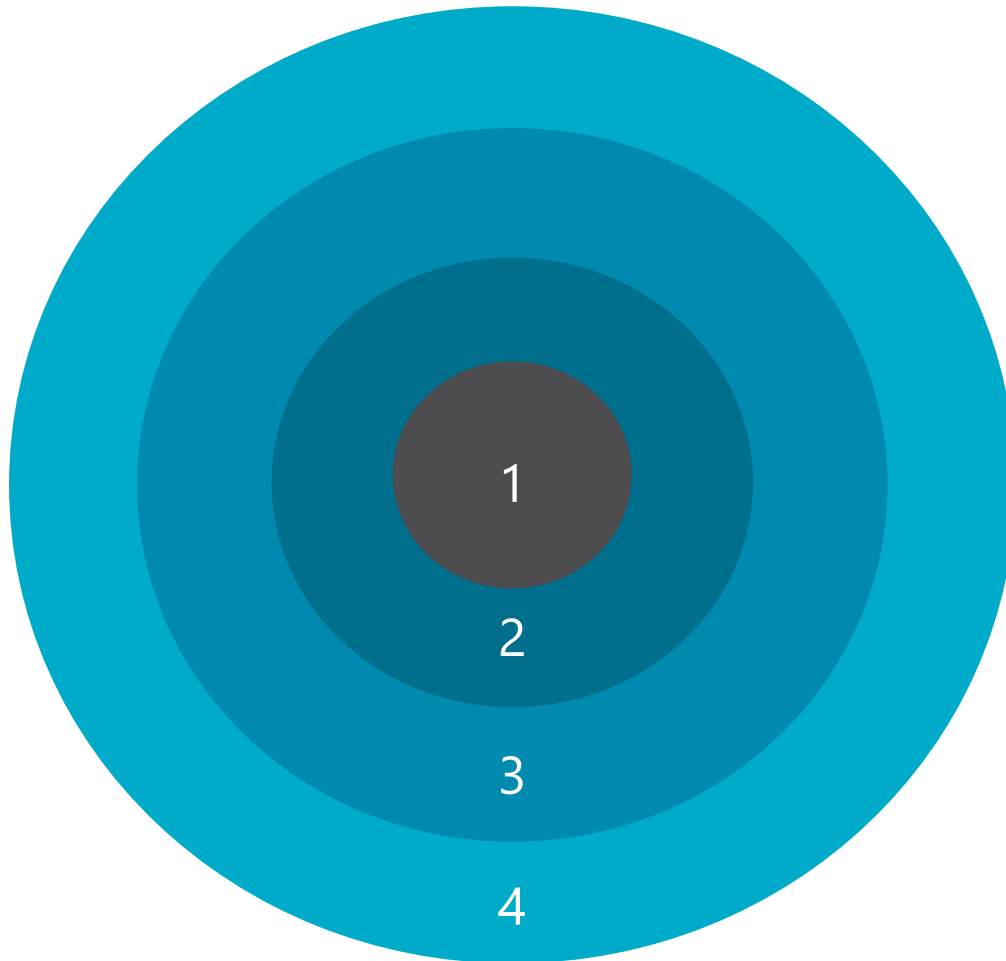
Planning (immediate safety, case plan, aftercare) with family and network

4



Monitoring and strengthening the network

# CIRCLES OF SAFETY AND SUPPORT



1. Name/photo/picture of child/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?

# GENOGRAM GUIDE

## PURPOSE AND VALUE OF CREATING A GENOGRAM

The value of completing a genogram is twofold.

- It creates space for the family to share a little about themselves and their immediate and extended family members so we can understand who may be able to be a part of their safety and support network.
- It also lets them begin to share their story before a worker delves into why the family was brought to the attention of the Arkansas Division of Children and Family Services (DCFS), which enhances engagement.

## WHERE TO BEGIN

- Start with questions that are relevant to your role with the family.
- Aim to gather information about three generations: the parent's generation, their parents', and their grandparents'.
- Include significant others who lived with or cared for the family.
- Start with drawing the family structure: who is in the family; in which generations; how they are connected; births, marriages, deaths; etc.
- You may ask them to tell you a bit about each person.
- As the caregivers tell you about family members and relationships, make a note alongside the names.
- As you draw the genogram on paper, start with the children near the bottom of the page and work your way up through each generation to avoid running out of room.

