MidSOUTH Training Academy

Program Assistant

Trainer Guide

Week 1

Professional Development for Family Service Workers

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

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Revision Tracking Sheet (Classroom)

Classroom Unit Reviewed	Program Assistant Training Week I	Date	05/2024

Revision Key:	Green = content added ~~Strikethrough~~ = content removed
Note: All changes are indicated in **green** font in the trainer guide for easy reference. Strikethroughs will only appear in the revision tracking sheet to indicate specific deleted materials as needed. If a larger section is removed the section will be referenced in the tracking sheet.	

Document	Revision Tracking
General/All	• 2024 Curriculum Style Guide Implementation.
Trainer Guide	**PA Week I Day I Section 2 page 17** • ADDED additional verbiage about the updated DCFS cell phone policy. ○ **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. ~~Please set all electronic devices to silent mode. Computers may be available to check your E-mails during breaks/lunch.~~ **PA Week I, Day I, Section 3, Pages 22-23** • Revised the DCFS Mission Statement reference from the poster to Handout 2 Day I: At this time, provide participants with ~~hang (or uncover)~~ the DCFS Mission Statement ~~poster~~ Handout 2, Day I. • Revised the Practice Model Principles reference from the poster to the participant manual (Day1, Page 16): At the same time, ~~hang the~~ Practice Model Principles ~~Poster~~ direct participants to the Practice Model Principles located on page 16 in the participant manual.

Document	Revision Tracking
	PA Week 1, Day 2, Section 3, page 52 • ADDED Access Arkansas Resource information with reference to new handout. **PA Week 1, Day3, Pages 99-101** • ADDED information about Harm, Worry, and Goal Statements.
Trainer Resources	• ADDED answers to Harm, Worry, and Goal Statement practice. • Removed Week 1 posters (included in the Participant Manual and Handouts. Referenced in the Trainer guide)
Participant Guide	**PA Week 1, Day1, Page 13** • ADDED additional verbiage about updated DCFS cell phone policy ○ **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. ~~Please set all electronic devices to silent mode. Computers may be available to check your E-mails during breaks/lunch.~~ **PA Week 1, Day 2, Page 35** • Updated poem to give credit to the author. **PA Week 1, Day 3, Pages 56-57** • ADDED Harm, Worry, and Goal Statement examples.
Handouts	**PA Week 1, Day 2, Handout 1** • ADDED Access Arkansas Informational resource to handouts **PA Week 1, Day 3, Handout 9** • ADDED Harm, Worry, and Goal Statement handout
Power Point	

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BEFORE YOU TRAIN

- ☐ All PowerPoint Presentations are located on the online MidSOUTH Staff Portal, along with all other additional training resources: **https://www.midsouth.ualr.edu/staff/?page_id=449**
- ☐ Throughout the four weeks of training, there will need to be breaks. The times have not been specifically designated. Trainers should take naturally occurring breaks between exercises during the sessions.
- ☐ Throughout the training, there will be guest speakers. The trainer should schedule the guest speakers as soon as possible if it has not already been done.
- ☐ The trainer should also order the Active Parenting books. See Week 4 for contact information.
- ☐ *A booklet for Parents, Guardians, and Custodians in Child Abuse and Neglect Cases* should also be ordered for Day 8. See Day 11 for contact information.

TRAINER MATERIALS LIST

STANDARD ROOM SET-UP (FOR EACH DAY FOR TRAINING)

- Class roster/Sign-in sheets (morning and afternoon)
- Name Tents
- White boards
- Markers
- Flip chart set up for small group work (easel, pad, markers)
- Pens or pencils
- Paper
- Participant Manuals
- Pre-Assessment (Trainer Resource)
- Projector/remote
- Computer/laptop with DVD player, Power Point, speakers, and remotes

DAY 1

- Training 3-Ring Binder (3-inch binder for all training materials)
- Handouts 1-4

DAY 2

- Handout 1
- Communication Drawings (Trainer Resource section)
- Walking Continuum cards
- Newspaper (optional)
- Romance Novel (optional)
- “Gran Torino (It’s a Cultural Thing)”
- “Brené Brown on Empathy”

DAY 3

- Handouts: 1-11
- Family Feud Game

COMPETENCIES LIST

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	The worker understands the Family Service Worker's role in the court systems and how to use the court systems to protect children including: • How to gather pertinent evidence and write effective affidavits and court reports • How to prepare for court • How to present effective testimony
101-1	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: • 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.

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

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.

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**

DAY 1

SECTION 1: Introduction

Time Estimate:	• 10 Minutes
Learning Outcomes:	• The Trainer will be introduced to the training material and supplies needed to successfully implement the training information.
Competencies:	• 101-1 • 101-2 • 101-6
Participant Content:	• Participant Manual
Trainer Materials:	• Trainer Guide

INTRODUCTION

Throughout the training, there will be guest speakers. The trainer should schedule the guest speakers as soon as possible if it has not already been done. See Days 6, 7, and 8 for guest speaker information. The trainer should also order the Active Parenting books. See Week 4 for contact information. A booklet for Parents, Guardians, and Custodians in Child Abuse and Neglect Cases should also be ordered for Day 8. See Day 11 for contact information.

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Trainer Note: Throughout the four weeks of training, there will need to be breaks. The times have not been specifically designated. Trainers should take naturally occurring breaks between exercises during the sessions.

TEACHING NOTES

SECTION 2: Introduction to Child Welfare

Time Estimate:	• 180 Minutes
Learning Outcomes:	• Become familiar with the trainer and the training group members. • Review the agenda and training format. • Take the pre-assessment.
Competencies:	• 101-1 • 101-2 • 101-6 • 101-7
Participant Content:	• Participant Manual pages 6-13 (Day 1) • Pre-Assessment https://www.midsouth.ualr.edu/moodle/mod/quiz/view.php?id=5028
Trainer Materials:	• Trainer Guide • Trainer Resources • Whiteboard or flip charts • Video: Pronouns And Gender Identity https://youtu.be/J3Fh60GEB5E

Trainer Note: There will be an upcoming language shift within DCFS regarding CHRIS. The current Division Information Management System is CHRIS; however this will be transitioning to AR Focus in the future. For now, it will be referred to as the “Division Information Management System” for neutral purposes.

TEACHING NOTES

TRAINER INTRODUCTION AND TRAINING STRUCTURE

Begin the session by introducing yourself to the participants and welcoming them to training. Spend a moment doing a land acknowledgment before going over the agenda (participant manual page 6 day 1). You may direct participants to the first page in their participant manuals.

TEACHING NOTES

You can follow the script below. Emphasize the last point about the importance of finding ways to reduce harm and acknowledging the history of the land and its people (participant manual page 6 day 1).

- 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.

There is a handout for it in the participant manual before the table of contents. Review goals that the trainer has for this PA training, i.e. worthwhile, interactive, support, fun, etc. Take a few minutes to discuss the training modules, which include 12 days of topics targeted by PAs and supervisors as essential for their jobs. The agenda for the entire training series is on pages 7-11, Day 1 (PA Training Series Agenda) in the participant manual. This agenda is followed by the Day 1 Specific Agenda (page 12, Day 1 participant manual). The training will introduce concepts in the classroom, provide participants with an opportunity to apply knowledge and skills in the classroom setting. Participants will have a number of resources available to them during the training process. These resources include their supervisors, the classroom trainer, the Child Welfare Trainer, and experienced workers.

TEACHING NOTES

During class time, participants are expected to take part in activities and participate in exercises. Learning will be evaluated through pre-assessments, post-assessments and class participation.

Cover a few "housekeeping" issues. These topics should include but are not limited to: (page 13 of participant manual)

- **Sign-in Sheets:** Sign-in sheets must be completed in the morning and afternoon of each day. If a participant does not sign in, he or she may not be given credit for that section of training and may have to schedule a make-up session.
- **Smoking Areas:** Training rooms are non-smoking environments. Direct smokers in the group to approved smoking locations.
- **Training Academy** Facilities: Direct participants to the location of bathrooms, phones, message boards, labs for email and other important facility sites.
- **Restaurants:** Give participants a list of restaurants in the vicinity of the training center. (This list should be developed by each center.)
- **Cell Phone/Office Work:** 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.
- **Attendance:** Participants are expected to attend each day in a training module. Credit for completing the module will only be awarded if all days have been completed. have to schedule a make-up session.

TEACHING NOTES

Participants who miss one day or less are responsible for contacting the trainer and scheduling a time to make up for the time missed. Participants are responsible for contacting the trainer and scheduling a time to make up the day. (The trainer may do the makeup or may arrange for the participant to take the training during a future training series.) Participants are expected to be on time for training in the morning and to return on time from lunch and breaks. Supervisors will be informed of chronic absences, chronic lateness, or frequent disruptive behaviors such as texting, reading the newspaper, completing paperwork in class, etc.

Trainer Note: Before beginning this activity, write the following questions up on the board or flip chart:

GROUP INTRODUCTIONS

- What is your name and title?
- What are your pronouns? (she/her, he/him, they/them, etc.)
- What education and/or experience do you have?
- Describe your family and hobbies.
- Why did you choose child welfare?
- What are your job expectations?
- What keeps you going?

PURPOSE

Conduct an icebreaker. A sample icebreaker is set out below. Trainers may supplement or replace this icebreaker with another one that accomplishes the same purposes. The goals of the icebreaker are to introduce participants to each other, to permit participants to conduct a brief structured interview, and to have participants examine their motivation for choosing public child welfare.

TEACHING NOTES

METHODOLOGY

1. It would be a good idea to model answering some of these questions as a way to introduce yourself and the activity. It may be especially helpful to include your pronouns in your introduction so participants can see an example of how to share them. Here is a video that is a helpful resource when it comes to pronouns and gender identity: **https://youtu.be/J3Fh60GEB5E**

> **Trainer Note:** Some participants may be uncomfortable discussing LGBTQ topics, and it may be good to address that up front. Remind them that they will likely work with LGBTQ families and children at some point in their career, and it is their job to set any personal beliefs aside in order to best serve them. Always bring it back to the mission about respectfully engaging with families and keeping children safe.)

2. Ask participants to pick a partner for this exercise. Preferably, partners will not know each other. If the group is large, consider doing this exercise in groups of 4 instead of dyads.
3. Ask each group to spend time interviewing the members of their group using the questions written on the board. Inform participants that at the end of the exercise, the partners will introduce each other to the larger group. Allow approximately 10 minutes for the pairs to complete the exercise.

TEACHING NOTES

PROCESSING

- Ask a pair of volunteers to go first. Partners should take turns introducing one another.
- As the pairs present, list each participant's perceptions of what child welfare will entail. Explain that the group may come back to this list periodically to see how or if perspectives have changed.
- Everyone has shared a little and hopefully did not get hurt. As participants work with families, they will have to learn ways to make it safe for family members to share information.
- At the conclusion of the exercise, thank everyone for participating.

PRE-ASSESSMENT TEST

This test has 30 questions and usually takes about 30 minutes. The Pre-Assessment is to be taken online. Participants may use computers in the CHRIS lab to complete the test. The test is located on the DCFS link on the MidSOUTH website (Moodle) at:

https://www.midsouth.ualr.edu/moodle/mod/quiz/view.php?id=5028

Participants will be required to log into their "Moodle" account to take this assessment.

Participants are allowed to take the test and leave for lunch once they are finished. The materials for the test can be found in the Trainer Resource folder.

