

TOC	S#	New Slides (Published 07/2024)
Title	1	Unit 5 Section 1: Introduction to Communication New Family Service Worker Training
Welcome	2	Welcome to Unit 5! This section is a brief overview of basic communication skills. Some or all of this may be a review for you. Don't worry, it will get more challenging as we move along.
Communication Pie Chart	3	Are you familiar with the communication pie chart? The words we use have a small impact on the message we convey; our nonverbal behaviors and our tone and pitch convey the majority of the message.
Don't Forget	4	Don't Forget... We cannot assume that someone has information or knows something just because we know it. The act of communicating is about more than just exchanging information.
Take Into Account	5	Every aspect of communication involves opportunities for misunderstanding. You must take into account: - The individuals - The relationship - The setting - The circumstances ...and more.
Good Listeners	6	Think of two people you consider to be good listeners. What do they do that makes you think they are good listeners?
Good Communicating	7	Think about a time when you did an excellent job at communicating and conveying your message. - Who was there or involved? - What was the event or interaction? - What were the circumstances? Think about what you did and how you can increase these occurrences in the future.
The Message	8	If the words we use account for only 7% of the message we convey, what makes up the rest of the message?

Paraverbal	9	<p>IT'S NOT WHAT YOU SAY, IT'S HOW YOU SAY IT.</p> <p>Have you heard of paraverbal communication?</p> <p>Paraverbal is about HOW we say the words we say.</p> <p>Paraverbal communication is the inflection, pacing, pitch, and tone of speech.</p>
Paraverbal	10	<p>IT'S NOT WHAT YOU SAY, IT'S HOW YOU SAY IT.</p> <p>In other words, paraverbal is all of the signals dealing with the meanings of the words we use.</p>
Emphasis	11	<p>For example, say the following phrase aloud and place emphasis on the different words within the phrase.</p> <p>Did <i>you</i> invite him?</p> <p>Did you <i>invite</i> him?</p> <p>Did you invite <i>him</i>?</p> <p>Did you invite him?</p> <p>Each version conveys a very different message.</p>
Physical Signals	12	<p>Nonverbal communications are the physical signals used to communicate and express yourself.</p>
Misunderstandings	13	<p>Every single person who has communicated by email or text knows how the lack of nonverbal and paraverbal communication in a written message can contribute to misunderstandings when trying to communicate online.</p>
Communication Context	14	<p>Posture, fidgeting, how you hold your arms and legs, frowning, how your eyebrows appear — all of these factors contribute to the message and the context within communication.</p>
Appearance	15	<p>Even your overall grooming and appearance convey a message.</p> <p>For better or worse, we often make assumptions about people based on first impressions.</p> <p>What are some assumptions we make based on appearance?</p> <p>Unkempt =</p> <p>Dirty =</p> <p>Clothes do not fit (too small or too big) =</p> <p>Well tailored clothes =</p> <p>Poor dental hygiene =</p>

Communication Factors	16	<p>Many factors impact communication:</p> <ul style="list-style-type: none"> - Quality and quantity of information (accuracy) - Quantity of information (too much or too little) - Emotional state of both sender and receiver (tired, ill, hungry) - Cultural factors - Language - Beliefs, attitudes, assumptions (role of DCFS, police and CPS, etc.) - Physical surroundings (noisy, chaotic, uncomfortable) - Distance, proximity (across the yard or room, too near)
Do's and Don'ts	17	<p>Do's and Don'ts</p> <p>A multitude of elements impact communication. Let's look at some Do's and Don'ts to remember and practice.</p> <p>[Click on each figure for examples]</p>
Do Less	18	<p>Do LESS of these behaviors:</p> <ul style="list-style-type: none"> - Avoiding eye contact or staring — remember that rules about eye contact vary across cultures - Positioning yourself higher or lower than the other person - Nodding excessively. Using your eyebrows excessively - Pursing, biting, or compressing your lips - Folding arms tightly - Turning body away or at an angle - Fidgeting, squirming, slouching - Pointing finger for emphasis - Mumbling, monotone or halting speech - Looking at watch or phone - Trying to do something else while talking - Planning ahead what you will say next
Do More	19	<p>Do MORE of these behaviors to enhance effective communication:</p> <ul style="list-style-type: none"> - Appropriate and direct eye contact (given cultural considerations) - Warmth and concern in facial and vocal expressions - Body leaning forward, attentive but relaxed - Animated facial and verbal expressions - Appropriate gestures with arms and hands - Eyes on same level - Voice audible but not too loud - Moderate rate of speech
Remember	20	<p>Remember: If a cultural difference creates a barrier, explore and seek more information to reduce the obstacle and seek clarity.</p>