## QUESTIONS TO ASK

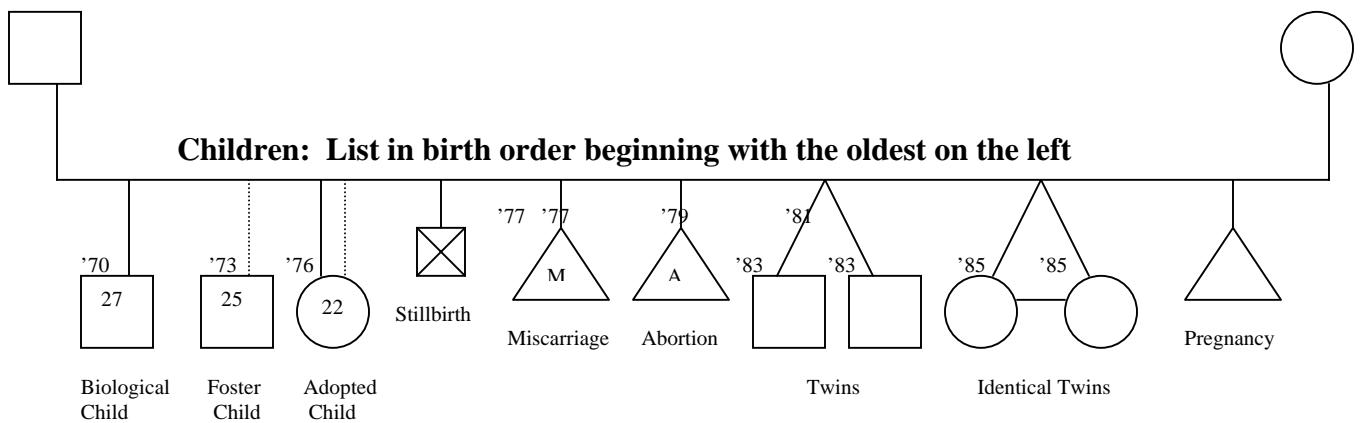
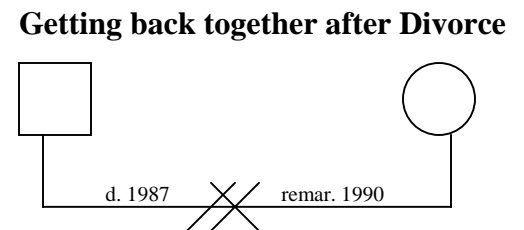
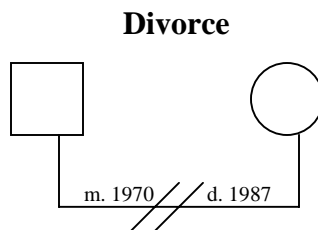
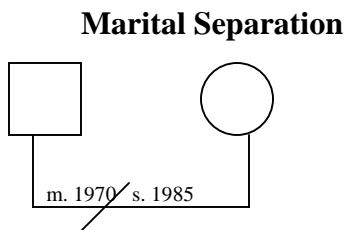
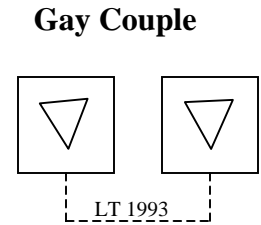
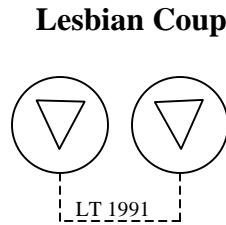
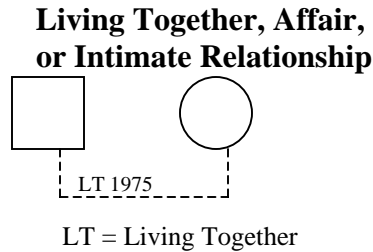
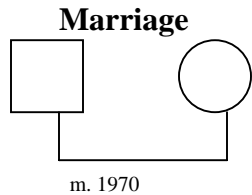
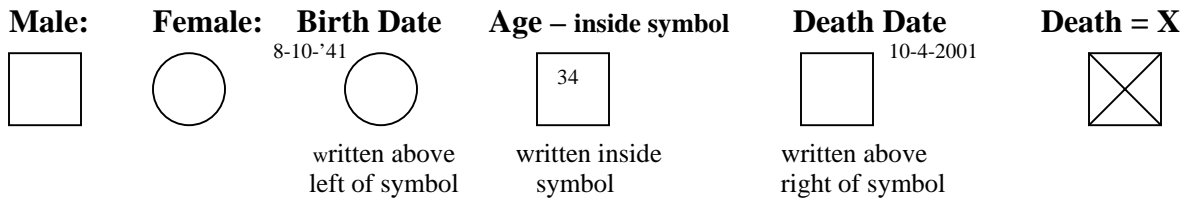
- Ask about relationships between family members.
  - » Who are you closest to? Who do you trust?
  - » What is/was your relationship like with [name]?
  - » How often do you see [name]?
  - » Where does [name] live now?
  - » Is there anyone here whom you really do not get along with? Do not trust?
  - » Is there anyone else who is very close to each other in the family? Or who really do not get along?