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SECTION 3: Overview of DCFS and DCFS Mission Statement

Time Estimate:	• 30 Minutes
Learning Outcomes:	• Know their role within the DCFS Mission Statement and Practice Model as a change agent, colleague, team participant, community servant, and mentor. • Know the goals and principles of the DCFS Practice Model and identify one goal or principle that is compatible with their personal values and beliefs.
Competencies:	• 101-1 • 101-2 • 101-6 • 101-7
Participant Content:	• Participant Manual page 16 (Day 1) • Handouts 1-2 (Day 1)
Trainer Materials:	• Trainer Guide • DCFS Mission Statement

LEARNING LOG

Before getting into the next section ask participants to spend three minutes recording a few points they learned from the morning. Ask for a couple of people to share with the class before moving on to the afternoon's content. This would also be a good time to direct participants' attention to the "Who Is Your Family?" poster, which should already be hung. Ask participants to bring pictures of their family to tape to the poster. The trainer may also want to hang a picture of their family. This is a fun way for participants to get to know each other during breaks or before and after training.

TEACHING NOTES

TEACHING NOTES

OVERVIEW OF DCFS/DHS

We have begun the process of getting to know each other. We will now explore the Division's Mission Statement and the underlying values in the Mission Statement and DCFS as an organization.

PURPOSE

The purpose of this activity is to have participants begin thinking about and understanding the importance of the DCFS mission statement.

METHODOLOGY

1. Ask participants to get into small groups of 3-4 (depending on group size).
2. Have each group select one person who will be the recorder and take notes for the group. Then ask each group to select another person who will be the speaker for the group.
3. Ask participants, "Who has seen the DCFS Mission Statement?" Make note of the responses. (It is anticipated that most class members will not have seen the official mission statement). Give the following directions to the small groups:

- Without looking at the DCFS Mission Statement, take about five minutes to brainstorm a list of words or statements that you feel should be in the mission statement.

4. After about five minutes of brainstorming, ask each group to share with the larger class.

TEACHING NOTES

PROCESSING

1. As the groups share, make a list on the board or flip chart in the front of the room.
2. At this time, provide participants with the DCFS Mission Statement Handout 2, Day 1. Highlight any similarities. At the same time, direct participants to the Practice Model Principles located on page 16 in the participant manual.

Make the following teaching points about the Mission Statement:

- One way an agency attempts to create a shared vision is through its mission statement. This statement summarizes what the agency is all about and hopefully shares the vision of upper management for where the agency should be and where it should go.
- Point out that the mission statement as written is congruent with the federal outcomes under which the Division will be evaluated.
- Point out the delicate line that participants will tread during their tenure with DCFS. There will be a constant pull between keeping families together and keeping children safe. While these dual roles are set out in various pieces of state and federal legislation, many of the agencies that interact with DCFS are not aware of the laws that require DCFS staff to try to keep families together if it can be done safely. Plus, these agencies are bound by different laws with different mandates. There may be an over-arching common goal- keeping children safe- but no clear consensus on what constitutes "safety" and how it should be ensured. This lack of knowledge of DCFS' mandate and the possible conflict with their own mandates can create challenges for DCFS workers as they interact with these other agencies.

- Direct participants' attention back to the At One Table Values on page 16 of the participant manual. Quickly review these with the groups. Then, ask each group member to pick a value that appeals to them or that they see as a challenge. Have each small group spend some time discussing their choices. Then, ask group members to share with the larger group. Summarize these points with Handouts 1 and 2, which includes the Mission Statement and the Practice Model.

TEACHING NOTES

SECTION 4: Agency Tools and Job Expectations

Time Estimate:	• 30 Minutes
Learning Outcomes:	• Be introduced to two DCFS tools • Review PA job description and discuss job expectations.
Competencies:	• 102-1 • 102-6
Participant Content:	• Participant Manual pages 14-15, 17 (Day 1) • Handout 3 (Day 1)
Trainer Materials:	• Trainer Guide

TEACHING NOTES

BRIEF OVERVIEW OF SOP AND SDM

Ask participants to turn to pages 14 and 15 in their participant manuals. These pages go into more detail about Safety Organized Practice (SOP) and Structured Decision Making (SDM). Emphasize that the safety of families is crucial when assessing and providing services to the clients the agency serves. Briefly review the overview of SOP and SDM, provided on pages 14 and 15.

> **Trainer Note:** Inform participants that they will be go deeper into SOP on Day 3 of training.

TEACHING NOTES

ACTIVITY: Review Of Job Expectations

PURPOSE

The purpose of this activity is to have participants explore their job responsibilities and expectations.

METHODOLOGY

1. Ask participants to get into small groups of about 3-4 (depending on group size).
2. Have each group select one person who will be the recorder and take notes for the group. Then ask each group to select another person who will be the speaker for the group.
3. Without looking at their job descriptions, ask each group to make a list of their job duties and list those on their flip chart.
4. After about five to ten minutes of brainstorming, ask each group to share with the group at large.

PROCESSING

After the activity, direct participants' attention to page 17, Day 1 in the participant manual, which contains the PA job description. As the participants read over page 17, point out that there are some things NOT listed on the job description that they may be expected to do.

TEACHING NOTES

Some of those things include conducting drug tests, Transitional Youth Services duties, teaching active parenting, and other duties as assigned. It is also important to note that these duties may vary by county as well. If time permits, the trainer may ask for volunteers to share their personal job experience and what their job duties include in their specific counties.

During the review of the job expectations, advise staff they may be assigned to work on various types of cases. The types of cases are Protective Services cases - the children are in the home with their caregivers, and foster care cases, which are cases where the children are in a kinship home or a traditional foster home. DCFS also works with adoption cases and investigations. Regardless of the type of cases you are working with, it is important to start gathering information about the family during your first contact and all subsequent contacts.

At this time, give participants Handout 3, Checklist of Homemaker's Activities (CFS-324).

This handout is an excellent way to document what has or has not been done with a family. Although it is not required, it is highly recommended, and it can be found on the DCFS website.

SECTION 5: Introduction to Families & Family Systems Theory

Time Estimate:	• 60 Minutes
Learning Outcomes:	• Understand the dynamics of family systems theory and how it applies to their jobs. • Recognize and respect a variety of family structures. • Understand how personal values about families can impact child welfare practice.
Competencies:	• 101-1 • 102-7
Participant Content:	• Participant Manual page 18-19 (Day 1)
Trainer Materials:	• Trainer Guide • Trainer Resources

DEFINING A "GOOD FAMILY"

TEACHING NOTES

One common institution, found in all cultures, is the family. How cultures define family may differ, but all cultures recognize the importance of family. It is the institution responsible for imparting cultural values and norms. Everyone in the training group has a concept or an idea about what makes a family. Probably everyone in the group has some ideas about the best kind of family and some ideas about the proper roles for members of the family. These values and beliefs will impact each person's work. Often, people assume that everyone shares their interpretation of words, ideas, and concepts. "Family" may be one of those concepts that means very different things to different people.

TEACHING NOTES

PURPOSE

The purpose of the following exercise is to provide participants an opportunity to explore the different ways that family can be defined and configured. It requires participants to examine their values around family issues and to consider how those values may impact their work with clients. Ideally, it will help participants realize that "good" is a relative, value-laden term. Different types of family structures still have strengths and support the functions of nurturing children, even if the family looks different from theirs.

METHODOLOGY

1. Divide the larger group into three small groups, depending on the size of the group.
2. Have each group select one person who will be the recorder and take notes for the group. Then ask each group to select another person who will be the speaker for the group.
3. Ask each small group to define "family." Ask the groups to see if they can come to a mutual definition of "family" that all members can agree on. While groups do not have to reach a consensus, each member's responses must be recorded.
4. In addition to defining families, ask group members to create a list of characteristics that make a "good" family. Ask the group to note areas where group members differ significantly or disagree.

TEACHING NOTES

5. Be sure that participants are clear on the instructions. Give the groups about 10 minutes to complete the assignment. Circulate through the small groups, playing Devil's Advocate when necessary.
6. At the end of about 10 minutes, stop the exercise. Ask each group to share its definition(s) of family. Focus only on the definitions at this time. Draw attention to the differences and the similarities in the definitions. Ask for impressions and feelings from group members about the definitions. As each group finishes its presentation, post their answers on the wall.
7. Using the material "Types of Families" on the bottom of page 18, Day 1 in the participant manual, highlight the different forms of families that the groups may have identified – nuclear family, single-parent family, blended family, etc. Ask participants to define other kinds of families that are not listed on page 18. Some examples might include the following: church families, gang families, work families, etc.
8. Next, ask each group to present the things that its members felt made a "good" family, focusing on those areas where there were differences within the group. Again, solicit input about participants' responses to the group lists. As each group finishes, post the list on the wall.
9. Our values about what makes a "good" family will impact our work with families who differ from our ideal. Strengthening families (from the Mission Statement) does not necessarily mean reconfiguring the family to suit a worker's idea of "good." Rather than "good" it may be more helpful to look at whether the family is functional, especially around the roles of nurturing and socializing children.

TEACHING NOTES

10. Ask participants how they think their clients define their own families. Who is the natural support system for their clients? Asking these questions early on will help families identify who can help support them, and possibly aid in the future, when DCFS is not involved.
11. Building networks is a crucial strategy and part of the work as outlined in Safety Organized Practice.

BASIC PRINCIPLES OF FAMILY SYSTEMS THEORY

Start this section of training by listing the following four words on the board:

- Balance
- Rules
- Roles
- Boundaries

Begin discussing each point listed:

Balance: Take out the child's mobile and either hold it or hang it where everyone can clearly see it. Begin by telling the class that it represents the typical nuclear family. With all the pieces attached, the mobile or family is balanced. Take a piece of the mobile off and allow the mobile to become unbalanced. Explain that taking a piece of the mobile off is equal to DCFS entering into a family's life and removing a child. As soon as DCFS enters into a family's life, all of their lives become unbalanced.

TEACHING NOTES

This balance is also referred to as homeostasis in the first bullet point on page 19, Day 1 in the participant manual. The reason for this is because in most (if not all) cases DCFS is not a welcome guest in their home, and families do not like change.

When homeostasis or the balance of a family is disturbed, PA workers can expect some resistance. Resistance will be discussed in greater detail on Day 3. This also explains why children will sometimes recant, in cases of sexual abuse. It is easier for things to remain the same, rather than to change.

Rules- It is important to find out the rules within the family or household. Some things to consider are: What are the rules of the culture? Are you only allowed to speak to the man or woman of the home because of that culture? Is handshaking allowed, etc.? Are there certain things that are not talked about as a rule? If so, what are those things?

Roles- Find out the role for each family member. Who is the main caregiver? Who is the disciplinarian? Is there a certain person who “calls the shots” in the family? This is part of the PA’s early assessment of the family and will help them better understand the family system.

Boundaries- Understanding what kind of boundaries a family has will help the PA better understand the family overall. To demonstrate the types of boundaries families might have, first draw three circles on the board. Be sure to draw the circles with the appropriate dotted lines as shown below in Figures 1, 2, and 3:

TEACHING NOTES

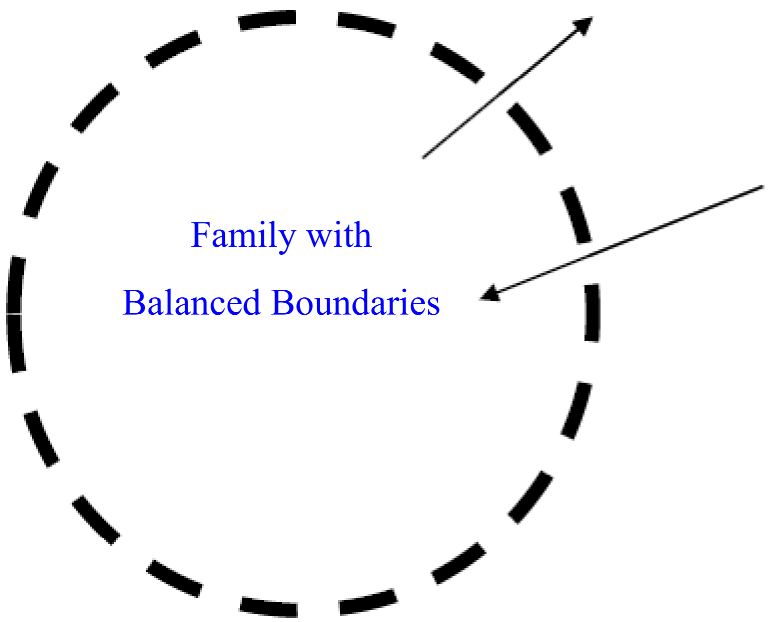

FIGURE 1

Figure 1 represents the "typical" family with normal boundaries. This type of family has set the appropriate boundaries to keep their children and family safe. They can maintain healthy relationships with each other and the community. However, they are not so open that an unsafe situation is created. There is balance and an even flow of resources in and out of the family system.