Certain Messages	21	<p>Certain kinds of messages can limit your effectiveness as an interviewer. Drag and drop the negative outcome (blue) onto the type of verbal barrier in communication (orange).</p> <p>Arguing with clients can cause the client to “dig in” or develop a stronger commitment to their viewpoint.</p> <p>Persuading, lecturing, instructing, arguing</p>
Certain Messages	22	<p>Certain kinds of messages can limit your effectiveness as an interviewer. Drag and drop the negative outcome (blue) onto the type of verbal barrier in communication (orange).</p> <p>Messages framed in terms of “should” and “ought” often result in the client “shutting down” and becoming defensive.</p> <p>Moralizing/sermonizing</p>
Certain Messages	23	<p>Certain kinds of messages can limit your effectiveness as an interviewer. Drag and drop the negative outcome (blue) onto the type of verbal barrier in communication (orange).</p> <p>Reassurance and communicating support are appropriate at times. Inappropriate consoling shows a lack of understanding of the complexity of the problem(s). Using this strategy can mean you miss the chance to help someone identify underlying feelings about the situation.</p> <p>Reassuring, sympathizing, consoling, excusing</p>
Certain Messages	24	<p>Certain kinds of messages can limit your effectiveness as an interviewer. Drag and drop the negative outcome (blue) onto the type of verbal barrier in communication (orange).</p> <p>Early advising is one of the most common mistakes made by people new to the field.</p> <p>Advising or giving suggestions prematurely.</p>
Certain Messages	25	<p>Certain kinds of messages can limit your effectiveness as an interviewer. Drag and drop the negative outcome (blue) onto the type of verbal barrier in communication (orange).</p> <p>This type of response violates one of the basic social work values of maintaining a nonjudgmental attitude and accepting the client where they are at this time.</p> <p>Judging, criticizing, or placing blame</p>

Certain Messages	26	<p>Certain kinds of messages can limit your effectiveness as an interviewer. Drag and drop the negative outcome (blue) onto the type of verbal barrier in communication (orange).</p> <p>A “diagnostic” explanation of one’s behavior is inappropriate and counterproductive. People tend to resist attempts to classify their behavior.</p> <p>Analyzing, diagnosing, making superficial or rigid interpretations</p>
Certain Messages	27	<p>Certain kinds of messages can limit your effectiveness as an interviewer. Drag and drop the negative outcome (blue) onto the type of verbal barrier in communication (orange).</p> <p>Be careful that humor is not used to maintain a superficial or meaningless interaction.</p> <p>Using sarcasm or humor, making light of the problem</p>
Certain Messages	28	<p>Certain kinds of messages can limit your effectiveness as an interviewer.</p> <p>Drag and drop the negative outcome (blue) onto the type of verbal barrier in communication (orange).</p> <p>The use of threats and warnings causes active opposition. Avoid. Using threats or attacking indicates strong negative feelings and/or inexperience.</p> <p>Threatening, warning, or counterattacking</p>
Active Listening	29	<p>Active listening requires you to:</p> <ul style="list-style-type: none"> - Pay attention - Let the other person know you are listening - Provide feedback - Defer judgement - Respond appropriately
Feedback and Response	30	<p>With your feedback and response, you let the other person know that you are hearing the entire message, including the thoughts and feelings conveyed.</p>
Responding Model	31	<p>To help you remember the elements of this type of listening and responding, use the following model.</p> <p>You think/feel _____</p> <p>about _____</p> <p>because _____</p>