- Ask about family members' characteristics or habits, particularly those relevant to your role: health issues, alcohol and drug use, physical and mental health, violence, crime and trouble with the law, employment, education.
- Ask about family values, beliefs, and traditions.
- Try to explore patterns and themes.
  - » Who are you most like?
  - » What is [name] like? Who else is like them?
  - » Did anyone else leave home early? Is anyone else interested in art?, etc.

## **GENOGRAM APPS FOR ANDROID, IOS, AND DESKTOP**

- Quick Family Tree
- Gitmind
- EdrawMax

# The Basic Genogram Symbols



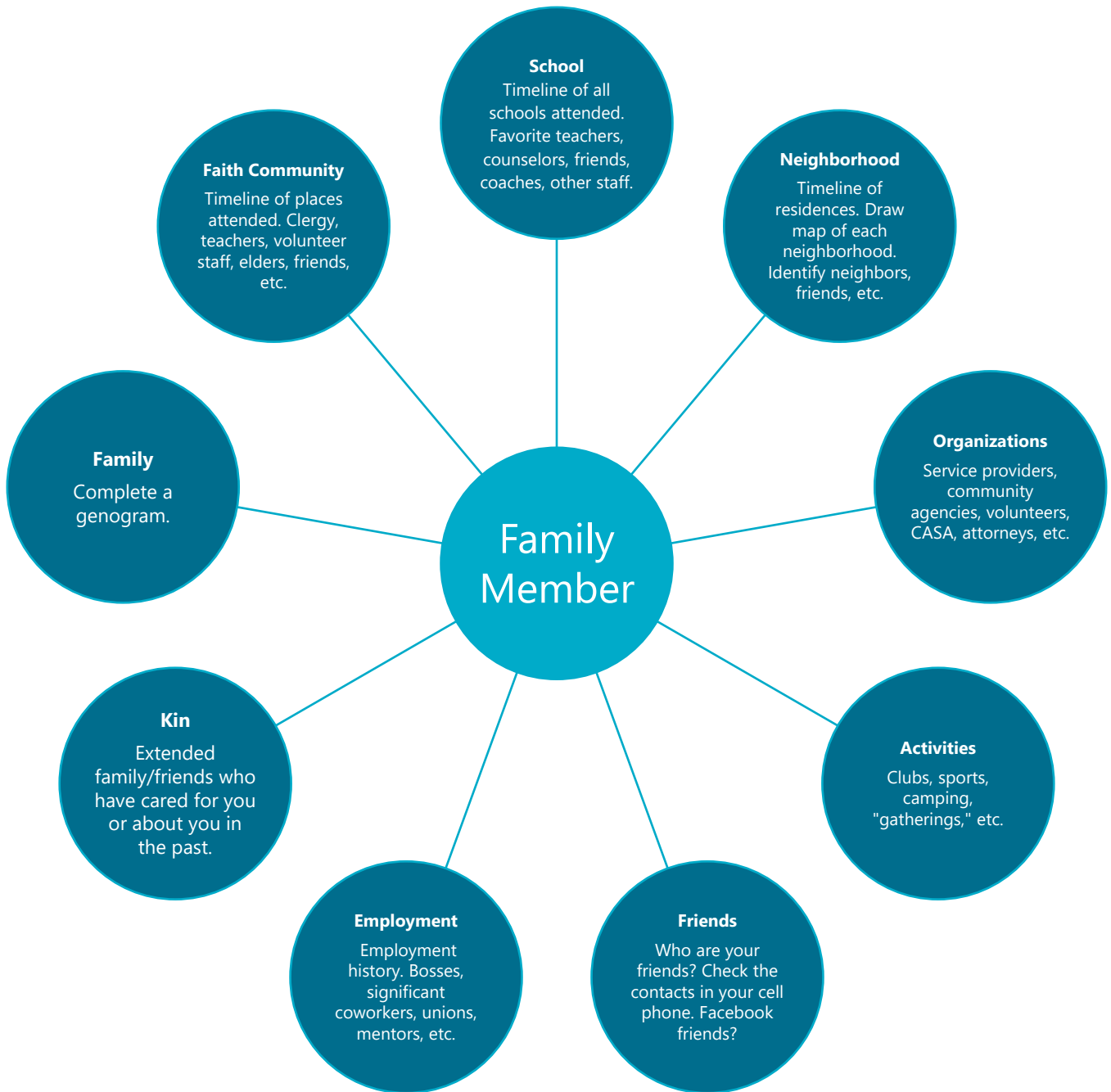
- Two people who are married are connected by lines that go down and across, with the husband on the left and the wife on the right.
- Couples that are not married are depicted with a dotted line.
- Children are drawn left to right, going from the oldest to the youngest.

