

SOP MODULE 1

PARTICIPANT GUIDE

ARKANSAS DIVISION OF CHILDREN AND FAMILY SERVICES

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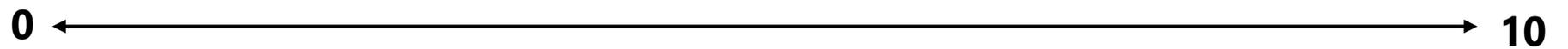
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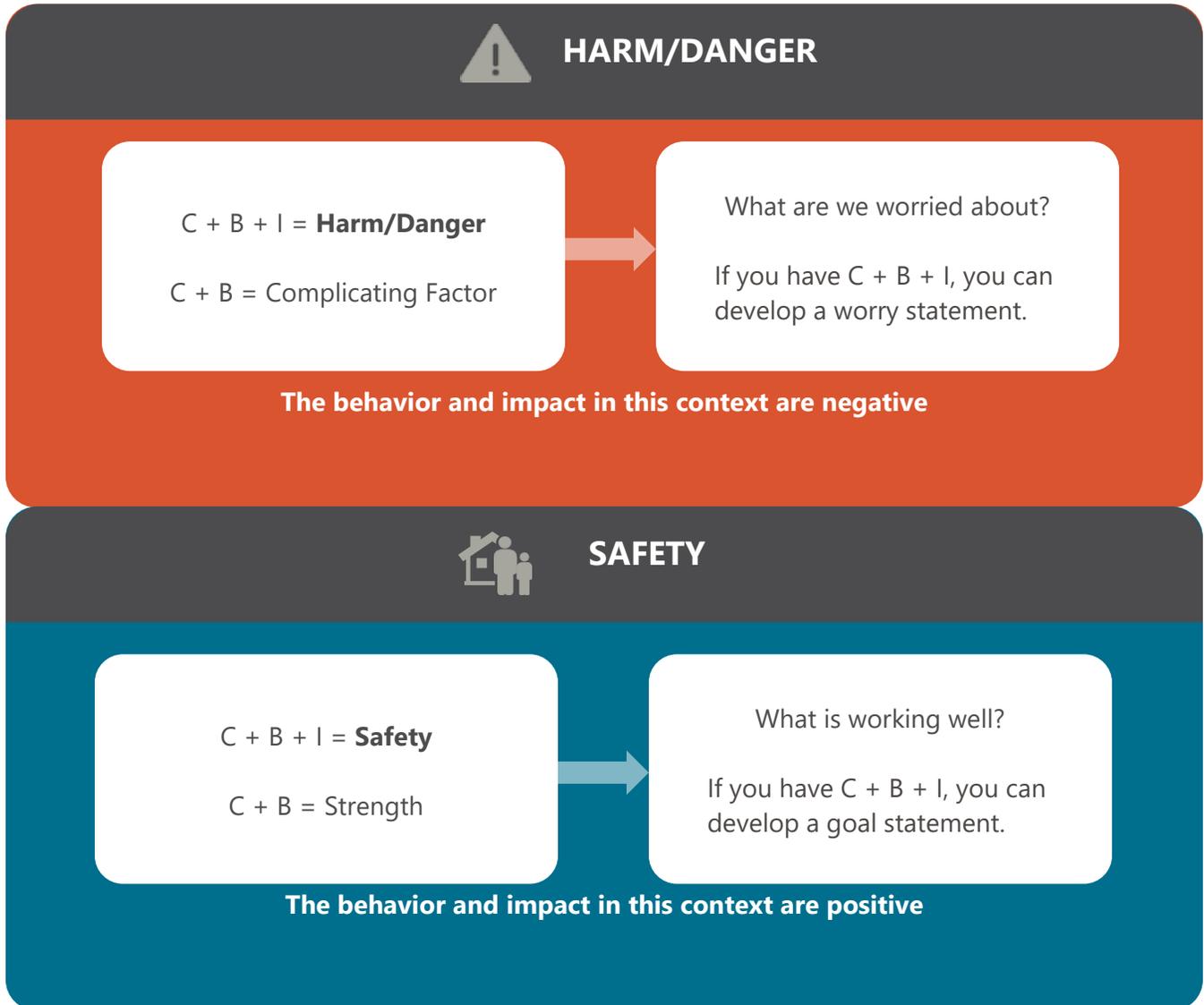
THREE-COLUMN MAP

WHAT ARE WE WORRIED ABOUT?	WHAT IS WORKING WELL?	WHAT NEEDS TO HAPPEN?



