

Program Assistant

Participant Manual

Week 1



COLLEGE OF BUSINESS, HEALTH
AND HUMAN SERVICES
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

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COMPETENCIES

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| 100-1 | The worker knows how to use the state's legal definitions of physical abuse, sexual abuse, neglect, dependency/neglect, dependency and endangerment to determine the validity of child maltreatment reports. |
| 100-2 | <p>The worker understands the Family Service Worker's role in the court systems and how to use the court systems to protect children including:</p> <ul style="list-style-type: none">• How to gather pertinent evidence and write effective affidavits and court reports• How to prepare for court• How to present effective testimony |
| 101-1 | <p>The worker knows the values of family centered child welfare practice and understands that effective family-centered services can strengthen families, promote positive change and help prevent removal of children from their homes. Family-centered child welfare values include:</p> <ul style="list-style-type: none">• Safe and stable families• Permanence for children• Preservation of parents' and children's rights and dignity• Client self-determination• Reasonable efforts• Respect for individual and cultural differences• Awareness of how one's own values and culture can impact the delivery of child welfare services. |
| 101-2 | The worker understands the dual roles of the Family Service Worker to protect children from maltreatment and to empower families by providing services designed to strengthen and support families. |
| 101-3 | The worker understands the dual roles of the family service worker to protect children from maltreatment, empower families, and provide services that preserve safe and stable families. |

- 101-5** Using required agency protocols, the worker can determine when reports of maltreatment are true, when they are unsubstantiated and can use the data gathered in assessments to plan and provide relevant protective and supportive services.
- 101-6** The worker knows the broad range of responsibilities of the child welfare agency and the range of interventions to assure child safety from least intrusive to most intrusive, including providing supportive services, differential response, in-home services, arranging temporary out-of-home placements and reunification, placement with fit and willing relatives, and providing permanent homes for children who cannot return to their parents or caregivers.
- 101-7** The worker knows the proper roles and responsibilities of other community agencies and child welfare service providers and knows how to collaborate with these agencies and providers to develop case plans and provide services that assure a safe and stable family environment for children.
- 101-8** The worker can recognize indicators of mental health problems, substance abuse, and interpersonal violence and can assess the degree to which these problems are impacting child safety and family stability.
- 102-1** The worker understands knows the importance of effective assessment, case planning and concurrent planning and understands the factors that must be addressed in a thorough assessment including contributing factors to maltreatment, the functioning of the family as a unit, the cognitive, behavioral, social and emotional strengths and limitations of each family member, the formal and informal resources available to the family, and any other domains address by agency assessment tools and protocols.
- 102-2** The worker knows strategies to engage family members in constructive and collaborative casework relationships that empower families; promote family participation in assessment and planning; overcome resistance; are culturally sensitive; and defuse anger, fear and hostility while appropriately using authority to assure the protection of children.

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| 102-3 | The worker knows how to involve families in the development of appropriate, time limited case goals and objectives; knows how to prioritize family and child needs; knows how to formulate observable, behavioral measures of goals and objectives which address the highest priority needs; and knows how to identify the most appropriate services and activities to meet the case plan objectives |
| 102-4 | The worker understands the factors that must be addressed in the family strengths and needs assessment, including the contributing factors to abuse or neglect, the functioning of the family as a unit, the cognitive, behavioral, social, and emotional strengths and limitations of each family member, and resources available to the family. |
| 102-6 | The worker understands the dynamics of resistance and knows how casework methods can defuse family member's hostility, fear, and anger. |
| 102-7 | The worker knows how family-centered casework methods are used to promote safe and stable families and to promote permanency for children by involving parents and other family and/or community members in assessment and case planning; providing services to maintain children in their own home; assuring family members' involvement with their children in placement; and providing the necessary services to achieve timely reunification or other permanency options. |
| 103-1 | The worker has a thorough knowledge of the stages, processes and milestones of normal physical, cognitive, social, and emotional development of children from birth through adolescence. |
| 103-2 | The worker knows the potential negative impacts of maltreatment and trauma on normal development and can identify indicators of developmental delay or problems related to trauma in children who have been abused or neglected. |
| 103-4 | The worker is able to educate and advise families, caregivers, and foster parents about the effects of abuse and trauma on children and help them have reasonable expectations for abused, neglected and traumatized children. |
| 104-1 | The worker understands the process and dynamics of normal, reciprocal attachments. |

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| 104-2 | The worker understands the potentially traumatic outcomes of separation and placement for children and families - including psychological crises, serious disruption of family relationships and attachment, and disturbances in the child's development – and can weigh the risk to a child of remaining with his/her family against the trauma of separation when deciding whether to place a child out-of-home. |
| 104-3 | The worker understands the serious negative effects on children in changing and inconsistent living arrangements, including many changes in out-of-home caregivers, and can recognize the physical, emotional, and behavioral indicators of placement-induced stress |
| 104-4 | The worker understands the necessity of permanency planning and reasonable efforts to prevent removal, to prevent placement disruption and to achieve timely reunification or other permanency options. |
| 104-5 | The worker can identify ways that agency foster care policies and practices can contribute to successful out-of-home placements, including properly structuring a placement to help prevent crisis and its consequences; involving agency team members, and designing placement activities, including pre-placement preparation and visits, that minimize stress and provide emotional support to the child and family. |
| 104-6 | The worker understands the concept of "continuum of care" in determining the best placement for a child; knows strategies to identify, strengthen, and maintain the least restrictive, most homelike, culturally relevant placement to meet a child's needs; and knows how to prepare kinship relatives, foster parents, and other caregivers to receive children in placement to reduce stress and facilitate adjustment. |
| 104-7 | The worker knows the necessity of regular and frequent visits to maintain family members' relationships with the child in out-of-home placement, and can use casework strategies that empower families to participate in planning and attending visits, assessing the child's developmental, medical, social, and emotional needs and determining appropriate services. |

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| 105-1 | The worker understands the importance of CHRIS in the effective delivery of casework to the family and the management of the child welfare system. |
| 201-3 | The worker understands the value of pre-service and ongoing in-service training for foster and adoptive families. |
| 201-4 | The worker can assess the needs of children requiring foster or adoptive placement and can select the most appropriate, least restrictive, most homelike, culturally relevant placement setting to meet the child s developmental and treatment needs. |
| 201-8 | The worker can prepare children for adoption, including use of life books, stories, play, and other methods to communicate with the child, to reduce placement-induced stress and to maintain identity and continuity for the child |

***Division of Children and Family Services
FSW Competency List**

RECOGNIZING TRADITIONAL OWNERS OF THE LAND

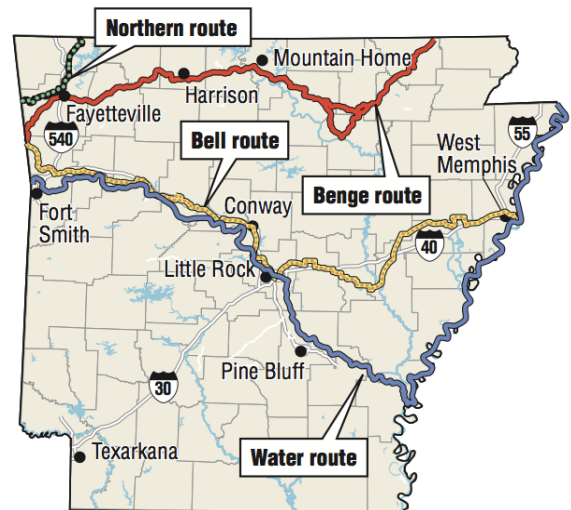
It is important for each of us to reflect on our place on the land, its history, and the impact we have on the land and its people. In Arkansas, we recognize the Caddo, Chickasaw, Osage, Quapaw, and Tunica peoples as the first people who inhabited the land.

We further recognize that a portion of the Trail of Tears runs through what is now Arkansas and that the Cherokee, Choctaw, Muscogee (Creek), Chickasaw, and Seminole Nations crossed the land during this forced removal.

We are committed to paying attention to the ways DCFS disproportionately impacts families of color, and we encourage you to reflect on how you can work to reduce that impact in your work with DCFS.