CMP 105  
Family / Child Assessment  
12/2005  
SJ

Adapted from: Power, Thomas A., ACSW.  
*Family Matters: A Layperson's Guide to Family functioning.* Hathaway press,  
New Hampshire, 1992



# ECOMAP



# SUPPORT NETWORK GRID

Name: \_\_\_\_\_

Date: \_\_\_\_\_

GROUPS OF PEOPLE	GOOD SOURCES OF SUPPORT IN MY LIFE (PAST AND PRESENT)					
	TYPES OF SUPPORT					
	EMOTIONAL SUPPORT	SOCIAL SUPPORT	ADVICE AND INFORMATION	LENDING A HAND / HELPING OUT (LOGISTICAL SUPPORT)	FINANCIAL SUPPORT	OTHER
Significant other or close friends						
People I live with now						
Family						
Friends, coworkers, acquaintances						
Community programs, services, people						
Others						

# IDENTIFYING, EXPANDING, AND DEVELOPING NETWORKS: QUESTIONS THAT MAY HELP

A core principle of safety-organized practice (SOP) is that if there is no network, there can be no safety plan. All families need a positive support system to reach their potential and function at their best, and we know from experience that having a good support network contributes most to a family's success.

Think about how to orient the caregiver: explaining the process, clarifying the worry statement and safety goals, and then talking with the network about the following.

- How we arrived at the risk level and what it means.
- How caregivers can demonstrate actions of protection even while the child is placed out of the home.
- The importance of increasing their safety and support network while the child is out of the home.
- How we are going to measure their progress, e.g., moving towards the goal statement and/or evolving family time.

Keep the following in mind.

- The best predictor of future maltreatment is past maltreatment.
- The best predictor of future actions of protection are past actions of protection.
- The sooner caregivers start demonstrating new protective actions that respond to the harm or danger, the better.

# QUESTIONS TO INCREASE MUTUAL TRUST

Mutual trust is the glue that holds relationships together. Sharing a collective goal is one way to build or rebuild mutual trust. Trust must be earned. Network members may be thinking: "Why should I stand by my agreements if the other person does not?" Small steps toward the collective goal can help with developing mutual trust.