TEACHING NOTES

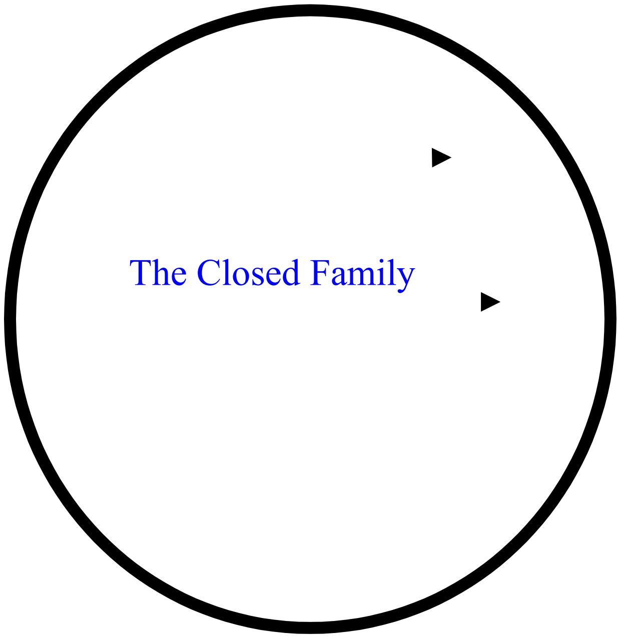

FIGURE 2

Figure 2 represents the closed family with very rigid boundaries. Working with a closed family can be very difficult because they do not want to share information with newcomers (DCFS) or let new people into their family. Many times this can be because there are certain activities the closed family does not want the outside world to know about, i.e. sexual abuse.

TEACHING NOTES

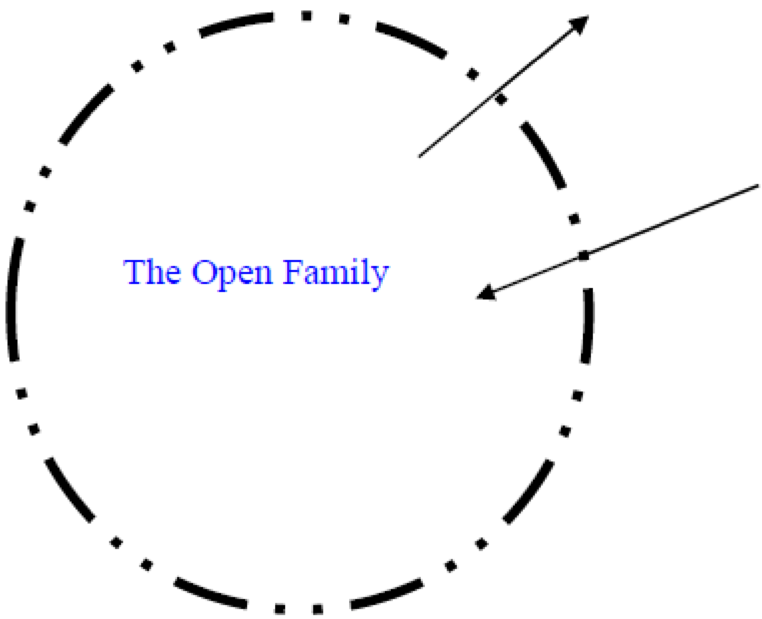

FIGURE 3

Figure 3 represents the open family. The open family is often times easier to work with than the closed family because they are willing to invite a worker in and share information. However, because they are so open, there are often little or no boundaries. In many cases, the lack of boundaries creates unsafe situations for children and families, i.e. drug abuse, neglect, etc. DCFS predominately works with either closed or open families.

- Some final teaching points to include are:
- Families like balance (show mobile again)
- The entire family needs interventions in maltreatment cases because they are interconnected (What affects one family member, affects the entire family unit.)

TEACHING NOTES

- Learn the rules/roles of the family so you can work more effectively with them.
- Expect resistance to change and DCFS presence.
- Because there will be resistance, it is important to utilize family-centered behaviors such as building trust through confidentiality, looking for strengths, being respectful, etc.

SECTION 6: Confidentiality

Time Estimate:	• 45 Minutes
Learning Outcomes:	• Know DCFS policy related to confidentiality. • Understand the importance of maintaining confidentiality in professional relationships with clients. • Know the limitations on client confidentiality.
Competencies:	• 100-2 • 101-5 • 101-6
Participant Content:	• Participant Manual page 20 (Day 1) • Handout 4
Trainer Materials:	• Trainer Guide

ACTIVITY: Large Group Brainstorming Exercise

TEACHING NOTES

PURPOSE

The purpose of this exercise is to identify the impact that the following issues have on the helping relationship:

- Failure to maintain confidentiality as required by law and policy,
- Promising to keep confidential information that must be shared, and
- Confusing who is protected by laws on confidentiality.

TEACHING NOTES

SET UP

Prior to beginning the exercise, put the following questions on the whiteboard:

- How Did You Feel?
- Would You Share Again?
- What's the Point?

METHODOLOGY

1. Begin the exercise with the following caveat: The trainer will not ask anyone to share the specific details of the situation in this next exercise. After laying the foundation say to the group: "Probably everyone in here – at one time or another– has shared very sensitive information about himself or herself with another individual and asked that person to keep the information confidential. Would you agree?" After determining the answer to that question, ask each participant to think of a time when he or she not only shared information and asked for it to remain confidential but then the person violated the confidence.
2. Next, ask the group, "How did you feel when that happened?" Record the feeling words on the whiteboard. Then ask, "Would you share sensitive or important information with this person again?" Record the answers and the reason behind the answers.
3. Finally, ask participants to speculate on how this exercise relates to their work. It might be helpful to quickly restate the values of Family-Centered Practice and the tasks of the PA before asking the group to relate the exercise to these values and this work. Record the answers on the whiteboard.

TEACHING NOTES

PROCESSING

Conclude the exercise by emphasizing the following points:

- To effectively carry out the job of a Program Assistant, one must be able to establish a relationship with the family.
- A crucial part of relationship building is trust.
- Trustworthiness is implied in the values of Family-Centered practice.
- Many families have no initial reason to trust a new worker and will, in fact, "test" the new person to see if he or she is trustworthy.
- The group has just looked at how the violation of confidentiality has affected the members. Remember that these same feelings will come into play for the people whom DCFS serves.

UNDERSTANDING LAW AND POLICY REQUIREMENTS TO MAINTAIN CONFIDENTIALITY

The Administrative Procedure Manual sets out conduct standards for new employees of any Division of the Department of Human Services (DHS). One of the conduct standards states that it is a violation of administrative policy to release confidential or sensitive material to unauthorized persons or entities. DCFS Policy reiterates the requirements of confidentiality.

There are many laws pertaining to confidentiality, both federal and state, that potentially come into play depending on the issues in the individual family (for example, laws related to disclosing the HIV status of an individual; laws related to release of protected health information, laws related to release of information on alcohol/drug treatment). Pass out Handout 4, "DCFS Policy (I-E) Confidentiality."

TEACHING NOTES

Trainer Note: DCFS uses the term resource home because these homes are designed to serve as resources to children in out-of-home care. These homes also serve as resources to the child's biological family as they work towards reunification. Although DCFS is utilizing the term resource instead of foster, you may still see and hear the word foster used.

This handout summarizes confidentiality. In the interim, remind participants that a good rule of practice in regard to releasing information would be: When in doubt, ask your supervisor. Another resource is the attorney from the Office of Chief Counsel (OCC). This Office provides the attorneys that represent DHS in court and in administrative actions.

Ask participants to then turn to page 20, Day 1 in their participant manuals. Point out the importance of building a trusting relationship with families while maintaining confidentiality. It is also important to note that there are limits to confidentiality as well.

PURPOSE

The purpose of this activity is to help participants become familiar with ways to maintain confidentiality, as well as the limits to confidentiality.

METHODOLOGY

1. Ask participants to get into small groups of about three (depending on group size).
2. Have each group select one person who will be the recorder and take notes for the group. Then ask each group to select another person who will be the speaker for the group.
3. Ask each group to think of three limits to confidentiality and three ways to maintain confidentiality and list them.

TEACHING NOTES

4. After about five to ten minutes of brainstorming, ask each group to share with the larger class.

PROCESSING

Some points that might be brought up during the discussion about limits to confidentiality are:

- New reports of maltreatment. If there is evidence of new abuse, it must be reported by the worker.
- If the client harms him/herself or someone else.
- If a higher power (judge, supervisor, prosecuting attorney) requests the information.

Points that may come up during the discussion about maintaining confidentiality are:

- Locking up the files.
- Logging off of the Division Information Management System (CHRIS) when finished.
- Being careful with e-mails, faxing, etc.
- Avoiding discussions about clients in hallways, during lunch, etc.

Ask the group to take a minute to reflect on the limits of confidentiality as well. Present the following brief scenario:

Let's say you've been working with a woman who had her children taken away due to extreme environmental neglect. You've been offering services to help her get her children back. One day, you see her (and she sees you) on the cookie aisle at Wal-Mart. What do you do? How do you respond?

TEACHING NOTES

It is important to remind participants to discuss confidentiality at the first meeting they have with their clients. They must also let them know that if they see them in a public place, they will not act like they know their clients or speak to them unless spoken to first.

It is important to stress to families that this is not to be rude, but it is out of a respectful effort to maintain confidentiality.

Before dismissing class, do a quick review of the day's content. Consider asking group members to list one or two things they remember from the day in their learning logs.

If there are no questions, remind everyone to be back at 9 tomorrow morning.

DAY 2

SECTION 1: Introduction

Time Estimate:	• 15 Minutes
Learning Outcomes:	• Review material from the previous day. • Review the agenda for the day.
Competencies:	• 101-1 • 101-2 • 101-6
Participant Content:	• Participant Manuals page 21 (Day 2)
Trainer Materials:	• Communication Drawings (Trainer Resource section) • Walking Continuum cards • Newspaper (optional) • Romance Novel (optional)

Trainer Note: This is a very full day. Be aware of the pacing for the day and know that some content may have to be covered briefly in order to include all of the exercises for the day.

TEACHING NOTES

LEARNING LOG

Before beginning the day, ask participants to spend about three minutes recording a few points they learned from yesterday. Ask for a couple of people to share what they learned with the class before moving on to the morning's content.

Trainer Note: Throughout training there will need to be breaks. The times have not been specifically designated. Trainers should take naturally occurring breaks during the sessions.

TEACHING NOTES

REVIEW AND AGENDA/OBJECTIVES

Ask participants to turn to page 21, Day 2 in their manuals and look over the agenda and objectives for the day. Yesterday, we briefly touched on values, and today we will explore what impact personal values play when dealing with families and their values. We will also discuss communication, communication barriers, and how to overcome these barriers. Then we will end the day by discussing and practicing proper documentation.