Lead Into Feedback	32	<p>There are a number of phrases that you can use to “lead into” the feedback message, including:</p> <ul style="list-style-type: none"> - You seem to be thinking/feeling...Is that right? - If I’m hearing you correctly... - What I think I’m hearing... - Listening to you, it seems that... - Correct me if I am wrong, but I’m sensing that you... - Perhaps you’re...
Key Elements	33	<p>KEY Elements of Active Listening</p> <ul style="list-style-type: none"> -Pay attention -Let the other person know you are listening - Provide feedback -Defer judgement - Respond appropriately
Scene 1	34	<p>Help Bianca choose the best example of active listening in the scenes that follow.</p> <p>Scene 1: Click on Bianca and then David</p> <p>Bianca: We’re concerned that Kennedy is not getting the care she needs from you at home.</p> <p>David: {wary and defensive}: I do everything I can to give her a roof over her head and food in her belly.</p>









Bianca and David	35	<p>Which would be the best example of active listening by Bianca?</p> <p>Click on each example for feedback.</p> <p><i>It sounds like you are frustrated. It can be hard to provide for all of a child's needs.</i> - Yes, this is the best example of active listening.</p> <p><i>Well, David, frankly you are not doing enough. Do you want to lose custody of your daughter?</i> - No. This option is likely to cause David to become more defensive and angry. This response backs David into a corner.</p> <p><i>It's okay, don't worry. We'll help you through this</i> - No. This option may seem to be supportive, but it does not further understanding or recognize David's unstated concerns.</p> <p><i>Have you talked to her grandmother about helping you with Kennedy like I suggested last time?</i> - No. This option goes straight to offering solutions without really listening for understanding.</p> <p><i>Hey! There's no reason to take that tone with me. I'm trying to help you.</i> - No. This option does not respond to the underlying sense of frustration and will not help to further understanding.</p>
Scene 2	36	<p>Scene 2: Click on Bianca and then David</p> <p>Bianca: We have concerns that Kennedy is too young to watch her brother while you go out for a drink after work.</p> <p>David: {angry}: Look, it's hard being a single dad! I deserve a little down time. She's 9 years old. I was taking care of two kids when I was younger than her.</p>

Bianca and David	37	<p>Which would be the best example of active listening by Bianca?</p> <p>Click on each example for feedback.</p> <p><i>It sounds like you are saying that you need time to yourself and that you feel you are not expecting too much from Kennedy. Is that right?</i></p> <p>- Yes, this is the best example of active listening.</p> <p><i>Listen, I hear you. I would enjoy a drink after work myself.</i></p> <p>- No. This option may seem to be supportive. However, it does not maintain professional boundaries and does not further understanding or recognize David's unstated concerns.</p> <p><i>You're wrong. Your children need you and don't need to be taking care of themselves while you get drunk.</i></p> <p>- No. This option is judgmental and likely to cause David to become more defensive and/or angry.</p> <p><i>Look David. If you keep doing what you're doing, chances are we'll have to remove your children.</i></p> <p>- No. This is a threatening message and example completely misses the mark.</p> <p><i>You should not be drinking and driving. Kennedy is a good kid but you are putting too much on her.</i></p> <p>- No. This option is not a good example of active listening.</p> <p>- Although the statements contain true information, the response does not show real understanding of the complex nature of this message.</p>
Scene 3	38	<p>Scene 3:</p> <p>Click on Bianca and then David</p> <p>Bianca: Let's talk about your best ideas for coming up with a plan to make sure that Kennedy and Kain are getting the supervision they need in the afternoon before you get home.</p> <p>David: {overwhelmed and a little hopeless}: I don't know what good it will do. I can't afford daycare after school. Their mother is not going to help, she's too strung out and I don't want her involved. I don't have a mother I can ask to babysit. What am I supposed to do?</p>