Trail of Tears in Arkansas



Arkansas Democrat-Gazette

PA TRAINING SERIES AGENDA (WEEKS 1 – 4)**WEEK 1:****Day 1**

- I. Section 1- Introduction to the Training**
 - A. Introduction and Housekeeping
 - B. Overview of Training Format and Overall Structure
 - C. Pre-Assessment
- II. Section 2- Orientation**
 - A. Overview of DCFS and DCFS Mission Statement
 - B. Overview of Safety Organized Practice and Structured Decision Making®
 - C. Review of Job Expectations
 - D. Introduction to Families & Family Systems Theory
 - E. Confidentiality

Day 2

- I. Section 1- Family-Centered Services and Communication**
 - A. Values Clarification
 - B. Family-Centered Values
 - C. Sensitivity to Culturally Diverse Value Systems
 - D. Communication
 - 1. Multi-Cultural Communication
 - 2. Communication with Families, Co-workers, Community
 - 3. Documentation

Day 3

- I. Section 1- Engagement**
 - A. Overview
 - B. Barriers of the Helper, Client/Family, Co-Worker, System
 - C. Techniques to Dealing with Resistance
 - D. Techniques to Overcome Barriers and to Learn Engagement Skills
 - E. Safety Issues in Child Welfare

- F. Basic Interviewing Skills
- G. Motivating Clients/Families
 - 1. Looking for Strengths
- H. The Three Questions
- I. The Three Houses
- J. Circles of Safety & Support
- K. Conflict Resolution

WEEK 2:**Day 4**

- I. Section 1- Child Development**
 - A. Pre-Natal
 - 1. Nutrition
 - 2. Medical Care
 - B. Attachment Behaviors
 - C. Cultural Diversity Awareness
- II. Section 2- Birth to Pre-School 0-5**
 - A. Developmental Milestones
 - B. Attachment/Bonding Behaviors
 - C. Nutrition/Feeding Problems
 - D. Immunizations
 - E. Toilet Training
 - F. Cultural Diversity Awareness
- III. Section 3- Early Childhood 6-11**
 - A. Developmental Milestones
 - 1. School/Peers
 - B. Cultural Diversity Awareness
- IV. Section 4- Adolescence 12-21**
 - A. Developmental Milestones/Teen Brain (not an oxymoron)
 - 1. School/Peers/Sexual Development

2. Cultural Diversity Awareness

Day 5

I. Section 1- Child Maltreatment

E. Scope of Problem

1. Reporting Maltreatment
2. Risk factors

II. Section 2- Physical Abuse

F. Physical and Behavioral Indicators

G. Indicators of abuse Powerpoint

H. Diversity Awareness

III. Section 3- Neglect

A. Physical and Behavioral Indicators

B. Neglect vs. Poverty

IV. Section 4- Emotional Abuse

A. Physical and Behavioral Indicators

V. Section 5- Sexual Abuse

A. Physical and Behavioral Indicators

B. Stages of Sexual Abuse

C. Sexual Abuse Exam

D. Working with the Non-Offending Parent & Child Victim

Day 6

I. Section 1- Child Health Issues

A. Failure to Thrive/SIDS

B. ADHD/Depression

C. Reactive Attachment Disorder

D. PACE Exams for Foster Children

WEEK 2**Day 7**

- I. Section 1- Out-of-Home Placements**
 - A.** Separation and Placement Issues for Children/Parents
 - B.** Types of Placements
 - 1. Buzz Words
 - 2. Laws
 - 3. Court Hearings
- II. Section 2- Rights of Foster Children and Biological Parents**
- III. Section 3- Rights of Resource Parents – Guest Speaker**
- IV. Section 4- Family Time**
- V. Section 5- Transitional Youth Services**
- VI. Section 6- Home Care Skills**

Day 8

- I. Section 1- Legal Process**
 - C.** Legal Basics for DCFS Service/Policy
 - D.** Legal Laundry List
 - 1. Buzz Words
 - 2. Laws
 - 3. Court Hearings
- II. Section 2- Court System**
- III. Section 3- Court Testimony Practice “Logan Martin” Case**
- IV. Section 4- Policy Jeopardy**

Day 9

- I. Section 1- Ethics**
- II. Section 2- Self-care for Clients**
- III. Section 3- Post-Assessment/Celebration**
- IV. Days 10-12 Active Parenting**

PROGRAM ASSISTANT TRAINING: AGENDA – DAY 1

- I. Introductions and Housekeeping Information**
- II. Overview of Training Modules and Format**
- III. Complete Pre-Assessment**
- IV. DCFS Mission Statement**
- V. Job Description**
- VI. Safety Organized Practice**
- VII. Structured Decision Making**
- VIII. Family Systems Theory**
- IX. Confidentiality**
- X. Homework Assignment**

OBJECTIVES

At the completion of the training, the Program Assistant will:

- Know the relationships between the various Divisions within the Department of Human Services.
- Become familiarized with the Chain of Command that exists within the Division of Children and Family Services.
- Know their role within the DCFS mission statement as a change agent, colleague, team participant, community servant, and mentor.
- Review PA job description and discuss job expectations.
- Understand the dynamics of family systems theory and how it applies to their jobs.
- Understand the importance of maintaining confidentiality in professional relationships with clients

HOUSEKEEPING INFORMATION

- **Training facilities are smoke-free.** The trainer will show you where the smoking areas are located.
- **Phones-** Per DCFS request, all state agency cell phones are required to be turned off and placed in the designated storage area during class time. Agency cell phones may be retrieved during breaks and returned to storage. Personal cell phones are required to be on silent during class time and should only be used in case of an emergency.
- **Time Frames-** Training will be held on Monday, Tuesday, and Wednesday each week. All sessions will begin at 9:00 a.m. and end at 4:00 p.m., with one hour for lunch. Scheduled breaks will be given during the day.
- **Attendance-** Sign-in sheets will be completed for each morning and afternoon training session. No participant may sign for someone else. Attendance is mandatory, and any sessions missed will have to be made up. Attendance will be recorded and become a permanent part of the participant's training record. Late arrivals and early absences will be recorded by the trainer on the sign-in sheet. Participants missing more than 1 hour from any morning or afternoon session will be required to make up the training session.
- **Travel Reimbursement-** TR-1s are completed in the county office, and any questions are addressed to the participant's supervisor.
- **Restaurant guide-** Trainer will have information regarding restaurants for persons not familiar with the area.
- **Pre/Post Assessment-** There will be a written assessment at the beginning and the end of training for the primary purpose of assessing the effectiveness of the training. Participants will be given written feedback on their performance.
- **Evaluation-** Participants will be given the opportunity to evaluate the training schedule, content, format, method, and trainer(s). Participants are encouraged to provide thoughtful feedback that will enable MidSOUTH to provide the best training product.

INTRODUCING SAFETY ORGANIZED PRACTICE

By Philip Decter and Raelene Freitag

What is integrated Safety Organized Practice?

The term “safety organized practice” was first used by Andrew Turnell to describe an approach to day-to-day child welfare casework. The practice is designed to help all key stakeholders involved with a child—parents, extended family, child welfare workers, supervisors and managers, lawyers, judges and other court officials, and even the child him/herself—keep a clear focus on assessing and enhancing child safety at all points in the case process. This adapted approach integrates the best of Signs of Safety (a strengths- and solution-focused child welfare practice approach) with the Structured Decision Making® (SDM) system (a set of research-based decision-support assessments) to create a rigorous child welfare practice model.

Overarching Objectives

- **Development of Good Working Relationships:** Using a spirit of curiosity, practices of family engagement, and a shared language for important child welfare concepts to help create good working relationships among all the key stakeholders involved with a family.
- **Use of Critical Thinking and Decision-Support Tools:** Helping all stakeholders use the best of their experience and the best of state-of-the-art child welfare research to jointly assess family situations and arrive at clear statements of both the harm to the children and the goals for a child welfare intervention.
- **Creation of Detailed Plans for Enhancing Daily Safety of Children:** Creating jointly developed, understandable, achievable, and behaviorally based plans that include all stakeholders and clearly show how the protection of children will be enhanced on an ongoing basis.

STRUCTURED DECISION MAKING® SYSTEM OVERVIEW GOALS, OBJECTIVES, AND CHARACTERISTICS

SDM® System Goals

- Reduce subsequent child maltreatment and child protective system involvement, including the following.
 - Investigations
 - Validated investigations
 - Injuries
 - Out-of-Home Care placements
- Expedite permanency for children.

SDM® System Objectives

- Identify critical decision points.
- Increase reliability of decisions.
- Increase validity of decisions.
- Target resources to families at highest risk.
- Use case-level data to inform decisions throughout the agency.

The SDM® System at Each Decision Point



At One Table

Arkansas Practice Model DCFS Values

- 1** Relationships with children, youth, and families are the foundation.
- 2** Collaborative partnerships with resource families.
- 3** Helping children and youth achieve their full potential and develop lifelong relationships.
- 4** Shared responsibility with community partners.
- 5** A strong working relationship with the legal system.
- 6** A workplace culture characterized by reflection, appreciation, and ongoing learning.

**Our vision is that every child deserves
a safe and stable family every day.**



FUNCTIONAL JOB DESCRIPTION PROGRAM ASSISTANT

SUMMARY

The Department of Human Services (DHS) Program Assistant is responsible for providing social services to program recipients and support for families. This position is governed by state and federal laws and agency/institution policy.

TYPICAL FUNCTIONS

- Teaches and demonstrates living skills to clients, such as budgeting, cooking, menu planning, housekeeping, and child care.
- Transports clients and/or family members for medical, dental, educational, and counseling appointments.
- Aides clients in locating resources by contacting organizations or agencies for assistance.
- Assists with developing and monitoring behavior plans, parenting/anger management classes, and maintaining narratives detailing action taken on behalf of the client/family.
- Participates in training clients in employment skills by providing materials and tools, monitoring work assignments, and providing direct assistance when needed.
- Attends staff and mandatory trainings.
- Schedules, monitors, and documents family visits.
- Performs clerical duties, such as answering the telephone, routing calls, receiving referrals for clients, typing documents, filing, and handling mail.
- Performs other duties as assigned.