C + B + I AND THE RULE OF THREE

Caregiver/Child or Youth + Behavior + Impact on the child = Harm/danger or safety



QUESTIONS THAT HELP SURFACE IMPACT

- When caregiver is doing X, where is the child? Can you tell me more about that?
- How often does X happen? In what context? Then what happens?
- Where else does the child display the behaviors? Who has seen this happen? Can we talk to them?
- When the caregiver is doing X, is there someone else there to keep the child safe and cared for?
- What does the new caregiver behavior look like? How has the impact on the child changed?
- What makes you feel confident that the protective actions will continue? Who else helps?

SOLUTION-FOCUSED QUESTIONS

EXCEPTION

While it is likely that this conversation was prompted by a problem, the following questions will help to focus on an individual's strengths and abilities. In most situations, it is the best set of questions for starting interviews—just like family conference meetings start with strengths/exceptions/safety. The first question below is for a “near-miss” situation, and the last is more suited to conversations about values and accomplishments.

- When was a time that ___ could have happened, but it didn't?
- When was a time that things were going well for you?
- What are some things you've done that you are most proud of?

PREFERRED FUTURE

These questions will surface what an individual would like to see for themselves or their family. You could ask the miracle question for this information in order to get details about what would be different in the person's life.

- How would you like things to be?
- What would it look like if this problem went away?
- Who would be around helping you keep things on track, and what would they be doing?
- What do you see happening next?

COPING

These questions will bring up another set of strengths and resources, but they will be more closely related to the problem and how someone deals with it OR who else helps them in this situation.

- How have you dealt with this situation?
- How do you keep things from getting worse?
- Who supports you when things get tough?

SCALING

With these questions, we are trying to show that the situation is not as black and white as an individual might think or to help them notice the difference between their desire/importance score and their ability score.

On a scale of 1–10, with 10 being [*desirable condition, outcome, confidence, ability, or importance*], where would rate yourself?

How did you get to that number?

What makes it a __ and not a 1?

What is a small thing that could happen to make it go up by just one number?

POSITION

This is an attempt to get people out of their own perspective and to consider the concerns and perspectives of others.

If _____ were here, what would they say they [*are worried about, think is working well, think about the situation, would like to see happen next*]?

If _____ were here, [*insert any of the four previous types of questions*]?

APPRECIATIVE INQUIRY

Appreciative inquiry (AI) involves asking questions that strengthen individual or system capacity to achieve the highest potential by surfacing and making visible:

- People's past and present capacities;
- Achievements, assets, unexplored potentials;
- Innovations, strengths, high-point moments;
- Lived values, traditions, stories;
- Expressions of wisdom; and
- Visions of valued and possible futures.¹

WHY DO THIS IN CHILD WELFARE ORGANIZATIONS?

Child welfare organizations have great potential for practice to be regularly surrounded by fear, blame, and defensiveness.² In this context, the idea of making your work visible, sharing it with others, and even learning from your own and others' practices can be hard to imagine. AI is one vehicle for trying to help make this possible. Specifically, AI can help a child welfare organization do the following.

DEVELOP LOCAL PRACTICE WISDOM

AI provides a method for countering people's tendency to isolate or silo their work by encouraging everyone to ask questions about the details of everyday practice *when it is at its best*. Sharing everyday successes has the following benefits.

- This allows everyone in the organization to share stories of high-point moments, new practice innovations they have made or discovered, successful interventions they have used, and general all-around good practice.
- When these stories are described and circulated, the "know-how" about what really works in the organization grows and people become more willing and interested in sharing and learning from their work.

¹ Personal communication, W. Madsen and P. Decker, Family Centered Services Project, 2010.

² Turnell, A. (in press). Building a culture of appreciative inquiry around child protection practice. Draft chapter in Turnell, A. (in press). *Building safety in child protection practice: Working with a strengths and solution focus in an environment of risk*. London: Palgrave-Macmillan. Contact the author at aturnell@iinet.net.au for more information.