SECTION 2: Values Clarification

Time Estimate:	• 60 Minutes
Learning Outcomes:	• Begin to understand how to respect the differences between personal values and the values of the families they will be serving.
Competencies:	• 101-1 • 102-2 • 102-3
Participant Content:	• Participant Manual page 22-23 (Day 2)
Trainer Materials:	• Trainer Guide • Markers

ACTIVITY: Family Crest

Ask participants to turn to page 22, Day 2 in their participant manuals to complete the Family Crest activity.

PURPOSE

The purpose of this activity is to have participants begin thinking about their values and how those values were developed. This will be important later when participants help other families assess their values as well.

TEACHING NOTES

TEACHING NOTES

MATERIALS

This exercise uses page 22 in the participant manual. Participants may choose to use markers on the table for drawing, but they are not required for this activity.

METHODOLOGY

1. Ask participants to get into small groups of about three (depending on group size). Try to have three groups in total. Ask everyone to follow the instructions on page 22 and complete the activity individually first. The instructions will ask them to draw pictures or (write in words) to represent their values. They should think of their family of origin when they are answering the questions. Some examples the trainer may provide for numbers 1-4 include the following:

- #1 Going to church, no cursing, etc.
- #2 Education
- #3 Love
- #4 Happiness, success

2. After each person has finished doing the activity individually, allow time for each person to share in small groups. As groups are sharing, go around the room and ask them to be sure to focus on their similarities and differences.
3. After each small group has finished sharing, ask each group to share their responses with the larger group.

PROCESSING

During the discussion, ask the following questions: What similarities/differences did you have with the members of your group? What did you learn about yourself and how your values were shaped? How would this be a useful tool with your client families? Be sure to point out (if it is not brought up) that this would be a useful tool with families because it can help them assess their own values, including how they were developed, and it can also help clarify values as well. It is also important to stress the importance of respecting families and their values. Many times, PA values may differ from those of the families with which they work. However, those differences must be respected and cannot interfere with the job the PA must do.

ACTIVITY: Values Survey

Ask participants to turn to page 23 Day 2, in their participant manuals to complete the Values Survey.

PURPOSE

The purpose of this activity is to help participants identify what values are most important to them. As with the previous activity, this will help them personally and be a useful tool when working with families.

MATERIALS

This activity uses page 23, Day 2 in the participant manual.

TEACHING NOTES

TEACHING NOTES

METHODOLOGY

1. As individuals, ask participants to begin on the left side of the page picking five items (from the 32-item list) that are most important to them.
2. Once they have chosen their five items, ask them to rank those five things in order of importance in the blanks on the right side of the page.
3. After about five minutes, ask for volunteers to share their answers. The trainer should record these on the board or flip chart.

PROCESSING

During the discussion, be sure to bring up the issue of religion. Most of the time, someone will rank salvation as one of the top five. Pose the following question to the class: What if the family you are working with says they are atheists? Or perhaps you are a Baptist, and they are Wiccans? What if they are LGBTQ? How will you respond? The main thing to emphasize is that it is not a PA's job to proselytize families. Again, personal values cannot come into play when working with a family. Optional variation: After they have chosen their values individually, have participants choose five items as a group and rank them on their flip chart. Ask them what was difficult about the process – who held tightly onto their values? Who compromised?

ACTIVITY: Walking Continuum

Trainer Note: Prior to this exercise, either write or post the following words around the room: Agree, Undecided, Disagree.

TEACHING NOTES

PURPOSE

As we've been discussing, participants' values may differ from the values of the families they'll be working with. This next exercise is designed to have participants take a stand about their beliefs and attitudes. It may produce some areas where participants' beliefs could make effective casework challenging.

MATERIALS

Participants will not need any materials for this activity. As stated before, before the exercise the trainer should either write or post the following words around the room: Agree, Undecided, Disagree.

METHODOLOGY

1. The trainer should read several (or all of them if time permits) of the following statements one at a time.
   - No family is hopeless.
   - Families have the right to choose to fail. (Be sure to bring up the issue of children with this particular statement. Do children have the right to choose to fail even if their parents choose to fail?)
   - Most family members really care about one another.
   - Everybody in the family is doing the best they can at the time.
   - (Ask participants to consider the best in this statement. Everyone has their own definition of what is best. This goes back to the idea that we can't put our own values on someone else.)

TEACHING NOTES

- Families do not resent the person who demonstrates a genuine desire to help.

2. After each statement is read, participants should walk to the poster (or written word) reflecting their belief about the statement.
3. Once the participants are situated, the trainer should begin a discussion by asking several people from each group why they agree or disagree with the statement.

PROCESSING

The main points to emphasize for this activity are the following:

- PA's values may differ from the families they will be working with.
- A PA's job is not to try and force their values onto the family.
- The goal of a PA is to meet the family members where they are (emotionally, educationally, etc.), focus on their strengths and needs, and work together with them to help them move forward.

SECTION 3: Principles of Family-Centered Services and Diversity Issues

Time Estimate:	• 75 Minutes
Learning Outcomes:	• 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.
Competencies:	• 101-1 • 102-2 • 102-3
Participant Content:	• Participant Manual 24-28 (Day 2) • Handout 1 Day 2
Trainer Materials:	• Gran Torino (It's a Cultural Thing)" https://www.youtube.com/watch?v=so3WZKpx7Uc

PRINCIPLES OF FAMILY-CENTERED SERVICES

As we saw from Day 1, the DCFS Mission Statement and Practice Model reflects a certain value base that should drive the actions of all workers. This value base is referred to as a Family-Centered Approach to Practice. The concept of Family-Centered Practice can be confusing for new PAs. Many people that PAs encounter may confuse a family-centered orientation to services and a family-centered value base with family preservation programs. It is much the same thing as equating a person who has a liberal political orientation to being a member of the Green Party or the Democratic Party. STOP here and check to make sure that the group "gets it." The family-centered approach is a philosophy about how to treat people rather than a set of steps for intervention.

TEACHING NOTES

TEACHING NOTES

The mission statement and practice model of DCFS are congruent with the values of family-centered practice and social work practice.

Ask participants to turn to page 24, Day 2 (Principles and Values Associated with Family-Centered Services) Briefly go over the points listed on this page, being sure to emphasize the following things:

- Families need to perceive they are "in charge." Remind participants that the families are the experts. They know their families better than anyone else! Therefore, they must play a vital role when it comes to creating an appropriate plan.
- Using a rigorous and balanced assessment is the foundation of a good working relationship with families. The assessment should not only consider the family's problems but also its resources and strengths. **For example:** if a family lacks food, finances, or healthcare, an FSW may refer them to the Access Arkansas Resources located on the DHS website at https://access.arkansas.gov/Learn/Home. Access Arkansas is a one-stop shop for clients to answer a few questions to determine initial eligibility and apply for SNAP, TEA, or healthcare. Provide participants with Handout 1 day 2 for more information about Access Arkansas.
- Empowerment is the primary goal for strengthening the family by "joining with" rather than "doing to." Again, this relates to the previous point about allowing the family to have a say in their own destiny. Allowing them to contribute will give them a sense of being in control rather than being controlled.

At this time, the trainer may also want to point to the Family Centered Buzzwords in the participant manual on page 25. This illustration contains some positive words all PAs should keep in mind.

TEACHING NOTES

Some words and phrases the trainer may want to point out at this time include the following: respect, engaging and joining, strengths, and natural supports. The trainer should make sure that all PAs know what natural supports are. All of these words directly relate to being family centered.

UNDERSTANDING CULTURAL BACKGROUND

The trainer will discuss page 26 in the participant manual which addresses multicultural guidelines for communicating across differences. The content of page 26 follows:

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)*

TEACHING NOTES

- **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.

TEACHING NOTES

IDENTITIES

Things such as culture, sexual orientation, socioeconomic status, etc. play a significant role in the way in which individuals define their identity. Walk through the following list of possible Identities. This list is also located on page 27 of the Participant Manual.

- 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

PURPOSE

The purpose of this activity is to allow participants to explore the importance of identity.

TEACHING NOTES

METHODOLOGY

1. Using page 27 of the Participant Manual, instruct participants to place an X next to 4 of the identities that relate to them.
2. Once all participants have selected their 4 identities, instruct them to mark through one of those selected. Repeat this process until only one identity remains.
3. Once all participants have only one identity remaining, divide them into small groups (1-4 participants).
4. Instruct participants to introduce themselves using only the final identity they have left. Participants can only ask the person introducing themselves questions related to their single identity and participants can only share using the lens of their single identity. Give participants approximately two minutes per person to conduct introductions.
5. Have all participants return to one large group and discuss their experience with their introductions. Some questions that can be addressed are:
   - Why did you choose this identity over the other three?
   - What one word or phrase would describe what it was like to have to introduce yourself with only one identity?
   - What was challenging about this type of introduction?

Ask participants to consider each of the identities they were presented with and ask themselves, "Would this be enough information for me to base my assessment questions? Would I need to know more?"

TEACHING NOTES

Ask participants to raise their hands if they feel that any single identity is enough to conduct a complete assessment. Workers must avoid taking a very complex family and reducing the family down to one or two identities. There is so much more to the families we serve, and we must remain mindful of this at all points in our interactions with them. When DCFS becomes involved with a family, many of them may feel like they are being judged solely on a single aspect of their complex family system.

COMMUNICATION

Show a video clip from "Gran Torino (It's a Cultural Thing)" located in the "Videos" folder of Week 1 or at https://www.youtube.com/watch?v=so3WZKpx7Uc then discuss.

Before beginning the next section, ask participants to turn to page 28 in their manuals. Ask them to briefly read over the information listed there.

To begin the next portion of training, write the word communication on the whiteboard. Start this section by asking the group to define "communication". Record their answers on a flipchart or whiteboard. Provide the following information:

Communication involves an exchange between a sender and a receiver. There are conditions present with the sender, which influence the communication process, such as the quality of the information being shared, time, emotional state of the sender, etc. Ask the group, "Can you think of other things that might be going on with the sender?" If no one mentions it, bring up the sender's assumptions: for example, the assumption that a word means the same thing to one person as it does to another.

TEACHING NOTES

The **receiver** must “get” the information that the sender intended. What the receiver “gets” depends on their own set of unique beliefs, attitudes, and assumptions. Remember the example from Cultural Diversity. People attach meaning to information they receive based on their ways of viewing the world. Ask the group, “Can you think of what some of those filters might be?” Some of their answers may include perceptions, values, and stereotypes.

The communication process is also impacted when the receiver has the opportunity to send information back to the sender, e.g., nonverbal communication, requests for clarification, and responses. Next, ask them how well they think they communicate. After getting their assessment of their communication skills, tell the group that they are going to have a chance to practice with the next activity.

SECTION 4: Communication and Listening

Time Estimate:	• 105 Minutes
Learning Outcomes:	• Know the barriers and responses that hinder the various forms of communication. • Practice the skills of active listening and empathetic responding.
Competencies:	• 102-1 • 102-6
Participant Content:	• Participant Manual pages 29-35 (Day 2)
Trainer Materials:	• Trainer Guide • "Brené Brown on Empathy" https://www.youtube.com/watch?v=1Evwgu369Jw

LEARNING LOG

Before getting into the next section, ask participants to spend about three minutes recording a few points they learned from the morning. Ask for a couple of people to share what they wrote with the class before moving on to the afternoon's content.

> **Trainer Note:** For the rest of the afternoon, we will be looking at ways to enhance communication by identifying behaviors that both facilitate and create barriers to communication. During the last hour of training, we will be focusing on the importance of correct documentation.