KNOWLEDGES, ABILITIES, AND SKILLS

- Knowledge of agency and community resource organizations.
- Knowledge of applicable computer functions and applications.
- Ability to teach or model functional living skills.
- Ability to observe and evaluate contacts and case development.
- Ability to interview clients and collect and evaluate data.
- Ability to prepare and present oral and written information.

MINIMUM QUALIFICATIONS

The formal education equivalent of a high school diploma; plus one year of experience in a social-service related field. Additional requirements determined by the agency for recruiting purposes require review and approval by the Office of Personnel Management. OTHER JOB RELATED EDUCATION AND/OR EXPERIENCE MAY BE SUBSTITUTED FOR ALL OR PART OF THESE BASIC REQUIREMENTS, EXCEPT FOR CERTIFICATION OR LICENSURE REQUIREMENTS, UPON APPROVAL OF THE QUALIFICATIONS REVIEW COMMITTEE.

WHAT IS A FAMILY?

DEFINITION: Groups of people who have a history and are united by a set of rules that determine their relationships.

- ◆ **Families are the primary unit of society.**
- ◆ **Members are bound together with ties of loyalty and affection.**
- ◆ **Where we first experience gratification/frustration of needs and develop relationships.**

Types of Families:

- | | |
|-----------------|--|
| • Nuclear | 2 parents, children |
| • Single | 1 parent, child(ren) |
| • Blended | 1 biological parent, 1 stepparent, child(ren) |
| • Extended | Grandparents, aunts, uncles, cousins, perceived kind, etc. |
| • Adoptive | Legal parent(s), child(ren) |
| • Resource | Substitute parents(s), child(ren) |
| • Older Sibling | Siblings |
| • Communal | 2 or more adults not married/related |

BASIC PRINCIPLES OF FAMILY SYSTEMS THEORY

- All systems tend to maintain the balance called homeostasis. Thus, systems resist change and intervention from outside.
- Rules are formulas for relationships or guides for conduct and action in the family. These messages dictate family behavior for individuals and for the family as a unit. Family rules may differ drastically from one culture to another.
- Roles are part of every family system. Each member of the family carries on a role or multiple roles that are integrated into the family's structure and serve to represent permitted, expected, and even forbidden behaviors. Family roles may be assigned on the basis of legal or chronological status, gender, economic capabilities, etc.
- All families develop networks of coexisting subsystems formed on the basis of gender, interests, age, or functions that must be performed for the family's survival.
- Families fall on a continuum somewhere between those that are so uninvolved that the members are disengaged to the other extreme in which family members are so intertwined with one another's lives that they are enmeshed. Most families are somewhere in the middle.
- Families have external and internal boundaries that enable them to provide preservation and protection for family members.
- The members of a family make up a complex whole, which cannot be understood by viewing each of its members separately – the whole is greater than the sum of its parts.
- A change in one member of the family system causes all others who are in emotional contact with that person to make a compensatory change. Small changes may have far-reaching effects because of the "ripple effect" described previously.
- A problem for one family member is seen as a problem in the "system" even though only one member may be carrying the "symptom."

CONFIDENTIALITY

- To effectively carry out the job of a PA, one must be able to establish a relationship with the family.
- A crucial part of a relationship is building trust.
- Trustworthiness is implied in the values of Family-Centered Services.
- Many families have no reason to trust a new worker or PA and will, in fact, test the new person to see if they are trustworthy.
- Reasons to maintain confidentiality.
 - 1.
 - 2.
 - 3.
- Limits to confidentiality.
 - 1.
 - 2.
 - 3.
- Ways to maintain confidentiality.
 - 1.
 - 2.
 - 3.

FAMILY CENTERED SERVICES/COMMUNICATION AGENDA

- I. Introduction**
- II. Values Clarification**
- III. Principles of Family-Centered Services**
- IV. Diversity Issues**
- V. Multi-Cultural Communication**
 - A. Barriers**
 - B. Active Listening**
 - C. Empathetic Responding**
- VI. Documentation**
- VII. Conclusion**

OBJECTIVES

At the completion of this training, the Program Assistant will:

- Begin to understand how to respect the differences between personal values and the values of families they will be serving.
- Know the principles of family-centered services.
- Understand the strength-based perspective approach in working with families.
- Be able to clarify their own beliefs and values regarding the families with whom they will be working.
- Understand the significance of a family systems approach to assisting families.
- Understand basic techniques for effective cross-cultural communication.
- Know the barriers and responses that hinder the various forms of communication.
- Practice the skills of active listening and empathetic responding.
- Be able to demonstrate how to write objective narrative entries.

FAMILY CREST

1	2
3	4

1. Draw a symbol* or picture of a family rule that you feel was based in your specific culture.
2. Draw a symbol* or picture of an important value in your family.
3. Draw a symbol* or picture of a strength/quality for all members of your family.
4. Draw a picture* that represents a goal or dream for your family.

*You may also write down a word if you don't feel comfortable drawing

VALUES SURVEY

DIRECTIONS: Choose the five items that you feel are most important. Rank the five in the order of their importance to you.

1. A comfortable life (a prosperous life)
2. A sense of accomplishment (lasting contribution)
3. A world of beauty (beauty of nature and the arts)
4. A world of peace (free of war and conflict)
5. Ambition (hard working and aspiring)
6. An exciting life (stimulating, active life)
7. Capable (competent, effective)
8. Cheerful (lighthearted, joyful)
9. Clean (neat, tidy)
10. Courageous (standing up for one's beliefs)
11. Equality (brotherhood, equal opportunity for all)
12. Family security (taking care of loved ones)
13. Freedom (independence, free choice)
14. Forgiving (willing to pardon others)
15. Happiness (contentedness)
16. Helpful (working for the welfare of others)
17. Honest (sincere, thoughtful)
18. Imaginative (daring, creative)
19. Independent (self-reliant, self-sufficient)
20. Inner harmony (freedom from inner conflict)
21. Intellectual (intelligent, reflective)
22. Logical (consistent, rational)
23. Loving (affectionate, tender)
24. Mature love (sexual and spiritual intimacy)
25. National security (freedom from attack)
26. Obedience (dutiful, respectful)
27. Polite (courteous, well mannered)
28. Responsible (dependable, reliable)
29. Salvation (saved, eternal life)
30. Self-controlled (restrained, self-disciplined)
31. Self-respect (self-esteem)
32. Social recognition (respect, admiration)

- | | |
|----|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |
| 5. | _____ |

PRINCIPLES AND VALUES ASSOCIATED WITH FAMILY-CENTERED SERVICES

The Family as a Social Unit

- Every family has value and intrinsic worth in our society.
- Each family is unique.
- The family is the best environment for meeting the basic needs of children.
- Children need families and have the right to grow up in families.
- Parents have the right to care and provide for their children with dignity and respect.
- Society has the obligation to strengthen families and enable them to remain intact.

Family Functioning

- Belief that all families, irrespective of problems that reduce their ability to function, have competencies that can be utilized to increase their strengths.
- Trust that all families have the capacity to change and that power for change resides in the family.
- Families need to perceive that they are “in charge.” Conditions that threaten the functioning of the family and the well-being of children are associated with the lack of resources that create and reinforce the family’s feeling of helplessness and hopelessness.
- No family can exist in isolation. The family derives its energy from external resources.

Family As The Focus Of Services

- Family functioning is best understood through observation of the ecological context in which it exists.
- Services utilize naturally occurring support.
- Intervention begins where the family is. Service must be relevant to the needs and wishes of the family.
- Families are engaged as partners.
- Empowerment is the primary goal for strengthening the family by “joining with” rather than “doing to.”
- Services provided within the family’s natural surroundings of the home increase the family’s power in the service relationship.
- Safety of the children in the family is the first concern.

FAMILY-CENTERED



Buzz Words



Partnership Respect



Strengths



Natural Supports



Empowerment

Trust



Engaging & Joining



Balanced

Reframing



MULTICULTURAL GUIDELINES FOR COMMUNICATING ACROSS DIFFERENCE

- **Try on.** Try on each other's ideas, feelings, and ways of doing things for the purpose of greater understanding. Keep what you like and let go of the rest at the end of each interaction, discussion, session, or meeting.
- **Okay to disagree and NOT okay to blame, shame, or attack ourselves or others** because of our differences. One of the necessary ingredients for differences to be expressed and valued is that people let go of the need to be, think, or act the same.
- **Practice “self-focus” and use “I” statements.** Begin by talking about your own experience. It is helpful to make “I” statements when speaking about your experience, rather than saying “you”, “we,” or “someone.” When you intend to refer to others, be specific about them by name or group. This invites and creates space for multiple perspectives to be shared especially when they are different than yours.
(Learning from uncomfortable moments is an important part of this process so, pay attention to your feelings.)
- **Be aware of intent and impact.** Be aware that your good intentions may have a negative impact, especially across racial, gender, or other cultural differences. Be open to hearing the impact of your statement.
(If you want to “stretch” yourself, seek feedback from the individual before they bring it to your attention.)
- **Practice both/and thinking.** Look for ways to fit ideas together and not set up an “either/or” process or a competition between ideas.
(Look for the existence of many truths from the perspectives of the many cultural backgrounds involved or that you are serving.)
- **Notice both process and content.** Notice both process and content during work sessions. Content is what we say, while process is how and why we say or do something and how the group reacts.
(Notice who is active and who is not, who is interested and who is not, and ask about it.)
- **Confidentiality** with regard to personal sharing is important. You can carry the work of the group; your own learning, stories, and perspectives; and the public work from the group. Allow others to tell their own stories.