## SOLUTION-FOCUSED QUESTIONS ABOUT MUTUAL TRUST AND HOW TO INCREASE TRUST

- What has the other person said that gave you the sense that they want to find a solution to the problem?
- What has given you the sense that the other person understands you, even if only to a very small degree?
- Suppose there were more mutual trust between you. What would change or be different in your relationship?
- How can more mutual trust help you reach your shared goal?
- If 10 means that mutual trust is at the optimal level and 0 means that there is no mutual trust at all, where would you place things? How do you manage to be at that number?
- What would one point higher on the scale look like?
- What would have changed in your relationship then?
- What would help to go up by one point? How can you contribute to that?
- If one person thinks the other person should change: What would you, yourself, be doing differently then?
- At what rating would both of you like to end up? What number would you find acceptable?
- How would you be able to tell that you were at that number? How else? And how else?
- When in the past did you trust each other? How did you do that?
- Which of those things could you now do again to get closer to your goal?

# ORIENTING THE NETWORK

QUESTION	SAMPLE QUESTIONS FOR NETWORK MEMBERS	ADDING THE AGENCY PERSPECTIVE
<p><b>Why are we meeting?</b></p> <p><b>(Purpose)</b></p>	<ol style="list-style-type: none"> <li>1. Does everyone understand why we are meeting today?</li> <li>2. Can each of you share why you are here today?</li> <li>3. What about this family or child matters to you?</li> <li>4. What do you hope to contribute as a network member?</li> </ol>	<p>Network meetings are ultimately about ensuring safety for the child. You can say to the network members: “It might not seem so now, but our involvement with you is temporary. For us to take the next step in this case, we need to know if the child is safe and how the child will be protected going forward.”</p>
<p><b>What are we trying to accomplish?</b></p> <p><b>(Desired Outcomes)</b></p>	<ol style="list-style-type: none"> <li>1. This work is important, but it can be slow—we will not get to everything in one meeting. What is most important to you to accomplish today?</li> <li>2. If we walk out of here this afternoon feeling good about what we accomplished, what will we have done?</li> </ol> <p><i>If the list of desired outcomes for this meeting is getting too long:</i></p> <ol style="list-style-type: none"> <li>3. That seems important, but do you think we can do it today?</li> </ol>	<p>The agency perspective on this question depends on where you are in the process of moving the case along. As you will see in the module on safety planning, you may be working on an immediate safety plan or an aftercare plan; or you may be laying groundwork and trying to learn more.</p> <p>Wherever you are in the process, it is important to clearly say—from the agency perspective—what you hope to achieve today.</p>
<p><b>How are we going to work together?</b></p> <p><b>(Group Agreements)</b></p>	<ol style="list-style-type: none"> <li>1. Meetings like this are important, and we want this meeting to be as productive as possible. Strong feelings arise when talking about safety for a child, and we want everyone to feel comfortable about sharing those feelings. Do you have ideas for how to treat each other during this meeting to make it feel safe and productive?</li> <li>2. You probably act in different ways depending on the situation and the people there. How do you want to act and be with others in this meeting today?</li> <li>3. How do you hope others will be or act with you?</li> </ol>	<p>We often use a series of agreements to help guide us and keep us on track during certain types of meetings. The following is a list of suggested agreements.</p> <ul style="list-style-type: none"> <li>• Everyone always has the right to pass.</li> <li>• Know that silence is a contribution.</li> <li>• We will share airtime and stick to time limits.</li> <li>• We will speak personally and honestly for ourselves as individuals.</li> <li>• We agree to disagree and remain engaged in the conversation.</li> <li>• We will try to avoid making assumptions or generalizations.</li> <li>• We will allow others to finish speaking before we speak and avoid interrupting.</li> <li>• We will take a break if someone needs it.</li> <li>• We will assume that everyone in this room wants what is best for the child.</li> <li>• We authorize the facilitator to hold us to these agreements.</li> </ul>

# SUPER 8 DIALOGUE STRUCTURE FOR FACILITATING A MEETING

Bringing some structure to meetings and conversations with families can help everyone stay focused and on task. The first five stages set the stage for stages 6–8. It should only take up to 10 minutes in most cases to get to the content in stages 6–7, and then the bulk of the meeting time should be spent there. The same is true for supervision.