TEACHING NOTES

TEACHING NOTES

ACTIVITY: How Well Do You Communicate?

PURPOSE

The purpose of the exercise is to emphasize individual perception and the ability to ask for clarification.

METHODOLOGY

1. Have participants divide into pairs. Tell participants to turn their chairs so that they are sitting back-to-back. Spread the participant groups out in the room so that distraction from other groups may be minimized. Feedback impacts the communication process.
2. Explain that one member of the pair will describe a drawing to the other member who will attempt to recreate the drawing. Communication is limited to the person who has the drawing (the sender). The sender can only describe the drawing. He or she cannot ask any questions to see if the receiver has questions or gets the instructions. The receiver may not ask for any clarification. Make sure the group members are clear about the instructions.
3. Provide the sender with a copy of a communication drawing and the receiver with blank paper and a marker, pen, or pencil.
4. Give the groups 3-5 minutes to attempt the drawing with no opportunities for clarification or feedback. Call time.
5. Allow the groups to view their drawing and talk about the process.

TEACHING NOTES

PROCESSING

- How did the groups do at recreating the drawings without the opportunity for any verbal exchange?
- What made this part of the exercise difficult? What was missing? Was there anything that was potentially distracting or had an impact on communication (such as the noise level if many people were working on this exercise in the same room)?
- What is missing is feedback, the ability to ask for clarification, even nonverbal feedback. Perhaps the drawer was even holding the paper the wrong way. Did the sender assume that the receiver was holding the paper vertically too?
- What would have made it easier to reproduce the drawing? All the
- things that were missing above.
- Consider adding a cultural piece to this exercise. Ask if anyone had difficulty because a word meant something to them that was different to what the sender had intended. An example might be to ask for a volunteer to draw on the whiteboard. Ask the volunteer to draw a box. If the volunteer draws a 3-D box, the trainer should draw a square (or vice versa). Another example might be to ask them to draw a star.
- How can we relate this experience to our work and the communication process?

Conclude by summarizing the elements of communication, using the graphic on page 29, Day 2 (Communication Components) in the participant manual. People may be surprised to learn that the actual words are only about 7% of the communication.

TEACHING NOTES

Factors that have an impact on verbal communication are:

- Attitudes and values about an event.
- Perceptions about the event.
- Assumptions made.
- Communication styles.

These are the filters that affect both the sender and the receiver.

Use this exercise to lead into page 30, Day 2 in the participant manual, Verbal Barriers to Communication. This is a summary of verbal, non-verbal, and environmental barriers to communication. Some important points to emphasize include the following:

- Under verbal barriers, discuss moralizing and sermonizing. Have PAs come up with examples of each as well. Point out that workers must avoid saying statements like, "She's crazy." Not only is it inappropriate, but unless a person is authorized to do so, a diagnosis should not be made.
- Under non-verbal barriers, be sure to point out the first bullet point about cultural differences. As previously discussed, workers must remain aware of cultural differences for many reasons. If you haven't already done so, give examples of how different cultures communicate non-verbally.

TEACHING NOTES

ACTIVE LISTENING

Trainer Note: Before this portion of the training, write the following up on the board for participants to see.

The trainer may wish to use a newspaper and romance novel for this portion of the training if they are available.

Begin this portion of the training by asking the following question: How many people read the newspaper? The trainer may hold the newspaper up and flip through it saying, "Most people flip through the newspaper looking at headlines, looking for facts, pictures, etc. Perhaps they scan through the articles or sports section, not going into any one story too deeply." Next ask, "How many of you like to read romance novels?" For those people who raise their hands, ask them, "Why do you enjoy reading romance novels?" The trainer may hold up the romance novel and explain, "Many people like romance novels or dramas because there are more feelings involved. Since there aren't big headlines or pictures like in a newspaper, readers must read between the lines for what's really going on in the story. That's what active listening is"

The purpose of active listening is to show that the listener is interested in what is being said and is trying to understand the message. It conveys that the listener thinks that the other person is important enough to listen to. Refer to the active listening formula on the board at this time.

Direct participants to page 31, day 2 (Active Listening) in the participant manual.

TEACHING NOTES

Active listening involves listening for the total meaning. Active listening means:

1. Hearing what is said
2. Picking up the feeling or attitude underlying the words
3. Communicating understanding of that message back to the speaker.

Remember, at times, the verbal content of the message can be less important than the feelings communicated.

Page 32, Day 2 (Appropriate Conditions for Using Active Listening), goes into more depth about active listening. Briefly discuss the points listed on page 32 and emphasize to participants that certain conditions must be present for both the sender and receiver in order for active listening to be successful and not perceived in a different way.

Active listening is necessary in order to be able to respond with empathy (which will be discussed in the next section) to the speaker, particularly when the basis of the

interaction is a helping relationship.

EMPATHIC RESPONDING

Show video clip "Brené Brown on Empathy" located in the "Videos" folder of Week 1 or at https://www.youtube.com/watch?v=1Evwgu369Jw and discuss.

TEACHING NOTES

Empathy involves understanding the feelings of another person without actually taking on those feelings. Ask the group: "What's the difference between sympathy (feeling sorry for) and empathy (feeling for)?" Direct participants' attention to page 33, Day 2 (Reciprocal Empathy) in the participant manual. This page provides a basic structure for an empathic response.

"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)

Initially, PAs will need to express the empathic response tentatively to allow for mistakes in perceptions. With practice the PA will become more skilled at identifying the underlying feelings of messages. Allow participants to practice using the formula for empathizing in the following activity on page 34, Day 2 (What Am I Saying?).

TEACHING NOTES

ACTIVITY: What Am I Saying?

PURPOSE

The purpose of this exercise is to provide participants with the opportunity to construct.

an empathic response.

METHODOLOGY

1. Break the group into three smaller groups, depending of the size of the class.
2. Before asking the class to complete this exercise, the trainer may want to do an example with them. Give the class the following scenario: Let's say you take a foster child to your county office for a visit with her biological parents. The parents never show up for the family time, and this is not the first time it has happened. You end up having to take the child back to the resource home. On the ride home, you can tell the child is obviously sad and disappointed. Without problem solving, what would you say to the child? How do think the child is feeling? And how might you respond? Some obvious answers are that this child is feeling sad, worried, depressed, hopeless, etc. Using the model from page 33 in the participant manual, here's an example of how a PA might respond: "You seem to be sad because your parents didn't show up today for the visit. Would you like to talk about this?"
   The trainer may ask for other examples from the group as well.
3. Assign each small group two of the statements from page 34. If the groups are very small, each group may address each question (if time permits).

TEACHING NOTES

4. Using the formula in their manuals on page 33, ask the groups to first identify the feeling being expressed. Then they should make a note of the feeling or feelings and make notes if there are differences of opinion on what the feeling may be. Allow about 5 minutes for this section of the exercise.
5. Next, the groups should draft an empathic response to their assigned statements from clients. They should write down how they would say it (the actual words they would use).
6. Allow approximately 5-7 minutes for groups to draft their responses. Call time.
7. Ask each group to share its work.
   - Ask the group to first read the client statement(s).
   - Then, the group needs to identify the feeling behind the content.
   - Finally, the group representative will read the actual response.
   - Allow the other group members to comment, suggest other responses, etc.

PROCESSING

- As the exercise progresses, stress the accurate identification of the feeling or feelings beneath the content.
- Emphasize the importance of simply listening without problem-solving.
- Reinforce appropriate and accurate responses.

To wrap up the section on listening, ask participants to turn to the poem on page 35. This poem summarizes key concepts related to good listening skills.

SECTION 5: Documentation

Time Estimate:	• 60 Minutes
Learning Outcomes:	• Write objective narrative entries. • Know appropriate Division Information Management System documentation
Competencies:	• 102-1 • 102-4 • 102-6
Participant Content:	• Participant Manual pages 36-40 (Day 2)
Trainer Materials:	• Trainer Guide • Child Welfare Trainer (Chris Lab)

DOCUMENTATION

As we communicate and have interactions with children and/or families it is crucial to ensure that these interactions, whether it is a contact, a visit, etc., are properly documented in the Division Information Management System. To help prepare PAs for documenting their work in the Division Information Management System, we will spend the remainder of the time today focusing on correct documentation and navigating the Division Information Management System.

> **Trainer Note:** Be sure to schedule time beforehand for the Child Welfare Trainer to come in during this time and speak to the participants.

TEACHING NOTES

TEACHING NOTES

DOCUMENTATION AND NARRATIVES

If available, a Child Welfare Trainer should come in and spend the last hour of training discussing the basics of documentation in the Division Information Management System. This can be done in the training room.

The Child Welfare Trainer should be sure to cover the following items:

- Define and explain the differences between contacts and visits.
- Show contact and visit screens.
- Show Document tracking.
- Demonstrate the three main searches: client, case, provider.
- Define Safe Measures
- Preview Medical Screens
- Answer any questions the participants may have.

The Child Welfare Trainer should be sure to explain to participants that PA contacts do not count as the required monthly contact by the FSW. However, it is still important that they document their contacts.

Trainer Note: After the Child Welfare Trainer finishes, the trainer should announce the homework assignment for the next day. Have participants read pages 36-39 and revise the Poor Sample Narrative on page 40 Advise participants not to spend more than about 15 minutes determining what is wrong with and revising the poor narrative. Participants do NOT need to rewrite the narrative, just circle mistakes. Tomorrow morning, we will review the answers and look at a better sample narrative.

If the Child Welfare Trainer is unavailable for the afternoon, spend the last hour of class discussing pages 36-39 in class.

TEACHING NOTES

Instead of having participants work on page 40 for homework, allow class time for this to be completed. The better sample narrative can still be looked at tomorrow morning if there is not enough time to review it this afternoon.

If time permits, do a quick review of the day’s content. The trainer may ask group members to list off one or two things they remember from the day or do a review of the agenda from the day. If there are no questions, dismiss until tomorrow morning at 9 a.m.

DAY 3

SECTION 1 : Introduction

Time Estimate:	• 30 Minutes
Learning Outcomes:	• Review homework assignments and demonstrate improved documentation. • Learn and practice an icebreaker to use when conducting parenting classes or other group activities.
Competencies:	• 102-1 • 102-4 • 102-6
Participant Content:	• Participant Manuals page 39-40 (Day 2) • Participant Manuals page 41-42 (Day 3) • Handouts: 1-9 (Day 3)
Trainer Materials:	• Trainer Guide

TEACHING NOTES

LEARNING LOG

Before beginning the day, ask participants to spend about three minutes recording a few points they learned from yesterday. Ask for a couple of people to share their thoughts or what they wrote with the class before moving on to the morning.

Trainer Note: Throughout the four weeks training, there will need to be breaks. The times have not been specifically designated. Trainers should take naturally occurring breaks between exercises during the sessions.

TEACHING NOTES

HOMEWORK AND ICEBREAKER

Wait to review yesterday's content until the afternoon when there will be a game of Family Feud played to review the content for the entire week. Instead, begin with a review of the homework that was assigned from Day Ask each person to share one thing they marked as needing improvement on the sample narrative. After each person has had a chance to share with the class, refer participants to page 39, Day 2 (Checklist for Documentation). Be sure to point out the importance of sticking to case plan issues and leaving out opinions. Give participants a copy of Handout 1, Day 3 (Better Contact Documentation Sample). Explain to the class that this is a more appropriate way to write a narrative. Again, refer to page 40, Day 2 to point out how Handout 1 demonstrates the strategies discussed.

AGENDA AND OBJECTIVES

Briefly go over the agenda and objectives for the day, located on page 41, Day 3 (Engaging Families Agenda). Explain that today will build on the first two days of training by allowing participants to put some things into practice. The first two days laid the foundation. Today, however, they will begin learning how to respond to resistant clients, how to confront clients appropriately when necessary, and how to resolve conflict.