*Ask first to see if an individual wants to follow up on the initial conversation.
Do not use any information shared negatively toward a progress report or against a supervisor.*

IDENTITIES

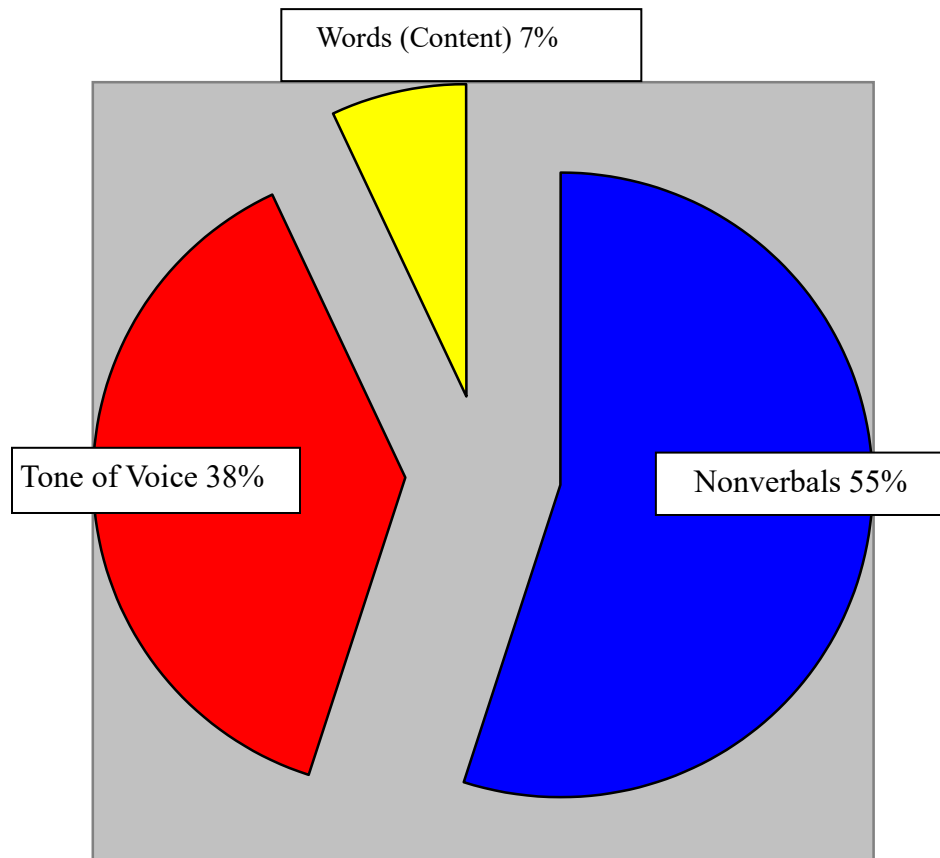
- ___ Race/Color
- ___ Socio-Economic Status
- ___ Education Level
- ___ Place in Hierarchy
- ___ Gender
- ___ Gender identity/Social Gender Expression
- ___ Sexual Orientation
- ___ Relation
- ___ Military Status
- ___ Age
- ___ Physical Mental, Emotional Learning Ability
- ___ Immigrant Status
- ___ Language

From SOP Overview for AR Partnership PowerPoint presented by NCCD on November 12, 2020 and from the SOP Overview, <https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/California/543/2013 SOP T4T/Three Day SDM and SOP/Handout Kit/Introducing SOP CAL.doc>

ENHANCING CULTURAL COMMUNICATION:

- ✓ **Listening**
- ✓ **Checking Perceptions**
 - *Misinterpretation may occur if personal values are used to evaluate the situation*
 - *Differences between cultures are generally seen as threatening/negative*
- ✓ **Seeking Feedback**
 - *Different cultures often interpret the same event differently*
- ✓ **Resisting Judgmental Reactions**
- ✓ **Cultivating Self-Awareness**
 - *Can be dangerous to play by the other culture's rules if you do not have a basic understanding of the culture*
 - *We are rarely aware of the impact of our language on an outsider*
- ✓ **Taking Risks**
 - *Visiting another culture can be exciting and lonely*
- ✓ **Finding a Cultural Guide**

COMMUNICATION COMPONENTS



■ Nonverbals 55%

■ Tone of Voice 38%

■ Words (Content) 7%

A. Barbour's Louder Than Words: Nonverbal Communication

VERBAL BARRIERS TO COMMUNICATION

Responses that may have an immediate negative effect:

- Moralizing, Sermonizing
- Advising prematurely, or offering premature solutions
- Arguing, Lecturing, Instructing, Intellectualizing, Persuading
- Judging, Criticizing, Blaming
- Analyzing, Diagnosing, Interpreting, Labeling
- Reassuring, Sympathizing, Excusing, Consoling
- Sarcasm or distracting humor, Making light of other's concerns
- Threatening, Counterattacking, Warning
- Using excessive close-ended questions
- Stacking questions, Asking leading questions

NON-VERBAL BARRIERS TO COMMUNICATION

- Be aware of cultural differences
- Lack of direct eye contact
- Lack of warmth and concern reflected in facial expression
- Appropriately varied and animated facial expression
- Arms and hands not expressive or overly so
- Body stiff and rigid or leaning way back away from others
- Voice loud or too soft to hear
- Lack of warmth in tone of voice
- Voice without expression of emotion
- Rapid speech
- Distractive behaviors such as fidgeting, yawning, gazing, looking at watch

ENVIRONMENTAL BARRIERS TO COMMUNICATION

- Number of people in the home
- State of both the client and the worker
- Conditions of the physical environment

Developed from Hepworth and Larsen, Direct Social Work Practice

ACTIVE LISTENING

A. What is it?

Active listening involves really listening for feelings, as well as content. It requires that we get inside the speaker's feelings and grasp, from the speaker's point of view, just what is being communicated to us. It is "active" in that we must also convey to the speaker that we are sensitive to the total meaning of the message.

B. Techniques

1. Listen for the Total Meaning

Any message a person tries to get across usually has two components:

- a) the content of the message, and
- b) the feeling or attitude underlying the content. Both of these components give the message meaning. It is the total meaning of the message that we try to understand.

2. Respond to Feelings

In some instances, the content is far less important than the feeling, that underlies it. To catch the full flavor or meaning of the message, one must respond particularly to the feeling component.

3. Note All Cues.

Truly sensitive listening requires that we become aware of several kinds of nonverbal communication besides the verbal content.

C. What will it accomplish?

By consistently listening to a sender/speaker, you are conveying the idea: "I'm interested in you as a person, and I think that what you feel is important. I respect your thoughts, and even if I don't agree with them, I know they are valid for you. I'm not trying to change you or evaluate you. I just want to understand you. I think you're worth listening to, and I want you to know I'm the kind of person you can talk to." The most important aspect of active listening is that it is the demonstration of the message that works. While it is most difficult to convince someone that you respect him/her by telling him/her so, you are much more likely to get this message across by really behaving that way by actually having and demonstrating respect for this person. Listening does this most effectively.

D. Just a word about "feedback."

After active listening occurs, let the sender know you heard. Verbally reflecting back the content and the feeling is called feedback.

APPROPRIATE CONDITIONS FOR USING ACTIVE LISTENING

A. IN THE SENDER/SPEAKER:

1. The sender should be having feelings and/or experiencing a problem and the listener/receiver should be picking up cues or clues, such as:
 - a. Clear, verbal or non-verbal expressions of those feelings or problems. (“I’m worried; I’ve got a problem.”)
 - b. Ambiguous, sensitivity-alerting code. (“Hey Frank, did you ever wonder what you’d do if you lost your job?”)
2. If feelings or problems are not present in the sender, active listening may be perceived as a maddening word game, or a subtle implication that the sender is sick and the listener is well.

B. IN THE RECEIVER/LISTENER:

1. The receiver must have a genuinely helpful “set” in the following areas:
 - a. Feeling accepted
 - b. Wanting to help (not just turning on a mechanical gimmick).
 - c. Having and wanting to take enough time (unexpectedly lengthy talks can be ended with an agreed-upon appointment to continue later).
 - d. Trusting that sender can solve their own problems better for himself/herself than the receiver can.
 - e. Feeling reasonably separate. The receiver can let the sender be a separate person who owns their own problems in a life separate from the listener’s.
2. If these conditions are not present in the listener, their active listening will inevitably reflect those deficits in the form of:
 - a. Attempts to change or influence the sender with hidden agendas, evaluations, etc., buried in the feedback;
 - b. Perfunctoriness or other non-verbal cues of unacceptance or lack of interest;
 - c. Inability to hear or “catch” the sender’s message – “inner ear” turned off.
3. The sender experiences such “active listening” as threatening, manipulative, frustrating, condescending, or boring, and usually rejects it

RECIPROCAL EMPATHY

The worker's verbal and non-verbal responses convey understanding and are essentially interchangeable with the obvious expressions of the client. This response accurately reflects factual aspects of the message and accurately reflects the client's surface feelings. Reciprocal, empathic responses facilitate further exploration and problem-focused responses by the client.