Bianca and David	39	<p>Which would be the best example of active listening by Bianca?</p> <p>Click on each example for feedback.</p> <p><i>David, it sounds like you might be overwhelmed and worried about how you can address everything. There are a lot of things going on. Let's break this down and see if we can come up with some ideas</i></p> <p>- Yes, This is the best example. This response recognizes David's struggle and responds to the need to partialize the discussion of active listening.</p> <p><i>Kennedy is not the adult here, you are, and she's too young to be in charge of her brother.</i></p> <p>- No. This example is judgmental and does not let David know his worries were heard.</p> <p><i>There after-school programs that we can get the kids into. Now, have you had any contact with their mother?</i></p> <p>- No. This example dismisses his concerns.</p> <p><i>David, you have to work with us and find something. Have you asked your wife's sister about watching them like we talked about before?</i></p> <p>- No. This example does not let David know that you have heard him.</p> <p><i>Whoa! It sounds like you don't really want to try. Is that it?</i></p> <p>- No. This may look like an active listening response because of "It sounds like you...", but this response is judgemental.</p>
Really Listen	40	<p>Try it on. Mindfully practice active listening for understanding over the next 24-48 hours.</p> <p>Really listen to what others are saying, use the information you have learned in this training to provide feedback, and respond to the whole communication.</p>
Movie Clip	41	<p>And before you go, check out this great clip from a movie about saying the right thing in the right way.</p>
Congratulations	42	<p>Congratulations!</p> <p>You have completed Unit 5 Section 1.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

TOC	S#	New Slides (Published 07/2024)
Title	1	Unit 5 Section 2: Purposes and Stages of an Interview New Family Service Worker Training
Interviewing Skills	2	Interviewing skills are important because assessment is a critical step in planning changes for families.
Types of Interviews	3	Click the boxes below to review the purposes of the different types of interviews. Investigation Interview Case Interview Ongoing Assessment
Investigation Interview	4	Investigation Interview An Investigative Interview is a fact finding process. Click to see DCFS Policy. Search for "II-D" to find Investigation of Child Maltreatment Reports.
Brief Overview	5	Here is a brief overview of the tasks which are part of the investigative interview. Determine if the child has suffered harm or is likely to suffer harm Determine the cause of the harm Determine the nature and extent of the harm Determine if the child is in immediate danger *with particular attention to the Current Safety Threats
Tasks Overview	6	Here is a brief overview of the tasks which are part of the investigative interview. Make a case determination Gather forensic evidence for use in prosecution of the crime of child abuse Set the stage for future work between the family and DCFS
Review Policy II-D	7	Review Policy II-D: Investigation of Child Maltreatment Reports in your DHS-DCFS Policy & Procedure Manual. Read for comprehension. Take notes. (Re-write in your own words.) Highlight.
Flashback	8	A great resource for workers to utilize when conducting an Investigation or investigative interview is the “Investigator Review – Before You Go Out” document in CHRISNet

	Casework Interview	9	<p>Casework Interview (or Family Assessment)</p> <p>The family assessment is for the purpose of engaging, assessing, planning and evaluating progress.</p> <p>[Click to see DCFS Policy. Search for “IV-A” to find the policy on Family Assessments]</p>
	Casework Interview / Assessment	10	<p>Here is a thumbnail sketch of the tasks of the casework interview/assessment:</p> <p>Gather information about the family to assist the worker and agency in protecting the child and meeting the needs of the family</p> <p>Identify the factors within the family that contribute to child maltreatment (risk factors)</p> <p>Identify needs of family members</p>
	Casework Interview / Assessment	11	<p>Here is a thumbnail sketch of the tasks of the casework interview/assessment:</p> <p>Identify strengths and support systems (resources) available to family members</p> <p>Determine what needs to change</p> <p>Determine level of cooperation with DCFS</p> <p>Engage the family in planning for change</p> <p>Gather the information necessary to the development of a family case plan</p>
	Review Policy IV-A	13	<p>Review Policy IV-A:</p> <p>Family Assessments in your DHS-DCFS Policy & Procedure Manual.</p> <p>Read for comprehension.</p> <p>Take notes. (Rewrite in your own words.)</p> <p>Highlight.</p>
	Ongoing Assessment	14	<p>An Ongoing Assessment is to check on progress and changes.</p> <p>Continue to identify factors within the family that contribute to child’s safety and/or risk.</p> <p>Determine if the child is safe or in danger.</p> <p>Identify progress that the family has made.</p> <p>Get information about the case planning process.</p> <p>It is NOT a social call.</p>
	Review	15	<p>Review of some of the tasks within an interview</p> <p>The health and safety of the child are always of paramount concern.</p> <p>True/False</p>
	Review	16	<p>Review of some of the tasks within an interview</p> <p>One of the tasks in the investigative interview is to determine if the child has suffered harm or is likely to suffer harm.</p> <p>True/False</p>