ICEBREAKER-PEOPLE BINGO

Before getting started on the morning's content, ask participants to turn to page 42, Day 3 in the participant manual (People Bingo). This sheet has squares with descriptions of various tasks (i.e. Likes to cook). Participants will go around the room and try to find someone who knows how to perform the tasks.

TEACHING NOTES

When they do, that person will initial inside that particular square. Be sure to only allow one signature per person. The first person to get a full line horizontally, diagonally, or vertically will win! If time permits, keep going and allow more than one signature per person so that others get a chance to win. There is a prize bag full of goodies for winners to choose from.

After the activity, wrap it up by reminding participants that it often takes a large amount of time to begin establishing working relationships with clients and families. This activity is a good one to use to help open up communication between people, and it can be used for group parenting classes or for foster parenting groups. If any of the participants want a blank copy, let them know that they are available as a resource.

SECTION 2: Dealing with Resistance

Time Estimate:	• 150 Minutes
Learning Outcomes:	• 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. • Understand safety issues in child welfare. • Practice basic interviewing techniques.
Competencies:	• 102-1 • 102-2 • 102-6
Participant Content:	• Participant Manual page 43-48 (Day 3) • Handouts 2-5 (Day 3)
Trainer Materials:	• Trainer Guide • Pen or pencil

ACTIVITY: How To Handle Resistance

TEACHING NOTES

Begin this portion of training by asking participants the following question: How would you feel if a stranger came into your home and began questioning your parenting skills? Would you welcome them? How would it make you feel? The obvious answer is going to be NO; the stranger would not be welcome. Also, they would probably want the stranger to leave. Explain that DCFS clients feel the same way. Workers can expect resistance for the following reasons:

- The worker is an outsider and an authority figure.
- There are very personal questions being asked.
- Changes are expected to be made.

TEACHING NOTES

Refer back to the mobile discussed earlier on Day 1. Anytime there is change, the balance (or homeostasis) of a family is upset. As a result, there is resistance against the force or person causing that resistance. Resistance can be manifested in three ways:

- Verbal
- Behavioral
- Emotional

Ask participants to turn to page 43, Day 3 in their participant manuals (How Do We Meet Resistance?).

PURPOSE

This activity allows participants to brainstorm different ways resistance can be manifested so they will know how to recognize it.

METHODOLOGY

1. Ask participants to get into small groups of about 3-4 (depending on group size).
2. Ask each group to brainstorm examples of the three ways resistance can be manifested.
3. Before the groups begin, give an example of each:

- Verbal
- Behavioral
- Missing appointments
- Threatening
- Emotional
- Excessive crying

TEACHING NOTES

4. After about 5 minutes, call time. Ask each group to share a few of their examples while making a list on the flip chart or whiteboard at the front of the room.

PROCESSING

Begin a discussion about how to deal with resistance by asking participants the following question: What can you do to help overcome resistance?

If they do not bring the following points up during the discussion, be sure to raise them at some point:

- Show empathy
- Build trust
- Communicate effectively
- Emphasize the idea that resistance is a signal to us to change our strategies.
- Engage the clients. Engaging the clients will help to reduce resistance and help them see DCFS is not there to judge but to join the family in helping to make progress.

Move on to the next section in the participant manual, Joining with Family Members on page 44.

ACTIVITY: Joining With Family Members

Page 44, Day 3 (Joining with Family Members) in the participant manual has some tips listed to help the worker build a trusting relationship with a family. As participants read over the items listed, be sure to remind them not to use jargon.

TEACHING NOTES

Avoid saying things such as PA and DCFS, etc. Families will not know what these things mean. Also, be sure to allow families to be experts in their own problems. Since they know themselves best, it is vital to get their input on their situation. This will also help them feel engaged in the process, which will also decrease their resistance. Next ask participants to turn to page 45-46, Day 3 (Responding to Resistant Clients).

PURPOSE

This activity allows participants to practice responding to resistant clients.

METHODOLOGY

1. Ask participants to get into small groups of about 3-4 (depending on group size).
2. Assign each group 2 examples each (or 3, depending of group size).
3. Before the groups get started, do the first example for the class.
   - Client: I keep my house clean. You can ask my friend.
   - PA: Perhaps you do, Ma'am, but we have some concerns about the safety of your children that I'd like to help you with.
4. After about 5-7 minutes, ask each group to share their responses with the larger group.

TEACHING NOTES

PROCESSING

Be sure to refer back to and emphasize the points brought up previously on page 44. Remind participants that families are resistant because they do not like change, and they do not like an outsider upsetting the balance of the home. In order to decrease resistance, it is important to work on building trust and a relationship with the family. In the next section, personal safety for the PA will be addressed. If the client becomes increasingly hostile and threatening, the PA will need to observe the guidelines set out in the next section related to personal safety.

PERSONAL SAFETY

As PAs leave the security of the office and venture into homes and communities, it is only natural that they will experience some degree of concern for their personal safety. Reassure PAs that it is not out of the ordinary for them to be concerned for their personal safety and that it is generally considered advisable to maintain a "healthy degree of fear." This section of the training will address safety issues and provide guidelines for self-protection.

PAs must learn all that they can about dealing with difficult people over the course of their careers in direct services. Some good guidelines for increasing personal safety include:

- Whenever possible, attend additional training on crisis intervention strategies and non-violent interventions.
- Talk to others who are in the same line of work to exchange ideas about what works and what to avoid.
- Above all - listen to your gut!

TEACHING NOTES

Be sure to remind participants about their demeanor. A person's demeanor conveys a great deal of information about him or her before the client has an opportunity to get to know them. Posture and voice are the first clues to how comfortable a PA is in doing the job.

Direct participants' attention to page 47, Day 3 of the Participant manual, (Safety Issues in Child Welfare). These are suggestions on which behaviors to avoid and which ones can ensure safety. Spend a few minutes looking these over.

Give the following "permission" statement to the group:

The most important aspect of dealing with hostile or threatening people is to protect yourself. You are the most important concern when you feel threatened and in danger. Although you are committed to protecting and maintaining the safety of children, you must protect yourself first!

Give participants Handouts 2 and 3 Protocol for Family Service Workers—Responding to Methamphetamine and Meth Lab Exposure of Children, to read over in their spare time. Handout 2 explains how a worker should respond if a meth lab is stumbled upon. Handout 3 describes the characteristics of mothers who use meth and the effects it may have on a child. Although this handout is also given in FSW training, it is an excellent handout for anyone who may be dealing with a client who is involved with meth.

In the section about the Stages of an Interview, we will touch on more ways to decrease resistance and ensure safety.

TEACHING NOTES

ACTIVITY: Stages Of The Interview

Begin this portion of the training by letting participants know that every interaction is an interview and every contact with a family is a modified version of an interview. Therefore, it is important to understand the stages of an interview and how to appropriately handle themselves during this contact. The initial stages of an interview are a perfect opportunity to lay the groundwork for building a good and trusting relationship with a family in order to reduce resistance and ensure safety.

Briefly review the stages of an interview:

- **Introduction-** Again, remind participants that it is during this stage when the first impression of the agency and of themselves is made on families. Ask for volunteers to share how they go about introducing themselves when they first meet a family. This is also the time to clarify the purpose of the interaction and the work that needs to be done.
- **Engagement-** The engagement stage is when PAs have a chance to break down resistance. Breaking down resistance can help build a relationship and ensure safety. It is important during this stage to use active listening skills, open-ended questions, and look for the strengths of the family members. Solution focused interviewing (SFI), which lies at the heart of SOP, is a questioning approach that helps families and workers discover and pay attention to areas of strength and areas where growth is needed. Pointing out strengths will build up their confidence and will help them see what they are doing right.

TEACHING NOTES

- **Fact Finding-** Finding out information from the family will help when it comes to writing the case plan. For example, it might be helpful to ask questions like, "Do you need transportation?" or "How are parenting classes going?" Again, this information can go into the case plan and helps everyone know how to better serve the family and their needs.
- **Closure-** The closure stage is an important one because it allows everyone to be sure that everything that was discussed is understood and to allow the client to ask any final questions. It is a good idea during closure to encourage the client to summarize what was discussed to be sure they understand everything that has taken place and what is expected of him/her.
- **Documentation-** Any interview or contact with a family is not complete until it is documented. As previously discussed, any contact must be entered in the Division Information Management System. Be sure to emphasize that documentation is a paper trail to protect workers and families. If it is not documented, it did not happen. Ask participants to turn to page 48, Day 3 (Stages of an Interview) in their participant manuals for a group activity.

PURPOSE

The purpose of this activity is to help participants practice going through the stages of the interview. Participants will get an opportunity to either conduct, coach, or observe the interview. However, everyone will have the opportunity to reinforce the strategies just discussed.

TEACHING NOTES

METHODOLOGY

1. Ask participants to get into small groups of about 3-4 (depending on group size).
2. Assign/request a volunteer read the scenario on Handout 4 aloud to the group or have them read it silently to themselves.
3. Ask each small group to assign roles to every person in the group. One person will be the PA; one person will be the client; one person will be the observer; and if any groups have an extra person, assign that person the role of extra observer or a coach to the PA.
4. Have the PA interview Ms. Grossman for 7-10 minutes using the stages of the interview on page 48. As the interview is taking place, the observer should use Handout 5, the Interview Skills Checklist to rate the PA.
5. After the interview is over, the observer and client should share feedback with the interviewer. First, any strengths should be shared, followed by 1 or 2 things to work on.

PROCESSING

After all small groups have had a chance to provide feedback to the interviewer, allowing them to share what they learned with the larger group.

TEACHING NOTES

Ask the following questions of those who the PAs were and interviewed Ms. Grossman:

- What did you learn?
- What can you take from this activity to practice in the real world?
- Did your values get in the way?
- What was the easiest/hardest stage of the interview?

SECTION 3: Family-Centered Focus, Strengths-Based, SOP

Time Estimate:	• 60 Minutes
Learning Outcomes:	• 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.
Competencies:	• 102-1 • 102-2 • 102-6
Participant Content:	• Participant Manual pages 49-52 (Day 3)
Trainer Materials:	• Trainer Guide • Trainer Resources.

LEARNING LOG

TEACHING NOTES

Before getting into the next section, ask participants to spend about three minutes recording a few points they learned from the morning. Ask for a couple of people to share their thoughts or what they wrote with the class before moving on to the afternoon.

> **Trainer Set-Up Note:** Write the following quote on the board or flip chart in the front of the room: "Remember to look for what is working well with the family as hard as what we are worried about with the family."

TEACHING NOTES

WHAT'S WORKING WELL WITH THIS FAMILY?

Ask participants to turn to page 49, Day 3 in their participant manuals. There is a picture on page 49. This picture may also be displayed on the main screen in the classroom. Allow participants to look over the picture while the scene is set up for them: You go out to meet a new family. When you arrive and enter the home, this picture (on page 49) is what you see.

Next, ask each person to write down 3 things they see. After everyone has written down 3 things they see, ask each person to share 1 thing they observed. Expect answers such as: crying baby, knife on table, child sleeping on floor, cracks in walls, mom lounging on the couch, and many other negative descriptions.

Ask participants how those things might be perceived as strengths or actions of protection instead of worries. It may help to give an example first. For example, maybe the baby is laughing instead of crying. Another strength is that the utilities are on. Discussion might arise involving the bong (which is presumably out of the child's reach) or the nude painting.

After the participants have had a chance to share their examples, refer to the quote on the board, "Remember to look for what is strong with the family, not what is wrong with the family."