Low-level, empathic responses show no awareness or "attuned-ness" to client feelings. Moderate, low-level responses may miss the degree of emotion or feeling expressed or may miss factual content.

EXAMPLE FORMULA SENTENCES FOR EMPATHIZING

"You're _____ because _____."

(feeling word) (reason)

"It's _____ when _____."

(feeling word) (reason)

"The fact that _____ makes you/causes you to feel _____."

(reason) (feeling word)

"When _____, you _____."

(reason) (feeling word)

Examples of Feeling Words

Positive

Happy
Pleased
Surprised
Relieved
Hopeful
Glad
Excited
Confident
Determined
Important
Sure
Comfortable
Eager
Proud
Relaxed

Negative

Concerned*
Discouraged*
Disappointed*
Confused
Trapped
Overwhelmed*
Frustrated*
Scared
Worried
Nervous
Doubtful
Uncertain
Uncomfortable*
Apprehensive
Stressed

Empathizing = Identification With...

(Adapted from Hepworth and Larsen, Direct Social Work Practice)

“WHAT AM I SAYING?”

Example: (Child to Program Assistant) “I can’t believe my parents didn’t show up today. They keep doing this.”

Your response: “You seem to be sad because your parents didn’t show up today for the visit. Would you like to talk about this?”

Remember: Resist the urge to fix -- you are practicing showing empathy.

1. I just don’t know what to do about my kids. They always want something. They have no idea how hard it is to stretch the little money we get. Someday they’ll learn. I may not be there for them, then.
2. I’ve been pretty discouraged lately. I just can’t seem to get a good relationship going with any of my families. I visit them on a regular basis. I take them everywhere. I worry about them. I advocate for them. I don’t feel like I am doing any good.
3. (Child to Program Assistant) “I hate you! You took me away from my home; you are always sticking your nose in my business. Like you really care anyway. You’re just like all the rest, goody two-shoes now, and then I probably won’t see you for three months – maybe never!”
4. I’m really bummed out. I don’t know what I want to do with my life. I’m pretty tired of school, but there aren’t any good jobs around, and I sure don’t want to join the service. I could just drop out for a while, but that doesn’t really sound very good either.
5. Things really seem to be kind of lousy in the office lately. There is a lot of bickering and backbiting. It’s not that it’s just awful, but it doesn’t feel like it used to. It’s hard to know, anymore, what we are supposed to be doing with families.
6. I keep getting the feeling my supervisor is angry with me. It seems like lately she hasn’t been joking around very much, and she hasn’t said anything at all about my work for about three weeks now. I wonder what I should do?

PLEASE LISTEN:

A Poem

By: Leo Buscaglia

When I ask you to listen to me and you start giving me advice,
You have not done what I asked.

When I ask you to listen to me and you begin to tell me why
I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something
to solve my problem, you have failed me, strange as that may seem.

Listen! All I ask is that you listen.
Don't talk or do – just hear me...

And I can do for myself; I am not helpless.
Maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do for myself, you contribute to my fear
and Inadequacy.

But when you accept as a simple fact that I feel what I feel, no matter how irrational, then I can
stop trying to convince you and get about this business of understanding what's behind this
irrational feeling.

And when that's clear, the answers are obvious and I don't need advice.
Irrational feelings make sense when we understand what's behind them.

So please listen, and just hear me.
And if you want to talk, wait a minute for your turn– and I will listen to you.

DOCUMENTATION

Documentation is critical for the following reasons:

- Accountability for services
 - Reasonable efforts
 - Avoid duplication of services
 - Development and revision of family case plans
 - Others?
-
-
-

Documentation aimed at establishing Reasonable Efforts must contain information on the following:

- First contact with the client family
- Problem identification and assessment
- Offer of services
- Appropriateness of services offered
- Acceptance of services
- Services to prevent removal of child from home
- Reunification efforts

Documentation in family case plan development and revision must include the following:

- Developed with the family
- Family-centered assessments
- Discovering and incorporating the family's strengths
- Working toward family empowerment and safety of child
- Outlines the roles and responsibilities of all involved parties

BASICS OF DOCUMENTATION

Primary purpose of documentation is to **INFORM**.

The aim in writing any documentation is to provide information:

- Accurately
- Concisely
- Professionally
- Truthfully

At all times, keep in mind *WHO IS YOUR AUDIENCE?*

Possible Readers include:

- Supervisor
- Workers
- Other PAs
- Federal reviewer
- OCC
- Judges
- Police
- Opposing counsel
- Attorney ad litem
- Client
- Non-involved biological parents

Spelling

Grammar

Length

NARRATIVE CONTENT

Basic elements of narrative include:

- **When** – date and time
- **What and where** – type of contact and place it occurred
- **Who** – people involved
- **Why** – reason for the contact
- **How** – way to reconnect

Rules to remember when writing narrative:

- Be objective – just the facts, please.
- Summarize all related facts.
- Document as activities occur.
Don't save up documentation. Don't attempt to document events that are supposed to happen, but that have not yet happened.
- Adhere to family plan goals and objectives.
Information should ideally be related back to the tasks, objectives, and goals of the case as outlined in the case plan.
- Minimize personal opinions (indicate when using).

As a professional, there are times when your opinions about the case can be useful to others. However, this is the exception rather than the rule and opinions should not be included on a regular basis.

- Record only your own activities.
- Avoid emotionally charged narrative.

There are times when contacts with clients and families are upsetting. Remember that the case record is a legal document and should present information accurately and objectively.

- Be complete.

CHECKLIST FOR DOCUMENTATION

- ☐ Family case plan goals and objectives are the guiding subject of your narrative. Narrative should document progress or lack of progress in accomplishing goals.
- ☐ Paint an accurate picture of the event.
- ☐ Your narrative is documented proof of the event.
- ☐ Well-written documentation will stand up in court.
- ☐ The tone of your narrative should display confidence in your understanding of the event.
- ☐ Refrain from labeling or drawing conclusions.
- ☐ Document all services offered which were appropriate to remedy the situation.
- ☐ Document all services accepted, which were appropriate to remedy the situation, and who accepted (and any reason given for acceptance).
- ☐ If services were offered but refused, document who refused the service and the reason given for refusal.
- ☐ Document efforts to reunify the family in cases of out-of-home placement.
- ☐ Document any changes in visit schedule, why it was changed, who was notified, and when notified.
- ☐ Document all visits and all telephone calls.
- ☐ Keep your documentation current. It is more difficult to attempt to recreate the event.
- ☐ Documentation is accurate, concise, professional, and truthful.
- ☐ Documentation is complete and can be shown to anyone.
- ☐ Write in third person.
- ☐ When documenting contacts, focus on safety, permanency & well-being.

SAMPLE CONTACT – PROBLEMATIC

Home Visit
Tums Residence
7-16-XX
10:45

When I arrived at the Tums' home, I knocked several times, no answer. The T.V. was on or maybe the radio, whichever one it was, it was very loud. This time when I knocked, I called Mrs. Tums' name. Finally, the 4 yr. – old came to the door, he said his Mommy was asleep. I asked him to wake her up, which he did. When I entered the home, mom's boyfriend was lying on the couch. The two boys were watching T.V.

The living room was a mess. There were pizza boxes, pop cans, cig. butts, and dirty clothes on the floor. The house stunk. It smelled of dirty diapers and rotten food. I offered to help Mrs. Tums clean the living room, carry out the trash, and we then put the dirty clothes in a basket. George just laid on the couch and watched us clean. He's so lazy.

We then discussed services DHS could help her with, day care, transportation to the Dr. appts. and utility assistance. She said her doctor's apt. was next Wed. at 10:30 am. Mrs. Tums said she needed food, and could I take her to the food bank, I said that I would. I offered Mrs. Tums help with budgeting and parenting. The baby had a nasty rash. Mrs. Tums said she was about out of diapers, so she didn't change the baby's diapers as much as she should. I had some diapers in my care and some baby cream, so I went to the car and brought them to her. Oh! I also had some wipes, so I gave them to her. She said, "Thank you."

It was about 1 pm then, so I said, "Goodbye," and that I would see her in the morning to take her to the Food Bank. Mr. Tums never even said "Goodbye," he was still lying on the couch. Mrs. Tums was unhappy, probably because her boyfriend is a bum. She has low self-esteem.

Program Assistant
Bunny Nelson

ENGAGING FAMILIES AGENDA

- I. Overview**
- II. Barriers/Resistance**
- III. Safety Issues in Child Welfare**
- IV. Basic Engagement & Interviewing Skills**
- V. Motivating Families**
- VI. Looking for Strengths**
- VII. The Three Questions**
- VIII. The Three Houses**
- IX. Circles of Safety & Support**
- X. Conflict Resolution**
- XI. Conclusion**
























OBJECTIVES:

At the completion of this training, the Program Assistant will:

- Recognize 3 – 5 barriers that hinder the development of an effective helping relationship.
- Demonstrate techniques to overcome these barriers so that the PA can begin to engage families in helping relationships.
- Review safety issues in child welfare.
- Review & practice basic interviewing techniques.
- Demonstrate the ability to see strengths in “client” family members.
- Recognize the beliefs that underpin Family-Centered Assessment.
- Review steps to assist in the change process.
- Develop responses to situations that require confrontation, utilizing specified guidelines.
- Understand various styles of dealing with conflict and learn a conflict resolution formula

PEOPLE BINGO

(Find someone who...)