With standing meetings, the group may only need to offer any new issues or simply review agreements after they have established a strong and productive working relationship using the Super 8. Be mindful of the temptation to stray from the structure. Do not get complacent, or behavior will start to slide, and you will be open to losing focus and productivity.

Purpose	Why are we meeting today?
Context	What might distract us from our focus today?
Group Agreements	How do we want to work with each other?
Desired Outcomes	What do we want to take away from this meeting?
Network/Stakeholders	If any key people are missing, how do we get them here?
Content	What do we want to talk about? (Collaborative assessment and planning framework/three-column map, Circles of Safety and Support, etc.)
Next Steps	Who does what, when? When do we meet next?
Plus/Delta Feedback	What worked? What should we do differently next time?

# Working With Networks

## Issues Networks Can Tackle

- Safety plans
- Well-being and permanency needs
- Concurrent planning
- Maintaining familiar connections and cultural identity
- Healing from trauma
- Successful transition to adulthood



## Minimums

At a minimum, we hope a network can:

- Listen to the views of the agency on what happened to the child in the past, worries about the past (harm), and the future (risk) for the child;
- Share the child's views with the agency;
- Attend parent/caregiver and agency meetings to help develop detailed safety and support plans that will demonstrate the child's ongoing safety; and
- Continue working with the agency and supporting the family to ensure the child's safety and well-being for as long as the child is vulnerable to the identified risks.



## Anchored by a Key Question

How can family life be set up to protect the child from the danger?



## How many people should be in the safety network?

- No one number is ideal—every family situation is different.
- The number should be guided by:
  - » The nature and seriousness of the concerns (risk level);
  - » The age and vulnerability of the child;
  - » The availability of safe people to join the network; and
  - » The need to have enough people to meet the daily arrangements required by the plan.



## How many times does the network need to meet?

- It is a process, not an event.
- Varies from situation to situation. Always meet more than once.
- Networks need reinforcement, support, compliments, accountability, and new members.
- Networks do not need to wait for formal team meetings!



## What if network members seem inappropriate?



- Follow similar procedures for visitation resources (background check, etc.).
- Be willing to meet with *anyone*, even if you think he/she will not be helpful.
- "Don't judge a book ..."
- Safety first! If someone has been violent toward the child or parent/caregiver, he/she probably is not right for a safety network.

## What if the family does not want a safety network?



- Ultimately, this is a family choice.
- What is our alternative?

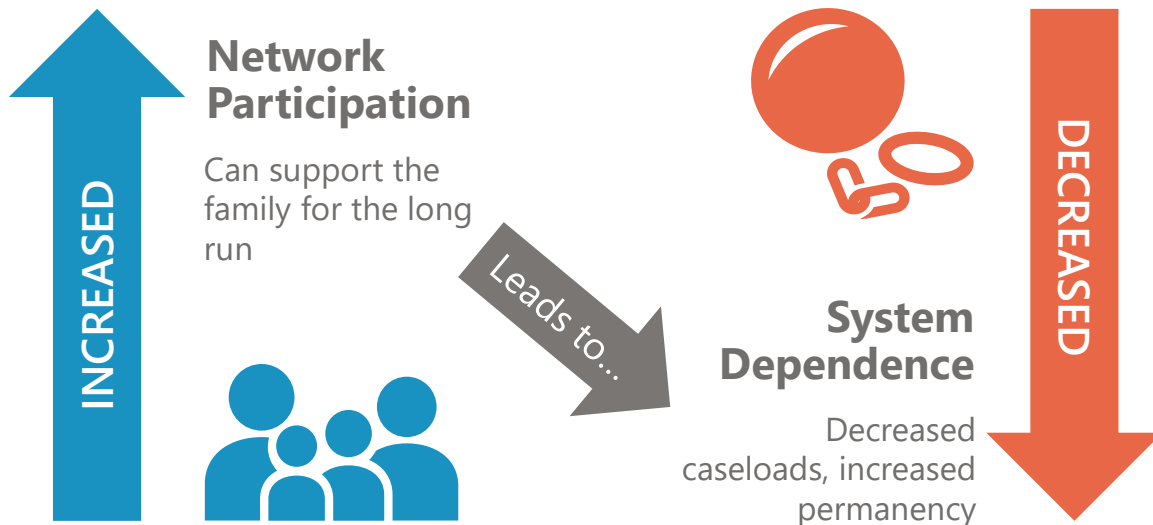
- Services and safety are not the same thing.
- The hardest network member to get involved is the first one.
- Ask yourself: Is this our hesitancy or theirs?
- Keep trying.