Ask participants to turn to page 50, Day 3 (Beliefs That Underpin Family-Centered Assessment) in their participant manuals. Briefly go over this page with participants since it reviews concepts previously discussed.

TEACHING NOTES

Be sure to focus on some of the important points such as:

- DCFS staff can make life worse for families.
- It's our job to empower clients.
- Services will most often proceed more productively when we consider clients as our colleagues or partners.
- As mentioned previously, it is important to focus on the strengths of the families.

Remind participants that DCFS is a family-centered agency. Because DCFS is a family-centered agency, it is their job to focus on what's working well for a family as a place to build from. In doing so, they are also teaching families how to focus on their own strengths as well.

Now participants will have an opportunity to practice using and applying family-centered skills in a scenario located on page 51, Day 3 (Case Example – Debbie B) in their participant manuals.

PRACTICE ACTIVITY: Case Example (Debbie B)

Ask participants to turn to page 51 in their manuals, Case Example – Debbie B.

PURPOSE

The purpose of this exercise is to allow participants an opportunity to practice focusing on the strengths within a family and family-centered behaviors that would be appropriate to use when working with a family.

TEACHING NOTES

METHODOLOGY

1. Ask participants to get into small groups of about 3-4 (depending on group size).
2. Ask each group to read the scenario about Debbie B and answer the three questions that follow.
3. After each group has had a chance to finish answering all the questions, ask each group to share their responses with the larger group.

PROCESSING

Highlight any points brought up that relate back to page 49 in the participant manual. Some main things to bring up during the discussion if the participants do not bring them up are:

- Treat the client with respect – Remind participants about the Buzzwords from Day 2.
- Focus on her strengths – This particular client has a high school diploma, and she has held down several jobs in the past. Therefore, we know she is willing to work. Also, college might also be a possibility for her at some point.
- Keep personal values out – While it's important to help the client understand what she is doing is illegal and there is a possibility of arrest, it is not a PA's job to pass judgment. Instead, the PA may ask questions to help Ms. B think about the possible consequences of her actions. For example: What happens if you are arrested? Who will care for the children? However, it is important to once again stress that a PA's job is not to judge but serve and help.
- Partner with the client to promote change – Emphasize the importance of partnering with Ms. B in order to empower her in the change process. Partnering with her will allow her to make decisions about her own family.

TEACHING NOTES

As a result, she will likely feel more empowered in the process and also be more likely to take action and make positive changes.

The last point mentioned is a nice lead in to the next section of training, which starts in the participant manual on page 52, Day 3 (Steps to Assist in the Change Process).

STEPS TO ASSIST IN THE CHANGE PROCESS

Once a client understands that there are changes that need to be made, there are some things that a worker can do to help enable a client to make those changes. Page 52, Day 3 in the participant manual lists some steps a worker can take to aid in the change process. Give participants a moment to review the items listed and then discuss them. Some of the things to be sure to highlight are the following:

1. Identify concerns about change – Allow clients an opportunity to voice their concerns about changes they need to make. Having a chance to talk about the fears and/or concerns can help them (and the PA) identify any potential 'roadblocks' and how to overcome them.
2. Identify barriers to change – Identifying barriers will encourage clients to think of ways to overcome those possible barriers beforehand. This is also a time to encourage clients to think of natural supports as well.
3. Explore their options for change – Help clients explore what their options are. Once they begin to see what possibilities they have, this may be an encouragement for them. For Debbie B, you may ask her if she is interested in job skills training.
4. Break long-term goals into short-term goals that are do-able, see-able, and reach-able – Help clients break the goals down so they don't seem so overwhelming. Having short- term goals that can be accomplished in a short amount of time will help clients see success sooner, which will be an encouragement to reach to long-term goals.

TEACHING NOTES

5. Share success stories. Tell the client about someone with a similar problem who has made, and maintained, a change – Sharing similar success stories is encouraging for clients to hear. It lets them know that if someone else in the same or similar situation was able to make changes, the can make changes as well. However, remember confidentiality when sharing success stories.

SECTION 4: 3 Questions, 3 Houses, Circles of Safety & Support, & Harm, Worry, & Goal Statements (from SOP)

Time Estimate:	• 45 Minutes
Learning Outcomes:	• Become familiar with tools used in Safety Organized Practice.
Competencies:	• 102-1 • 102-2 • 102-6
Participant Content:	• Participant Manual pages 53-57 (Day 3) • Handouts 6-9 (Day 3)
Trainer Materials:	• Trainer Guide • Trainer Resources

TEACHING NOTES

INTRODUCTION

Remind participants that they were briefly introduced to Safety Organized Practice (S.O.P.) on Day 1 of training then summarize by stating S.O.P. emphasizes skills in family engagement and rigorous assessment. S.O.P. allows for skilled, intentional use of solution-focused questions, motivational interviewing, and the use of specific tools, such as the Three Questions, the Three Houses, and Circles of Safety to engage children, youth, families, and the family's network.

TEACHING NOTES

THE THREE QUESTIONS

Safety-organized practice and many formal assessments can be boiled down to the following three questions:

1. What are we worried about?
2. What is working well?
3. What needs to happen?

Every interview and every stage in the life of a case (hotline, investigations, etc.) needs to cover these three main issues. As we address the Three Questions, we also need to explore questions that address the caretaker's behavior and its impact on the child.

In conversations with referral sources or family members, DCFS workers can ask questions that encourage them to identify the child's caretakers, the caretakers' behaviors, and the impact of these behaviors on the child. Although the caretaker may have done or failed to do something, what we are most concerned about are behaviors that have had a significant impact on the child.

While some of these questions may be simple, sometimes in the heat of the moment—in the middle of a complicated assessment or home visit—it is helpful to have simple maps or guides to remind us where we want to go.

THREE COLUMN MAPPING

Direct Participants to page 53 in the Participant Manual for an example of "Three Column Mapping".

TEACHING NOTES

Before looking over this example, the trainer should inform participants that due to time constraints, they will not be able to cover Solution Focused Questions in detail. Briefly inform participants that the solution-focused approach to client care centers on redirecting clients' attention to the present and the future. Instead of focusing on past problems, they are encouraged to explore the times in their life when they have been successful (no matter how small) at handling challenges and what positive measures they can take to best ensure a positive outcome for today and the future.

The trainer will inform participants that "Three Column Mapping" starts with "The Three Questions" as the primary way of organizing the map. Note that while it may seem very simple, this can be a powerful way to begin organizing your thinking. The family's input through this process is essential as they are the "experts" in regards to knowledge of their personal life experiences.

The trainer will give participants Handout 6 Day 3 "Three Column Mapping Form".

Explain to participants that this handout may be copied and used to complete "Three Column Maps" for future clients. Note that they may also simply turn a piece of blank paper sideways and create a "Three Column Map" by hand if necessary.

Direct participants' attention to the scale at the bottom of the blank map.

TEACHING NOTES

Note that the scale helps with two things:

1. It can help us assess "where does everyone think things are (how seriously do they think it is)" when it comes to safety threats and safety.
2. Once we have a number it can help us think through 'small steps' with clients and determine "what would things have to look like for the scale to improve by one number"?

THE THREE HOUSES

The Three Houses is a tool designed to assist children with identifying their thoughts, feelings, and opinions in regard to their home situation.

The Three Houses focuses on family rather than being open-ended, transitions from good things to worries to dreams, and gets at information about what is "real" in homes.

The trainer will give participants Handout 7 Day 3 "The Three Houses" (this is a three-page handout). Explain that these can be copied and used with clients.

USING THE THREE HOUSES

Used with permission from Nicki Weld.

When doing this exercise with a child, use one big piece of paper or three different pieces, and have lots of felt pens and stickers available. Encourage the child to talk, draw, and write their responses. Direct participants to pg. 54 in the participant manual for an example.

TEACHING NOTES

After the initial drawing and talking, try to make connections between the houses with the child and focus on their strengths. With the child's permission, these drawings can be shown to their parents/caregivers to help deepen the information gathering and assessment process.

Provide the child with the following guidelines for drawing/writing in each house:

- **House #1** is the House of Good Things. Which question would that address? (What is working well?). These may also be things that make the child feel safe, happy, and secure.
- **House #2** is the House of Worries. (What are we worried about?). These things may be things that make child feel sad, scared, or unsafe
- **House #3** is the house of (Hopes and) Dreams. (What needs to happen next?) Kind of like the "miracle question" (If all of your worries are gone, what is going on?)

The trainer can briefly address the following "Things to Remember" about engaging in the Three Houses activity before moving on to "Circles of Safety".

1. **Prepare.** It helps to begin with as much information about the child's background as possible. You will also need the following materials: paper (one sheet for each house as well as some spares), colored pencils, and markers. When deciding where to meet with the child, choose the venue where the child is likely to feel most comfortable.
2. **Get permission to interview the child.** Sometimes child protection workers must interview children without advising the caregivers or seeking their permission.

TEACHING NOTES

3. Whenever possible, caregivers should be notified in advance. You can show them the Three Houses tool to help them understand what the worker will do.
4. **Decide whether caregivers should be present.** Sometimes child protection workers must insist on speaking with children without a caregiver present. Whenever possible, let the caregivers and the child choose. If this is not possible, make every effort to explain to the caregivers why it is necessary to speak with the child alone.
5. **Explain and work through Three Houses.** Use one sheet of paper per house. Use words and drawings as appropriate and anything else you can think of to engage the child in the process. The child can rename houses, use toys, make Lego houses, use picture cutouts, etc. Let the child decide where to start. It is often best to start with the House of Good Things, especially if the child is anxious or uncertain.
6. **Explain to the child what will happen next and involve the child in it.** Once the Three Houses process is finished, it is important to explain what will happen next to the child and to get permission to show the child's Three Houses to caregivers, extended family, or professionals. Children usually are happy to share their Three Houses, but some children's assessments could raise concerns and safety issues that must be addressed before sharing with others.
7. **Present the child's Three Houses to caregivers.** Workers usually begin with the House of Good Things. Before you show the child's Three Houses, it can be useful to ask the caregivers what they think the child put in each house.

TEACHING NOTES

CIRCLES OF SAFETY & SUPPORT

An important part of the family- and safety-centered practice approach is helping the family build and strengthen a network of people—made up of family, friends, and involved professionals—who will support the caregivers to develop and maintain an immediate safety plan for the children if there is a safety threat, and a plan for sustainable safety otherwise. It is hoped these people will continue in this role long after professionals have stopped working with the family. This safety and support network provides support to the caregivers and safety for the children (and in some situations, safety for an adult with worrisome behavior). All of this helps create more sustainable safety that the family can maintain once DCFS is gone.

The Circles of Safety is a visual tool to help identify people for the child's safety network and to help professionals and family members have conversations about safety networks, the role of the safety network, and assessing who can be part of the safety network.

Direct participants to pg. 55 in their Participant Manuals.

- The family safety circles tool can be helpful to use on the very first visit with a family. It can aid in discussion about the need for the family and DCFS to work together to build a plan for sustainable safety to address the worries and the importance of having a safety network, of family and friends and involved professionals, who will work together to ensure that the children will always be safe in the family's care in the future. Provide participants with Handout 8 Day 3 "Circles of Safety" (2-page handout) for more practice with this tool.

TEACHING NOTES

A strong and active safety and support network assures professionals that the caregivers have the support they need to use the safety plan to keep their children safe for as long as the children remain vulnerable to the identified harm or safety threats within the family. For cases with an identified safety threat to the children, establishing a safety and support network is non-negotiable when developing the immediate safety plan.

PROMPTS FOR USING SAFETY CIRCLES

1. **Talking about the need for a safety network**

   The first step in the process of using the Family Safety Circles tool flows directly out of the conversation with caregivers about what we mean by a "safety network" and the fact that a "safety network" needs to be in place for family planning to progress.