	Review	17	<p>Review of some of the tasks within an interview</p> <p>It is not a critical task in the investigative interview to determine if the child is in immediate danger.</p> <p>True/False</p>
	Review	18	<p>Review of some of the tasks within an interview</p> <p>As a result of the investigative interview, the interviewer will be able to make a case determination.</p> <p>True/False</p>
	Review	19	<p>Review of some of the tasks within an interview</p> <p>A casework interview is an opportunity to gather the information that will help the agency protect the child and meet the needs of the family.</p> <p>True/False</p>
	Review	20	<p>Review of some of the tasks within an interview</p> <p>It is not a part of the casework interview to identify factors that contribute to child maltreatment.</p> <p>True/False</p>
	Review	21	<p>Review of some of the tasks within an interview</p> <p>Identifying strengths and resources available to family members happens in the casework assessment.</p> <p>True/False</p>
	Review	22	<p>Review of some of the tasks within an interview</p> <p>The Child and Adolescent Needs and Strengths (CANS) and the Family Advocacy and Support Tool (FAST) assessments are completed using ONLY information from the case file and the caregiver.</p> <p>True/False</p>
	Review	23	<p>Review of some of the tasks within an interview</p> <p>The CANS/FAST are completed over a series of meetings with the parents, caregivers, children, service providers, and extended family.</p> <p>True/False</p>
	Review	24	<p>Review of some of the tasks within an interview</p> <p>The Ongoing Assessment Interview is merely a social call.</p> <p>True/False</p>

Purpose of Interview	25	In addition to the PURPOSE of the interview, knowing a structure and/or format for an interview is a helpful way to navigate and direct the interaction.
Stages of the Interview	26	<p>Stages of the Interview:</p> <p>Preparation Introduction/Engagement Information Gathering/Sharing Closure Documentation We provide you with the stages of an interview to provide a structure.</p>
Preparation	27	<p>Preparation</p> <p>There are many activities that are part of adequately preparing yourself.</p> <p>Some of the most important ones are:</p> <p>Purpose: Initial, assessment, case planning, ongoing Logistics: Where, when, how long; do others need to be involved? Case review: Know before you go! Previous reports, DV intimate partner violence or known to be violent? Cultural considerations: Language, interpreter needs? Interviewing children/youth considerations SOP tools: Three Column Map, Three Houses, Safety House, CAP Framework People: Collaterals, previous FSW, law Supervisor consultation</p>
Introduction / Engagement	28	<p>Introduction/Engagement</p> <p>You will engage with the family and child by talking about who you are and what the purpose of the interaction is (in addition to assessing for safety).</p> <p>Is this an initial or ongoing assessment, are you there to create a plan, or has a new problem developed?</p> <p>Identify yourself, your agency, your role, and build credibility and trust. Be honest and direct. Avoid acronyms, jargon. Clarify your role. Join with the family in mutual problem solving effort. Acknowledge family's feelings.</p> <p>Be aware of your own feelings about the situation.</p>