SUPPORT THE IMPLEMENTATION OF NEW SAFETY- AND SOLUTION-BASED PRACTICES

While safety- and solution-focused approaches were developed independently of AI, they have a great deal in common, including the following.

- Both approaches focus on *what works* as a platform for learning and repeating the behavior.
- Both focus on the best of what could be, instead of lamenting what should be.
- Both use inquiry and a questioning approach to help people find and articulate their own unique solutions to problems.
- When child welfare organizations begin to try to adopt safety- and solution-focused approaches, workers will look to agency leaders, managers, and supervisors to see if they practice what they preach.
- Using AI can help embed new approaches throughout that organization, giving workers a chance both to practice some new skills and to see the depth of the commitment in the leadership of the organization to different ways of thinking and practice.

GROUNDING ORGANIZATIONAL CULTURE IN REFLECTION, APPRECIATION, AND ONGOING LEARNING

Finally, use of regular AIs, even in small ways, can begin to shift an organizational culture as well.

- Staff begin to see their own knowledge and skills recognized publicly.
- They develop greater enthusiasm for sharing what they know with others.
- They gain a greater sense that everyone in the organization appreciates one another and the collective work being done.
- Learning can become exciting and contagious.

HOW DO YOU DO AI?

Like the solution-focused approach, AI uses questions as a driving practice, so learning this approach first involves getting comfortable asking detailed questions about everyday practice when it is at its best, most effective, and most useful. This is something that can be done in very large settings (like a training) or in smaller ones (such as a case consultation, individual or group supervision, or even a staff meeting). What is essential is that the inquiry and dialogue be based in genuine curiosity and in the belief that everyone knows something about effective practice. Once these stories and moments about best practice are elicited, they should be documented in some way and shared with others.

POSSIBLE QUESTIONS FOR AN APPRECIATIVE INQUIRY INTERVIEW

USING THE EARS MODEL: ELICITING, AMPLIFYING, REFLECTING, START OVER

Philip Decter, MSW

Adapted from Andrew Turnell³

Eliciting Questions (pick one):

- Can you describe a recent piece of work about which you feel particularly good?
- Can you tell me about a family you worked with where you were stuck, yet you still made some progress?
- Can you tell me about a situation at work that you cared about that had the potential to become a train wreck, yet you still managed to salvage a small component about which you felt okay?

Amplifying Questions (pick four to eight, at least one from each area):

- Where did this happen?
- When did this happen?
- Who else was involved?
- How did you make this happen?
- What else did you do? What else? And what else?

- How did you get the idea to do it that way?
- Was that difficult for you to do?
- What was the hardest part of doing this piece of work for you?
- Even though that part was hard, how did you keep it going?
- What did the person you worked with do to build this success?
- What would the other person say you did to contribute to achieving this outcome?

³Turnell, A. (in press). Building a culture of appreciative inquiry around child protection practice. Draft chapter in Turnell, A. (in press). *Building safety in child protection practice: Working with a strengths and solution focus in an environment of risk*. London: Palgrave-Macmillan. Contact the author at aturnell@iinet.net.au for more information.

- How did you know that what you were doing was helping?
- What differences did you see in the person you were working with that told you what you were doing was working?

- What aspect do you feel proudest about in this situation?
- If we had a video of you doing that (the thing that makes you proud), what would we see on the video?
- What are the practices that go into doing that?
- What steps went into those practices?

Reflection Questions (pick at least two):

- From this piece of work, what would you like to bring into other similar situations?
- If you were to consult with other colleagues working in a similar situation, what suggestions from this experience would you offer to them?
- When you think about this piece of work, what was the most important thing you learned?
- What would you like to do with what you have learned? How would you like to bring those insights more into your work?
- As you think about what you would like to do with what you have learned, what does that say about what you value and what is important to you in your work?
- What does that say about your hopes and dreams for yourself in doing this work?
- What does that say about what you are committed to and what you stand for in this work?

Wrap-Up:

- What have you learned or relearned about yourself or your work from this conversation?
- What difference, if any, does it make to hear yourself say these things out loud today?

LINKING THE THREE QUESTIONS AND SOLUTION-FOCUSED QUESTIONS

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