2. **The Inner Circle**

   "Who are the people in your life and your child's life who already know about what has happened that led to your child being in care or DCFS being involved with your family?"

> **Trainer Note:** Be sure to give compliments whenever possible/relevant. Pay attention to actions of protection that caregivers have already done that will help to build future safety and acknowledge this (even if their attempts haven't been very successful).

3. **The Middle Circle**

   "Who are the people in your life and the child's life who know a little bit about what has happened; who don't know the whole story but maybe know some of what has happened? Or maybe they know that something has happened but don't know any of the details?"

4. **The Outer Circle**

   "Who are the people in your life and your child's life who don't know anything about what has happened?"

5. **Moving people from the outer circles to the inner circle**
   - "Who else from these outer circles do you think needs to be part of the inner circle?"
   - "Is there anyone in the two outer circles who you have thought about telling or come close to telling, but you haven't quite gotten there yet?"
   - "Who would Grandma (for example. Pick a person already in their inner circle for this question) say also needs to be in the inner circle?"
   - "Who would the child(ren) want to have in the inner circle?"
   - "You know all of these people; I don't know them yet. Who do you think I would want to have in the inner circle?"
   - "Who of all of these people do you feel most comfortable with or most understood by and think would be important to have as part of your safety network?"

6. **Discuss the following:**
   - What is the role of the safety network?
   - How many people do we need in the safety network?
   - What do we mean by "safety" and how is this decided?
   - What do people need to know to be part of the safety network?
   - How do we ensure that everyone is aware of the worries?

TEACHING NOTES

TEACHING NOTES

HARM, WORRY, AND GOAL STATEMENTS

One of the most crucial parts of this work is creating detailed statements and documentation about the concerns of the agency. This information assists the agency with the facilitation of important conversations with families about the most critical concerns that need to be addressed. It is very important to involve key stakeholders- i.e. Family members (children, family, extended family, etc.) and professionals- to bridge the gap and assist in maintaining the agency's goal of keeping families unified. Ask participants to turn to pages 56-57 in their participant manuals for more information and examples.

Harm, worry, and goal statements are short, simple behavior-based statements that workers can use to help family members, collaterals, and departmental staff clearly understand the scope of the agency's involvement. These statements explore what's happened in the past, why the agency is currently involved with a particular family and the projected concerns or goals for the future.

Constructing harm, worry, and goal statements first involves safety mapping and separating harm from complicating factors. Once that is completed, staff can then proceed by creating these statements.

HARM statements are clear and specific statements about the harm or maltreatment experienced by a child. The harm statement includes specific details:

- Who reported the concern?
- What exactly happened to the child (children)
- The impact on the child (children)

TEACHING NOTES

While it is not always a guarantee, a clear perception of past harm is vital to our guidance in understanding what the agency and other stakeholders should be worried about in the future. It is highly important to use language that is similar to the family's own style of expression for these statements. Honest, "just-the-facts", nonjudgemental, and detailed language should also be used wherever possible for a clear and accurate depiction of the agency's interests.

WORRY statements provide a sharper focus on key elements that need to change for the case to move forward and helps to prevent "case drift". Worry statements address two questions:

- What worries do we have for the children if nothing else changes?
- In what situations or context are we worried this could happen?
- **Example:** Sam reported to his teacher that when his dad, Jerry, drank too many beers and got mad at his mom, Helen, Sam saw Jerry hit Helen across the face. Sam felt scared, cried, and hid in his room.

These statements are normally written in a certain formula- acknowledging the child, the worry and impact that said worry could have on the child, and lastly defines the context in which the worry could be most harmful. For example:

- **"Child"** may be **"Impacted how?"** if/when **"Context of Worry."**
- Sam (age 6) may be injured (hit or caught in the middle of the violence) when Jerry becomes drunk and yells at or hits Helen.

TEACHING NOTES

Thus, Sam may be emotionally harmed (scared and confused) when Jerry becomes drunk and yells at or hits Helen.

GOAL statements lay the groundwork for the family to complete their service plan. They describe what the family can do to create safety for their child. Goal statements should respond to the worry statements in about three or four sentences. The objectives for the service plan should come almost directly from the goal statements. They are composed of the following:

- **"(Child)- what will be done differently-to address the safety threat."**
- **Example:** Sam will be cared for by adults who solve their disagreements and problems in loving and caring ways, treat each other respectfully, and ask for help when they need it.

Pass out Handout 9, Day 3 (Harm, Worry, & And Goal Statement Practice). If time permits, allow participants to practice writing their own harm, worry, and goal statements. Provide them with the answer to the scenario when they are finished (**found in trainer resources**).

SECTION 5: Handling Conflict

Time Estimate:	• 45 Minutes
Learning Outcomes:	• Understand various styles of dealing with conflict and learn several conflict resolution formulas. • Know their preferred conflict resolution style. • Strategize on ways to apply conflict resolution to work-related situations.
Competencies:	• 102-1 • 102-2 • 102-6
Participant Content:	• Participant Manual pages 58-60 (Day 3) • Handout 10 (Day 3)
Trainer Materials:	• Trainer Guide

Trainer Note: This section (Section 5) may be omitted in order to allow ample time for Section 6 (Family Feud Game Review).

TEACHING NOTES

CONFLICT MANAGEMENT STYLES

Handling conflict can be very difficult. It may be harder for some than for others. Let's take a few minutes to talk about conflict, discuss the various ways that people may handle problem-solving around conflict and then look at some techniques you may find useful in dealing with conflict.

TEACHING NOTES

Pass out Handout 10, Day 3, How I Handle Conflict. Start with page 1 of this two-page handout. On the first page, there are five blanks with descriptions of conflict management styles. Participants will mark only two blanks—one with an 'M' for most like them and one with an 'L' for least like them. Once they are finished with the first page, they can flip to the second page for an explanation of their results. Each blank on page 1 is numbered, so participants need only find the matching number on page 2 to see which conflict management style (Handout 10, Day 3) is most and least like them.

Ask participants to turn to pages 58 and 59, Day 3 (Styles of Dealing with Conflict), in their participant manuals. It is important to note that most of us respond to conflict based on the situation. That is, we may respond to a conflict very differently with our children than with our supervisor at work (or perhaps not.) The single best method of conflict resolution is prevention. Briefly discuss each style and the advantages and disadvantages of each one.

INITIATING CONFLICT RESOLUTION

Many of us, because of our personalities and natures, may put off or avoid initiating problem resolution. It is important to note that research studies, as well as practical experiences, have shown that conflict will tend to worsen if left unresolved. Much of the work we do with families focuses on improving their problem-solving skills and helping them to learn effective ways of problem-resolution.

TEACHING NOTES

Two reasons that people may be unsuccessful at confronting problems and attempting resolution are:

- We wait too long before we deal with the issue.
- We approach the conflict emotionally and do not plan our course of action.

Below are some tips on how PAs can approach clients when it comes to confronting problems.

- **ATTITUDE:** It is important to remember that your attitude about problem resolution will have a major impact on the outcome. Your outcome will likely be very different depending on whether you believe that the problem can be resolved or whether you think that it will not do any good to attempt to solve the problem. If you believe that it is in the best interests of all parties to resolve the problem, then the chances of a successful outcome are greater.
- **OWNERSHIP:** An important point to remember as we talk about conflict resolution has to do with ownership of the problem. You must plan to maintain ownership of the problem. You must take responsibility for your actions and feelings. Think about what you want to accomplish by initiating the steps to resolve the conflict. Plan what you will say and practice saying it until you are comfortable.
- **INTENT:** Openness with others must come from a genuine desire to improve the relationship rather than to win arguments. When you care about another person, openness will increase the likelihood of your being taken seriously, even when you disagree.

TEACHING NOTES

- **MUTUALITY:** It is helpful to try for a shared understanding of your relationship. You need to know how the other person perceives your behavior, as well as how to communicate your understanding of her or his behavior.
- **RISK-TAKING:** Any effort at openness involves a degree of risk. You need to anticipate a potential loss of some self-esteem. There is always the possibility of being rejected or hurt by another. On the other hand, your willingness to risk depends on the importance you place on the relationship. The important thing is that you are willing to risk letting the other person react naturally when working through interpersonal problems.
- **NONCOERCION:** Although discussion between you and another may become emotional, it should not become a tool to get the other person to change his or her behavior. Rather, the discussion should be about clarifying the situation.
  The purpose should be to determine what can be learned from the discussion that will help to build a more satisfying relationship. Behavioral changes should be determined independently by each person rather than be forced by another.
- **TIMING:** Discussion should occur as close to the problem as possible so the other person will know exactly what is being discussed. Bringing up previous situations can be viewed as holding onto "old hurts" and maintaining them simply to strike back rather than to resolve problems. Although one should try to

Common sense also tells us to deal with related issues, rather than a number of unrelated issues. This basic concept may be forgotten if we allow problems to "pile up" without addressing them.

TEACHING NOTES

There is a basic formula you can use for conflict resolution. There are only minor adjustments in the formula depending on whether you are initiating the conflict resolution or responding to the conflict resolution. At times you may be in a position to help other people deal with a conflict. There is also a set of steps you can use to help others to "work it out." The techniques for basic mediation follow the steps for initiating and responding to conflict resolution. Briefly go over the formulas on page 60, Day 3 (Mediating Conflict Resolution - XYZ). Then conduct the final exercise of the day.

PRACTICE ACTIVITY: Responding to Conflict XYZ Method

PURPOSE

The purpose of this activity is to give participants an opportunity to practice the 'Responding to Conflict XYZ Method' just discussed.

METHODOLOGY

1. Use the seating at each table to be a group.
2. Ask the groups to spend a few minutes talking among themselves about conflict situations that they have recently experienced. These may be conflicts with or between co-workers or conflicts with or between PA and families on their caseloads.

TEACHING NOTES

3. Let each group pick one conflict situation and practice using the XYZ technique introduced at the start of the activity. While groups are working, the trainer can circulate to see how well it is going.

PROCESSING

There may not be sufficient time for each group to report (in terms of describing the conflict and the specific resolution steps). A better processing of this exercise may be to ask for volunteers to talk about how it felt to use the XYZ formula, any "ah-ha" moments he or she experienced, etc. Another processing question would be, "How do you think your clients would respond to this approach?"

SECTION 6: Conclusion

Time Estimate:	• 15 Minutes
Learning Outcomes:	• Participants will review material from Week 1
Competencies:	• 102-1 • 102-2 • 102-6
Participant Content:	• Participant Manual • Handout 11 (Day 3)
Trainer Materials:	• Family Feud Review Game

FAMILY FEUD REVIEW GAME

TEACHING NOTES

Use the Family Feud game, which is located in the Trainer Resource folder, for a final review of the week's content, if time permits. The answers for the Family Feud Game are also located in the Trainer Resource.

The rules of the game are as follows:

4. The class must divide into two teams, and each team must decide on a team name.
5. Each team must send one person to the front table to answer true or false questions. The true or false question must be completely read before a person rings the bell.
6. If the true or false question is answered correctly (the team gets one point), that person may return to their team for an opportunity for the team to answer a short answer question.

TEACHING NOTES

7. If the team gets the question correct, they get two points.
8. If the team misses, the other team gets a chance to answer and a chance at the point.
9. Complete this cycle of questioning until all questions are answered.

If time does not permit for Family Feud, simply briefly review the test questions instead. If there are no questions after the review, dismiss until next week.

Trainer Note: "Handout 11" is a Maya Angelou mini poster. The trainer may choose to provide this handout to participants as they leave, email this handout to participants, or they may opt not to distribute this handout at all.