Information Gathering	29	<p>Information Gathering</p> <p>Although it may seem simple, the Three Questions and the Three Column Map are your SOP tools to get information about:</p> <p>What is working well? What are we worried about? What needs to happen next?</p>
Information Gathering	30	<p>Information Gathering</p> <p>Notice that through the use of these three seemingly simple questions, we will gather information about key facts:</p> <ul style="list-style-type: none"> - Who - What - When - Where - How <p>Through understanding key facts and conducting a rigorous and balanced assessment, we can know how worried to be and ensure we provide the appropriate intervention.</p>
Closure	31	<p>Closure</p> <p>Wrap up the discussion.</p> <p>Move from personal or detailed back to impersonal or general.</p> <p>Review the work you have done. Prepare for next steps with a clear summary. What needs to happen next? Who will do what, when, how? Ask for feedback, concerns. Thank them.</p>
Documentation	32	<p>Documentation</p> <p>If it isn't documented, it didn't happen.</p>
Prepared	33	<p>Experienced interviewers are prepared.</p> <p>They have reviewed information from the case file and have a plan. They seem to be having a conversation, even during difficult topics.</p>
Practice	34	<p>When you have the opportunity to BE observed, ask for detailed feedback about your approach and techniques.</p> <p>As with any skill, you improve as you practice.</p>
Information Gathering	35	<p>Interviewing Essentials</p> <p>Now we will focus on the information gathering part of the interview.</p>

Engaging Families	36	Engaging and joining with families is built on the knowledge that telling people how to act, how to care, what to value is not effective.
Review	37	<p>Review</p> <p>People do NOT change because we make them aware of all of their shortcomings.</p> <p>True/False</p>
Common Mistakes	38	<p>Common Mistakes made by Inexperienced Interviewers</p> <p>The following slides showcase examples of counterproductive communication within an interaction</p>
Not Allowing Silence	39	<p>Not Allowing Silence</p> <p>Silence is a powerful tool. It allows the other person time to gather their thoughts.</p> <p>It can also create tension. Many people are uncomfortable with silences.</p> <p>This silence is different from “the silent treatment.”</p> <p>Ask yourself, “Do I jump in to fill the silence?”</p>
Premature Advice	40	<p>Premature Advice - Offering Solutions</p> <p>We want to be helpful. And, sometimes, we move too quickly toward problem-solving without having all the information.</p> <p>Ask yourself, have I ...</p> <ul style="list-style-type: none"> · Allowed the family to tell me what is working well in their lives? · Allowed the family ample time to tell me what their worries are? · Allowed the family to participate in generating solutions?
Interrupting	41	<p>Interrupting</p> <p>This will hinder the flow of expression and can shut down families.</p> <p>Sometimes, it may be necessary (and helpful) to maintain focus if the other person is going off topic, rambling, or is being unclear.</p> <p>Interrupting is often perceived as rude and demeaning.</p> <p>Ask yourself, am I helping?</p> <p>Am I worried about covering everything?</p>

Leading Questions	42	<p>Leading Questions</p> <p>These are designed to get the other person to agree with you.</p> <p>Asking leading questions, such as “Don’t you think ...?” or “Isn’t it true...?” can be an attempt to problem-solve without really exploring concerns.</p> <p>While some families may agree to avoid conflict, this is a superficial agreement.</p>
Stacking Question	43	<p>Stacking Question</p> <p>If you ask three or more questions in a row, you may think you are giving the person more options, but they can easily become overwhelmed.</p> <p>Stacking questions is more common when we are unsure of what we want to ask, and it usually results in “low yield”.</p> <p>Slow down...</p> <p>Ask one question at a time.</p>
Overrrelating	44	<p>Overrelating</p> <p>You are trying to connect to the person.</p> <p>An attempt to “mirror” the other person using similar vocabulary, style of speaking, jargon, or slang.</p> <p>These attempts may come across as inauthentic, and families can easily identify if you are not being genuine.</p>
Parroting	45	<p>Parroting (overusing stock phrases)</p> <p>Stock phrases are simply phrases that have turned into a habit. An example of this might be saying “You know?” or “Okay?” after statements.</p> <p>While they are relatively harmless, they can quickly become bothersome in a long conversation.</p> <p>It will take some work to break this habit, but slowing down and actively listening will help.</p>
Dominating the Interaction	46	<p>Dominating the Interaction</p> <p>This is a typical response when conversing with a quiet or guarded person.</p> <p>Ask yourself, “Am I doing most of the talking?”</p> <p>Dominating the conversation can lead to oversharing and giving too much information to certain people.</p>