<p>Likes to cook</p> 	<p>Has a garden</p> 	<p>Can drive standard cars</p> 	<p>Likes to clean house</p> 	<p>Has children</p> 
<p>Has college degree</p> 	<p>Likes to read</p> 	<p>Speaks another language</p> 	<p>Has lived in another state</p> 	<p>Has grandchildren</p> 
<p>Has lived in more than three states</p> 	<p>Has never had a speeding ticket</p> 	<p>Likes to go fishing</p> 	<p>Likes to watch old movies</p> 	<p>Can play a musical instrument</p> 
<p>Likes to sew</p> 	<p>Doesn't watch TV</p> 	<p>Can sing</p> 	<p>Likes Japanese food</p> 	<p>Has been to another country</p> 
<p>Has court experience</p> 	<p>Has taught somewhere in some capacity</p> 	<p>Likes to drive</p> 	<p>Feels comfortable around new people</p> 	<p>Knows how to can vegetables</p> 

HOW DO WE MEET RESISTANCE?

Resistance can be manifested in three ways:

- **Verbal**

- **Behavioral**

- **Emotional**

List 3 strategies to meet with resistance:

Expect resistance in your job. If you see resistance, it is a sign to change your strategy!

JOINING WITH FAMILY MEMBERS

1. Put yourself in the family's position and ask what you would wish for DCFS to do for you.
2. Avoid professional jargon – use family's terms and phases whenever possible.
3. Avoid labeling family members.
4. Discover and use (“mimic”) key words or idiosyncratic ways of the client family.
5. Let the family be the experts in their problems and circumstances.
6. Look, listen, and notice cues to family members' preferred learning styles and try to use words that will communicate in/to those styles.
7. Honestly acknowledge family strengths

RESPONDING TO RESISTANT CLIENTS

1. Client: I keep my house clean. You can ask my friend.
PA:

2. Client: I made a mistake once. I hit my kid too hard. I don't need your help.
PA:

3. Client: I know you people. You take kids away, and never give them back.
PA:

4. Client: See that woman over there? I bet she is the one who reported me.
PA:

5. Client: I don't let anyone I don't know into my house!
PA:

6. Client: I don't have to talk to you or anyone else.

Leave me alone!

PA:

7. Client: What do you know about parenting? Do you have kids of your own?

PA:

Safety Issues in Child Welfare

I. Prior to a home visit, the PA should

- Ask workers to check case record for safety threats and risks to personal safety associated with the family.
- Notify supervisor of visit (and complete the required safety form)
- Travel with a cell phone and a full tank of gas.
- Have safety equipment for car: protective gloves, disinfectant wipes, plastic trash bags, clean towels, and one change of personal clothes.

II. During the home visit, the PA should

- Park in street, not driveway, and have vehicle facing away from residence; lock your car
- Take cell phone (speed dial 911) but no personal items into residence.
- Observe sights, sounds, and smells indicative of danger.
- Stand to side of door when knocking and do not enter home if adults are not present immediately contact law enforcement to ensure safety of children.
- Conduct interviews near an exit
- Leave residence if it feels unsafe and contact supervisor

III. When leaving the home visit, the PA should

- Observe any activity close to front door and quickly check activity by and inside vehicle
- Have keys in hand when walking to parked car and lock doors immediately after entering vehicle quickly
- Leave neighborhood immediately and do not linger to make phone calls or take notes Other safety suggestions:

“Think safety – act safely!”

STAGES OF THE INTERVIEW

Introduction

- Provide the first impression
- Identify self and agency
- Identify role

Engagement

- Solution Focused Questions
- Use of active listening skills
- Acknowledge client's feelings about the interview process
- Build trust and rapport
- Look for strengths of family and network members

Fact-finding

- Gather information
 - Who?
 - What?
 - When?
 - Where?
 - How?

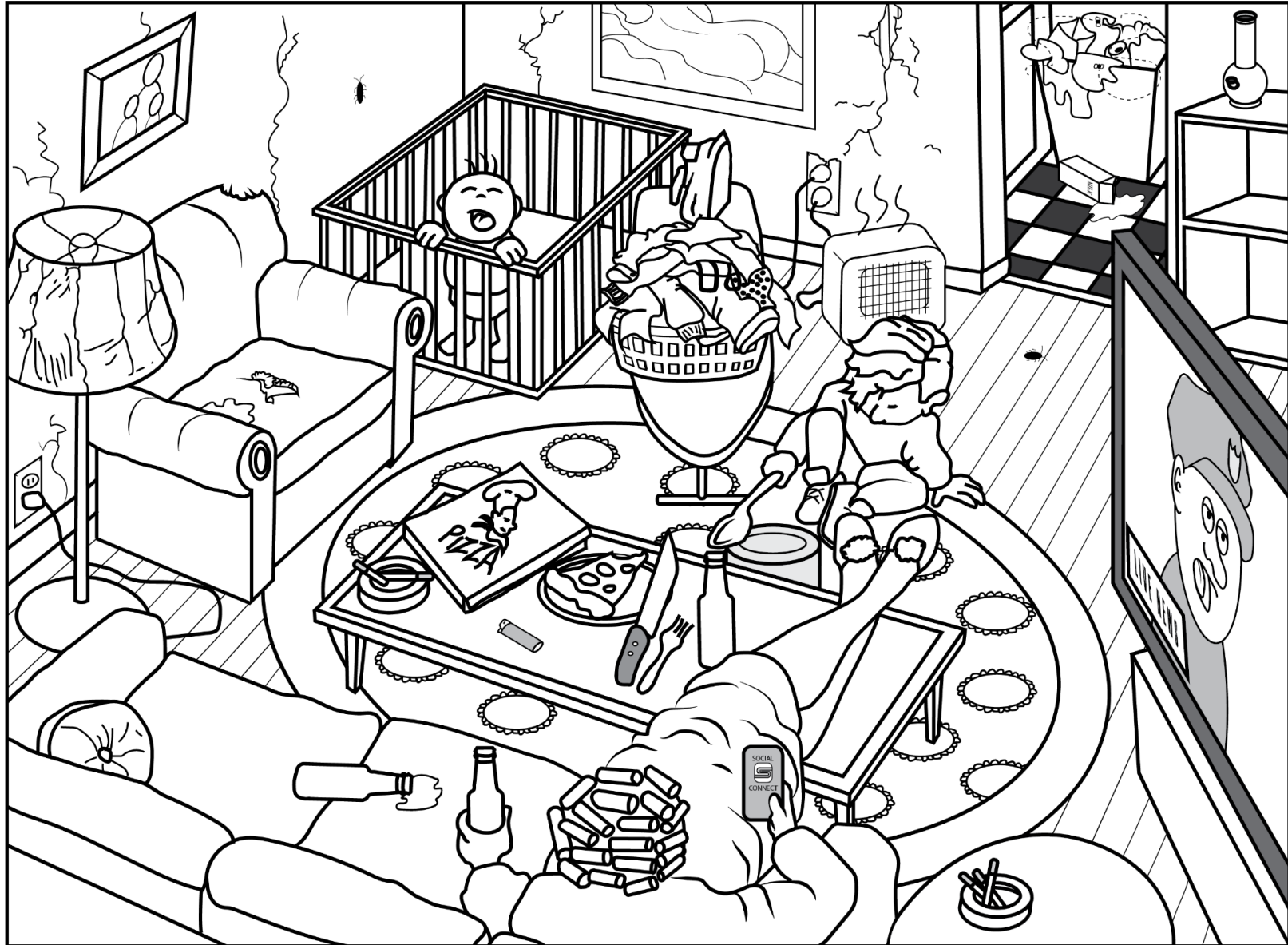
Closure

- Conclude discussion of any topics
- Move from personal to impersonal
- Summarize or review what was discussed (if appropriate)

Documentation

An interview is not completed until it is documented

IF IT ISN'T DOCUMENTED, IT DIDN'T HAPPEN!



BELIEFS THAT UNDERPIN FAMILY-CENTERED ASSESSMENT

- We can't tell if it's hopeless; we don't know which families we will help to be successful.
- It's our job to motivate clients and instill hope. For the most part, families want to be hopeful.
- Services often proceed most productively when we consider clients as our colleagues or partners. We are all more alike than we are different.
- DCFS staff can make life worse for families.
- We must guard against the tendency to remake families/clients into our own ideal image of a family or a parent. There are all kinds of productive, happy families.
- People are usually doing the best they can at the time.
- Client family members don't usually intend to do each other in.
- It's our basic job to empower clients.
- You can do "family services" even if the whole family does not work with you.

Our ideas and beliefs affect our feelings and our feelings affect behavior. If we believe that families can and do get better, then our actions will reflect our belief in the client/family. Belief in another is a great gift to offer and an essential part of service delivery.

CASE EXAMPLE – DEBBIE B.

A Protective Service (PS) case has been opened on the Debbie B. family as a result of a complaint of neglect (lack of adequate supervision, food, and clothing). You have been assigned to work with the family.