## Monitoring the Network



- It is nice to share the work of increasing safety with a network.
- A lot of what we do can go from our shoulders to network members' shoulders.
- How do we ensure that the network is doing what they agreed to do?
- What steps are we taking to make sure the network is monitoring the child's safety?

## Dependency Issues





# THINGS TO TRY: CASEWORK

**Challenge yourself by choosing one of the ideas below and *try it on*. Consider sharing your chosen activity and outcome with your supervisor, field instructor, or deep-dive leader.**

## LISTEN

Take a moment to listen to families tell their story. Listen for:

- Whom are the people the family is already connected to?
- Who is already helping in various ways?
- Whom does the family already trust?
- Who already knows what is going on?

## TRY IT ON

Take an SOP support tool for a test drive.

- Create a genogram or ecomap with a family. Encourage the family to think about people who *already have been or could be invited* to support the children and family during this time. Consider adding resources and community programs (e.g., WIC, NA, SNAP) when creating an ecomap.
- Complete the Circles of Safety and Support tool with a family.
  - » Ask the family to identify *one* new person to include in the circle.
  - » Invite the new member to the next meeting.

## WORK COLLABORATIVELY

- *With Families:* During your next home visit, talk to the family about how important it is to establish a safety and support network. Talk about the purpose of bringing a network together and how actions of protection can be demonstrated with and by a network.
- *With Children:* During your next interview with a child, ask this child whom they would like to include in their network. Ask the child: Who keeps them safe? Whom would they tell if they had a problem? Think about how the child's answer compares to the caregiver's answer. Can you bridge the gap to include all identified members?
- *With Network Member:* Ask the member the Three Questions.
  - » What does the member think is working well in the family?
  - » What is the member worried about?
  - » What does the member think needs to happen next?

## GET ON THE SAME PAGE

With the caregiver's permission, share the harm statement with network members. Remember, extended family, friends, and the network cannot keep the children safe if they do not clearly understand the harm or danger. This should not be the first time a caregiver is hearing the harm statement.

## REFLECT

Do you notice any correlation between the size of a family's safety and support network and your "worry meter," i.e., safety scale from the three-column map?

Do you notice any correlation between the size of the family's safety and support network and the child's response to trauma?

# THINGS TO TRY: INVESTIGATIONS

**Challenge yourself by choosing one of the ideas below and *try it on*. Consider sharing your chosen activity and outcome with your supervisor, field instructor, or deep-dive leader.**

## LISTEN

Take a moment to listen to families tell their story. Listen for:

- Whom are the people the family is already connected to?
- Who is already helping in various ways?
- Whom does the family already trust?
- Who already knows what is going on?

If there is a safety threat, what network members could be included in an immediate safety plan to keep the children safely in the home?

## TRY IT ON

Take an SOP support tool for a test drive.

- Create a genogram or ecomap with a family. Encourage the family to think about people who *already have been or could be invited* to support the children and family during this time. Consider adding resources and community programs (e.g., WIC, NA, SNAP) when creating an ecomap.
- Complete the Circles of Safety and Support tool with a family.
  - » Ask the family to identify *one* new person to include in the circle.
  - » Invite the new member to the next meeting.

## WORK COLLABORATIVELY

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- *With Children:* During your next interview with a child, ask this child whom they would like to include in their network. Ask the child who keeps them safe. Whom would they tell if they had a problem? Think about how the child's answer compares to the caregiver's answer. Can you bridge the gap to include all identified members?
- *With Network Member:* Ask the member the Three Questions.
  - » What does the member think is working well in the family?