Fishing Expedition	47	<p>Fishing Expedition</p> <p>This can be a hard one to spot.</p> <p>It occurs when you go off on a tangent because you are interested in exploring the topic.</p> <p>Unfortunately, tangents often end up having no direct bearing on or relevance to the current problem.</p>
Open-Ended Questions	48	<p>The following examples of general, open-ended questions can be useful in transitioning to information gathering:</p> <ul style="list-style-type: none"> · “Tell me about...” · “Help me to understand...” · “Could you talk about...?” · “Talk about what was going on with your family when....”
Open-Ended Questions	49	<p>Open-ended questions are used to get the person you are interviewing to tell their story versus simply answering a series of posed questions. They can't be answered with a simple "yes" or "no," and allow for more information to be provided.</p>
Useful in Interviews	50	<p>At first glance, it's probably not apparent how this image might be useful in terms of interviews.</p>
Useful in Interviews	51	<ul style="list-style-type: none"> · Start general and get more specific. · AFTER engaging and connecting with the family. · Ask more open-ended questions and then get more specific as you go along.
Information Needed	52	<p>You still need to know what information you need to gather to ensure the safety and well-being of the children, to complete:</p> <ul style="list-style-type: none"> · Immediate Safety Plan · FAST/CANS · Family Case Plan
Gather Information	53	<p>Gather as MUCH information as possible by reviewing the case file and making notes.</p> <p>Have a plan going in. This might be an outline or a list of things you need to discover.</p>
The Practice Guides	56	<p>The Practice Guides to Assessment on CHRISNet give you an overview and tips for:</p> <ul style="list-style-type: none"> · completing the Safety Assessment · preparing to interview · interviewing the alleged · victims and siblings · interviewing the non-offending caregiver · interviewing the alleged offender · closing the interview

Open Ended Question	59	10 Question Types and Purposes 10. Open Ended Question To gather a lot of information and allow the person opportunity to tell the story.
Close Ended Question	60	10 Question Types and Purposes 9. Closed Ended Question To get facts, answers to specific questions.
Clarifying Question	61	10 Question Types and Purposes 8. Clarifying To follow up and ensure understanding and to get more specific information.
Probing Question	62	10 Question Types and Purposes 7. Probing Gets the other person to think and expand on what they have said.
Active Listening Question	63	10 Question Types and Purposes 6. Active Listening[CRE1] (Reflecting) To communicate understanding of the entire message and to help identify the feeling associated.
Summarization Question	64	10 Question Types and Purposes 5. Summarization To help organize information.
Redirection Question	65	10 Question Types and Purposes 4. Redirection To keep the interview focused.
Giving Options Question	66	10 Question Types and Purposes 3. Giving Options, Advice[CRE2] Offering range of solutions, direct toward action.
Confrontation Question	67	10 Question Types and Purposes 2. Confrontation Nudge or push the person toward acknowledgment or admission.
Silence	68	10 Question Types and Purposes 1. Silence Allows space for person to gather thoughts; creates tension.

Question Types	69	<p>Drag each question type to the best question example.</p> <p>Open ended questions Tell me more about that bruise on your arm?</p> <p>Closed ended question Did that bruise come from when your mother hit you?</p> <p>Clarifying If I understand correctly, after he threw the soda can, you came into the room to check on him. Is that what you said?</p> <p>Probing What happened next? What would happen if...?</p> <p>Active listening (reflecting) You seem to feel frustrated/stuck because it does not appear that things are moving along on our work together.</p> <p>Summarization So far, you've mentioned that you are worried about money, your health, and whether you need to find a job or stay home with your youngest child. Did I miss anything?</p> <p>Redirection Let's go back to your worries about your health. I'd like to find out more about that.</p> <p>Giving options, advice It seems like you could work on your GED and still apply for the job at the dollar store or even keep your sister's children a few days a week. What do you think?</p>
Flashback	70	<p>Remember ...</p> <p>Information Assessment Family Case Plan</p> <p>The family case plan flows from the assessment which is based on information gathered about the reason that DCFS is involved with the family, the reason the case was opened, the strengths and needs of the family.</p>
Closing	71	<p>Information --> Assessment --> Family Case Plan</p> <p>Let's say you have gathered about as much information as you think you can obtain at this time.</p> <p>How do you close the interview or assessment?</p>