Debbie B. is a 23-year-old single parent living in a low-income housing area with her children, ages five, three, and one. She has never been on TEA or SNAP and does not receive any child support from the children's fathers (there are three different men, but none were married to Ms. B., or listed on the birth certificates). She has a high school education and has held down several minimum-wage jobs in the past, but each time had to quit, due to pregnancy, lack of affordable childcare arrangements, or missing work due to "problems with the kids."

Ms. B. began prostituting about six months ago to earn a living. Neighbors suspect she may also be involved in drugs. She often is gone for several hours at a time, but always manages to get home by early evening. Ms. B. has asked various neighbors to keep an eye on the kids while she is gone. Recently, she seemed to just assume someone would supervise them, and hasn't bothered to "make arrangements." Several of the neighbors have indeed taken it upon themselves to watch after the kids, often inviting them into their homes and making sure they have food.

1. What are the actions of protection in this family?

2. What are the worries of this family?

3. List 2-3 family-centered behaviors you would use when working with this family

STEPS TO ASSIST IN THE *CHANGE* PROCESS

1. Explore and resolve ambivalence about change.
2. Identify concerns about change.
3. Identify barriers to change.
4. Move through the stages of readiness to change.
5. Explore their options for change.
6. Provide feedback.
7. Support their efforts to change.
8. Support their ability to actually make and maintain change.
9. Help client voice their own argument for change.
10. Help client to explore any discrepancy between the way things are, and the way they want things to be.
11. Assist the family to weigh the costs and benefits of change and actually put that down on paper. Review the consequences of NOT changing.
12. Educate the client about the change process, so that they can better understand the cyclical nature of the process.
13. Break long-term goals into short-term goals that are do-able, see-able, and reach-able.
14. Share success stories. Tell the client about someone with a similar problem who has made, and maintained, a change.




LINKING THE THREE QUESTIONS AND SOLUTION-FOCUSED QUESTIONS

WHAT ARE WE WORRIED ABOUT?	WHAT IS WORKING WELL?	WHAT NEEDS TO HAPPEN?
<p>Questions of genuine curiosity</p> <p>Assumptions of good intentions</p> <p>Behavioral detail</p> <p>Impact on the child</p> <p>Voice of the child</p> <p>Externalizing the problem:</p> <ul style="list-style-type: none"> • <i>When did the violence first come into your life?</i> • <i>Who/what/where/when?</i> • <i>How often, how much?</i> • <i>First, last, most recent?</i> <p>Position questions:</p> <ul style="list-style-type: none"> • <i>Is this how you want things to be? Why or why not?</i> <p>Relationship questions:</p> <ul style="list-style-type: none"> • <i>Who else is worried?</i> <p>Networks:</p> <ul style="list-style-type: none"> • <i>Who else knows?</i> <p>Scaling questions:</p> <ul style="list-style-type: none"> • <i>Safety/danger, progress</i> • <i>What is keeping the number from being higher?</i> <p>Future unchanged:</p> <ul style="list-style-type: none"> • <i>What will happen if things keep going the way they are going?</i> 	<p>Questions of genuine curiosity</p> <p>Assumptions that good intentions are not always enough</p> <p>Behavioral detail</p> <p>Impact on the child</p> <p>Voice of the child</p> <p>Exception questions:</p> <ul style="list-style-type: none"> • <i>Has there ever been a time when, before you got high, you were able to find a safe adult to watch your child?</i> • <i>Who/what/where/when?</i> • <i>How often? How much?</i> • <i>First, last, most recent?</i> <p>Coping:</p> <ul style="list-style-type: none"> • <i>How have you made it this far?</i> • <i>How have you accomplished what you have?</i> <p>Position questions:</p> <ul style="list-style-type: none"> • <i>Is it important to you that you have taken these steps?</i> • <i>Why?</i> <p>Relationship questions:</p> <ul style="list-style-type: none"> • <i>Who would be most pleased that you have taken these steps?</i> <p>Network:</p> <ul style="list-style-type: none"> • <i>Who helps?</i> <p>Scaling questions:</p> <ul style="list-style-type: none"> • <i>Safety/danger, progress</i> • <i>What is keeping the number as high as it is?</i> 	<p>Questions of genuine curiosity</p> <p>Assumptions that best-made plans do not always work out as they should</p> <p>Behavioral detail</p> <p>Impact on the child</p> <p>Voice of the child</p> <p>Preferred future questions:</p> <ul style="list-style-type: none"> • <i>How would you like things to be instead?</i> • <i>If we meet up in a year and things are better, what will they look like?</i> <p>Position questions:</p> <ul style="list-style-type: none"> • <i>What kind of difference would it make for you to take this step?</i> <p>Scaling questions:</p> <ul style="list-style-type: none"> • <i>What does up by one look like?</i> • <i>Up by two?</i> • <i>Willingness, confidence, capacity</i> <p>Relationship questions:</p> <ul style="list-style-type: none"> • <i>What do other people hope will happen?</i> • <i>What can they do to help?</i> • <i>What kind of difference would it make to your children to take these steps?</i> <p>Monitoring questions:</p> <ul style="list-style-type: none"> • <i>How will we know this is working?</i> • <i>Who will have to see what?</i>

THE THREE HOUSES

CASE EXAMPLE

Emma, age 8

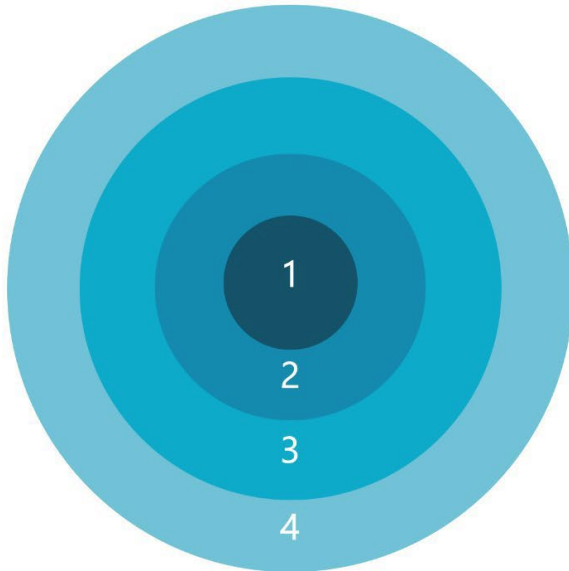
HOUSE OF WORRIES	HOUSE OF GOOD THINGS	HOUSE OF DREAMS
<ul style="list-style-type: none"> • Mom yells at me. • I don't like getting beaten by Mom. • I don't like seeing my brother and sister getting hurt by Mom. • Mom slapped Kate really hard on the leg. • Mom kicked Jacob on his bottom. • I don't like how Mom hits Jacob and Kate in front of my friends, and then my friends don't want to play with me at my house. • I'm worried that after Grandpa is gone, Mom will keep hitting me. • Mom drinks bourbon with David. 	<ul style="list-style-type: none"> • I will feel safe if the court decides that I can live with Dad because he doesn't use drugs, and I won't get hurt at his place. • I can see my grandpa and my uncle and his girlfriend when I go to Grandma's house. • I like that I get fit when I'm with Dad and don't eat junk food. 	<ul style="list-style-type: none"> • I wish I could live with Mom and Dad together. • I wish Mom wouldn't yell at me. • I wish I lived in a better house than Mom's. • I wish I could swim anywhere. • I wish Grandpa would always stay with me. • I wish Mom would wake up in a better mood. • I wish I could live with Dad. • I wish I could see Mom every second weekend so that she wouldn't yell at me so much.
<p><i>Worries</i></p> <p><i>I'm worried every time I have to leave my real mum, Lisa, the one that made me go to foster care.</i></p> 	<p><i>Good Things</i></p> <p><i>I am happy when I play the playstation at my real mum's house.</i></p> 	<p><i>Dreams</i></p>  <p><i>I'm happy because I am waving the magic wand. I wish that I could live with my real mum Lisa.</i></p>

(Used with permission from Nicki Weld)