- » What is the member worried about?
- » What does the member think needs to happen next?

## GET ON THE SAME PAGE

With the caregiver's permission, share the harm statement with network members. Remember, extended family, friends, and the network cannot keep the children safe if they do not clearly understand the harm or danger. This should not be the first time a caregiver is hearing the harm statement.

## REFLECT

Do you notice any correlation between the size of a family's safety and support network and your "worry meter," i.e., safety scale from the three-column map?

Do you notice any correlation between the size of the family's safety and support network and the child's response to trauma?

# THINGS TO TRY: RESOURCE AND ADOPTIONS

**Challenge yourself by choosing one of the ideas below and *try it on*. Consider sharing your chosen activity and outcome with your supervisor, field instructor, or deep-dive leader.**

## LISTEN

Take a moment to listen to the resource families tell their story. Listen for the following.

- Whom are the people the family is already connected to?
- Who is already helping in various ways?
- Whom does the family already trust?
- Who already knows what is going on?

When a placement change is being considered for a child, can the questions above aid in establishing a plan for the child to remain in their placement?

## TRY IT ON

Take an SOP support tool for a test drive.

- Create a genogram or ecomap with a resource family. Encourage the family to think about people who *already have been* or *could be invited* to support the children and family during this time. Consider adding resources and community programs (e.g., WIC, NA, SNAP) when creating an ecomap.
- Complete the Circles of Safety and Support tool with a family.
  - » Ask the family to identify *one* new person to include in the circle.
  - » Invite the new member to the next meeting.

## WORK COLLABORATIVELY

- *With Families:* During your next home visit, talk to the family about how important it is to establish a safety and support network. Talk about the purpose of bringing a network together and how actions of permanency and belonging can be demonstrated with and by a network.
- *With Children:* During your next interview with a child, ask this child whom they would like to include in their network. Ask the child who keeps them safe. Whom would they tell if they had a problem? Think about how the child's answer compares to the caregiver's answer. Can you bridge the gap to include all identified members?

- *With Network Member:* Ask the member the Three Questions.
  - » What does the member think is working well in the family?
  - » What is the member worried about?
  - » What does the member think needs to happen next?

## GET ON THE SAME PAGE

With the caregiver's permission, share the harm statement with network members. Remember, extended family, friends, and the network cannot keep the children safe if they do not clearly understand the harm or danger. This should not be the first time a caregiver is hearing the harm statement.

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Do you notice any correlation between the size of a family's safety and support network and your "worry meter," i.e., safety scale from the three-column map?

Do you notice any correlation between the size of the family's safety and support network and the child's response to trauma?

# COACHING AND SUPERVISION TIPS

## BUILDING SAFETY AND SUPPORT NETWORKS

1. Invite the worker to think through the questions, *"How do we know the children are safe?" "What actions of protection do we need to see demonstrated over time?"*
  - Listen for the inclusion of a safety and support network.
  - Ask worker how networks can be beneficial to the family and the child's safety.
2. Establish a family's safety and support network by asking the worker to complete a genogram or ecomap with a family and showcase during next supervision.
3. Encourage workers to try the Circles of Safety and Support tool with a family on their caseload. Then, in the next unit meeting, ask someone to share a challenge they experienced and invite other unit members to assist in problem solving.
4. Offer a moment to reflect on how assessment of the family changes as more family supports get involved and attend Team Decision Making® meetings or family meetings. *How does our worry change as more people join the table?*
5. Ask the worker to reflect on interviews or conversations they have had with the children on their caseload: *Has the child been asked whom they feel safe with or whom they would like to spend more time with?*
6. Practice position questions (a type of solution-focused question) during your next consult. Pose the questions: *"Who would the mom/dad say they most trust or depend on in the world?", "Who is already helping the family care for the child?", "What happens if the child gets sick; who do they call?"*
7. After a network has been developed, check in to see how often the worker is collaborating with the team. *How has your family engagement changed? How can we improve?* Remind workers that we are involved to help the family develop a safety and support network that they can call on after the DCFS case is closed. *What does safety look like when DCFS is no longer involved?*
8. Accompany two to three workers on home visits and support practice with SOP tools.