CIRCLES OF SAFETY & SUPPORT

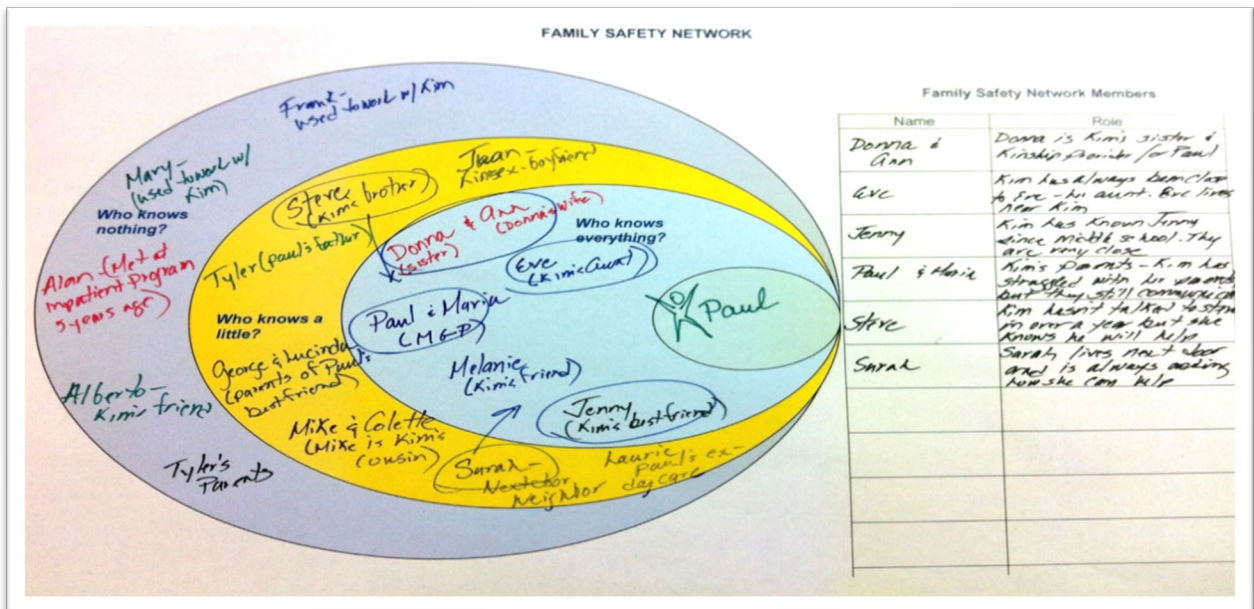
The Circles of Safety is a visual tool to help identify people for the family's safety and support network and to help professionals and family members talk about the network's role and who can be part of it.

It is typical to use the tool on the first visit with a family, when the worker is talking about the importance of the network. People in the network will work together to help the caregivers build and follow a safety plan to ensure the children will always be safe



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?

Example:



COLLABORATIVE ASSESSMENT AND PLANNING (CAP) FRAMEWORK

What Are We Worried About?		Purpose of Consultation	What Is Working Well?
Harm and Danger <ul style="list-style-type: none">Caregiver behavior; impact on childYouth behavior; impact on youth and othersPattern/history	Genogram, Ecomap, Circles of Safety and Support <p>People in the family and network who care about the child/family</p> Cultural Considerations <p>How family identifies racially, ethnically, culturally</p> SDM® System Guidance <p>Most recent safety and risk assessment results; current recommended decision</p>	Safety and Permanency/Belonging <ul style="list-style-type: none">Actions of protection, taken by the caregiver and network, that address the danger and are demonstrated over timeActions of connection, taken by the caregiver and network and demonstrated over time, that promote enduring relationships to family, community, and culture	
Complicating Factors <ul style="list-style-type: none">Conditions or behaviors that create greater barriers to safety, permanency, well-beingResearch-based risk factors	Gray Areas <p>Incomplete or speculative information</p>	Strengths and Resources <ul style="list-style-type: none">Assets, resources, and capacities at the individual, family, and community levelsPresence of research-based protective factors	
What Needs to Happen?			
Worry Statements <p>What do key stakeholders worry will happen if nothing changes? Consider safety, permanency, and well-being.</p>		Goal Statements <p>What needs to be demonstrated, over time, to address the concerns and ensure the child is safe, well, and connected to family, community, and culture? <i>(Bottom lines, not services)</i></p>	
Action Steps <ul style="list-style-type: none">Look at the next SDM decision point. What information is needed? What conversations with the family and network need to happen?What needs to happen next to work toward reaching goals?Who has agreed to do what, when?What kinds of plans are needed (safety plans, service plans, others)? <p><i>Refer to any recommended SDM assessment guidance.</i></p>			

Based on: Consultation and Information Sharing Framework (Lohrbach, 2000); Signs of Safety Assessment and Planning Framework (Turnell & Edwards, 1999; Department of Child Protection, 2011); The Massachusetts Safety Map (Chin, Decter, Madsen, & Vogel, 2010); and The Partnering for Safety Assessment and Planning Framework (Parker & Decter, 2012).

HARM, WORRY, & GOAL STATEMENT EXAMPLE

HARM STATEMENT	WORRY STATEMENT	GOAL STATEMENT
<p>Domestic violence witnessed by child: It was reported that 6-year-old Jason came to school multiple times stating that his stepfather, John, has gotten drunk and hit Jason's mother, Susan. Jason has witnessed the fights, which have included his parents hitting, punching, and throwing things at each other. During this time, Jason's grades and attendance have dropped, and many at school now worry that Jason may not be able to pass his grade level.</p>	<p>Jason may be seriously injured when John is violent, and Jason tries to protect his mother.</p> <p>Jason may be seriously scared or confused when John is violent, and Jason tries to protect his mother.</p> <p>Jason may do poorly at school and not pass his grade level when John is violent, and Jason tries to protect his mother.</p>	<p>Jason will be cared for by adults who are nonviolent with each other and can solve their disagreements and problems in loving and caring ways.</p> <p>Jason will be cared for by adults who know and understand his particular academic needs and can provide the support a supervision he needs.</p>
<p>Physical abuse It was reported that 14-year-old Caleb was punched, hit, and kicked by both of his parents, Paul and Liz, on Saturday night, resulting in multiple bruises on his face, hands, and chest.</p>	<p>Caleb may be injured like this again, or receive even more serious injuries, when punched, hit, or kicked by his parents.</p> <p>Caleb may experience serious emotional harm when he is punched, hit, or kicked by his parents. He may be so angry and scared about what is happening that he will continue to run away, sleep on the streets, use alcohol and drugs, or place himself in dangerous situations.</p> <p>Caleb may be physically or emotionally harmed by others when he is fearful of his parents and runs away.</p>	<p>Caleb will be cared for by adults who can set safe limits for him, physically, and understand and can respond to his special behavioral needs.</p> <p>Caleb will have a plan for a safe place and supportive adult to contact when he needs to leave home out of fear.</p>
<p>Injured infant: doctors say parent's explanation does not match injuries Sometimes it is not clear how the child was injured, making a harm statement difficult to write. However, concern for the future can be described, and workers can write a statement that makes these concerns clear.</p>	<p>Because no one knows how she suffered an injury while in the care of her caregivers in October, Chelsea may be seriously injured again, suffer permanent brain damage, have bleeding in the brain, or even die when she does not receive knowledgeable care and support to keep her safe and free from injuries.</p>	<p>Chelsea will be cared for by at least one adult who knows how to safely care for her and knows about her needs as an infant.</p>

STYLES OF DEALING WITH CONFLICT

Competing Style

This style uses authority and intimidation to solve the problem. It includes making threats, attacking someone's character, or using put-downs to force the situation to be resolved.

Advantages	Disadvantages
You may get good results if the person in authority is correct.	Leads to hostility and resentment.

When is it appropriate to use the forcing style?

- When maintaining close relationships is not important.
- When it is important to resolve the problem quickly.

Avoiding Style

This style seeks to resolve conflicts by ignoring the problem. This method of dealing with problems really *postpones confrontation and resolution*. The person who avoids conflict may refuse to take a stand, physically leave (walk away) or mentally leave (forget about it).

Advantages	Disadvantages
Can maintain relationships that might suffer from conflict resolution.	Conflict is not resolved. Others take advantage of the avoider.

When is it appropriate to use this style?

- When you do not have a high interest in the results.
- When the relationship could be damaged by attempting conflict resolution.
- When there is not much time.

Accommodating Style

This style of conflict resolution attempts to resolve the problem by "giving in." This is a cooperative, but unassertive style of problem solving.

Advantages	Disadvantages
Relationships are maintained.	Conflict is not resolved. Others take advantage of the accommodator.

When is it appropriate to use this style?

- When maintaining the relationship is most important.
- When changes agreed to are important to the other, but not to you.
- When time is limited

Compromising Style

This assertive style of conflict resolution involves give and take by all parties. Take note, this style can lead to “game playing” by asking for more than you want and then agreeing to less.

Advantages	Disadvantages
Conflict is resolved. Relationships are maintained.	Results may not be as good if concessions are made.

When is it appropriate to use this style?

- When issues are complex and very important.
- When there is no simple solution.
- When everyone has a strong interest in various solutions.
- When time is limited.

Collaborating Style

This is an assertive, cooperative approach to conflict resolution that works to resolve the problem with the best solution that is agreeable to all parties. A key point in collaboration is that the people involved are *willing to change*.

Advantages	Disadvantages
Leads to the best solution.	Takes TIME and EFFORT.

When is it appropriate to use this style?

- When maintaining the relationship is important.
- When the conflict is between peers.
- When time is available.

There is no one best way to solve all problems. We tend to approach problem-solving differently depending on the situation. It is important to remember that frequently using the forcing, avoiding, or accommodating styles may lead to increased conflict over time (as discussed in the disadvantages for each style).

Thomas – Kilmann, “Conflict and Conflict Management.” *The Handbook of Industrial and Organizational Psychology*. New York: Rand McNally, 1975, Volume 2. Permission requested for use.

MEDIATING CONFLICT RESOLUTION – XYZ

- Stay Calm!
- Each person *must* be present and must be reasonable.
- Have each party state their complaint using the XYZ method.

When you do X ,

 Y happens and

I feel Z .

- Agree on the problem.
(This is a critical aspect of mediation. Often, the parties involved need help defining the problem)
- Develop a list of solutions.
- Make an agreement for change.
- Follow up