	Tasks in Closing	72	<p>Information --> Assessment --> Family Case Plan</p> <p>Here are your tasks in closing:</p> <ol style="list-style-type: none">1. Summarize briefly and generally2. Clarify if needed3. Invite questions4. Talk about what happens next5. Thank the person6. Switch to a neutral topic7. Provide them with your contact information
	Congratulations	73	<p>Congratulations!</p> <p>You have completed Unit 5 Section 2.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

TOC	S#	New Slides (Published 07/2024)
Title	1	Unit 5 Section 3: Preparing to be On-Call New Family Service Worker Training
Greetings	2	Welcome! This training section provides an overview of some of the frequently performed tasks you may do while being on-call for work.
On-Call	3	Being on-call for work the first time can be scary. We encourage you to talk about your concerns or questions with your supervisor before going on-call for the first time. Work out a plan or develop some strategies with your supervisor about ways to reduce the stress of your on-call duties.
Interview	4	Also, by now you have probably been on the job for several weeks and have gotten to know some of the people in your office and work unit. Sharing and discussing with your co-workers and other trainees is a great way to learn. Interview one of the people in your work unit and find out their strategies for surviving being on-call. Take notes and bring them to class. Your experienced worker's advice may generate a rich discussion during class time. So, be prepared!
People On-Call	5	Now, let's look at some of the people you will encounter during your time on-call and let's look at what policy or protocol has to say about the ways you might interact. Click on each piece of the pie to get a brief description and a little more information. Hotline, CACD, Local Law Enforcement, On-Call Supervisor, On-Call Resource Worker, OCC
Hotline	6	The Child Abuse Hotline will notify you by phone if a report comes in that must be initiated/investigated.
CACD	7	CACD stands for Crimes Against Children Division of the Arkansas State Police. CACD and DCFS have an inter-agency agreement related to the investigation of child maltreatment allegations. CACD Investigators are civilian employees of the Arkansas State Police (ASP). On-call, your interaction with CACD will likely occur when they investigate an allegation and identify a safety threat on one or more of the children.

Law Enforcement	8	<p>Local Law Enforcement can be municipal police or the county sheriff (any law enforcement agency other than State Police).</p> <p>Your interaction with them usually (but not always) centers around situations where they have taken an adult into custody and they need a placement for the children.</p> <p>In addition, some law enforcement agencies have specially trained detectives who respond to Child Maltreatment reports.</p>
On-Call Supervisor	9	<p>The on-call supervisor is one of your lifelines.</p> <p>Specially while you are new, you need this person's phone number and need to consult with them if you have any questions.</p>
On-Call Resource Worker	10	<p>The on-call resource worker is another lifeline for times when you need help with placing a child.</p> <p>Resource workers are responsible for recruiting, monitoring, and supporting resource homes. Because of this, they are a wealth of information.</p>
OCC	11	<p>OCC gets involved if you have to remove a child or if you need an order of protection or an order of less than custody to protect a child's safety.</p> <p>Your on-call supervisor should be able to help determine when you need to bring OCC into the picture.</p>
Policy Overview	12	<p>There is no one, discrete section of policy that deals with being on-call. Instead, you need to know how to find the policies/procedures on the following:</p> <ul style="list-style-type: none"> Initiation of a report/timeframes for initiation Team Decision Making Differential Response Emergency custody and removal Medical evaluations Placement
Policies	13	<p>You aren't expected to memorize all these policies.</p> <p>However, you do have to know that there are policies that guide you in the above situations, know how to find them, and know how to apply them.</p>
On-Call Early	14	<p>Hopefully you will not be on-call until you have completed your foundation units and your investigation concentration.</p> <p>And hopefully, you will shadow an experienced worker before you fly solo on-call.</p> <p>If you are assigned to on-call duty during your early training period, always keep in close touch with the on-call supervisor.</p>

On-Call Situations	16	<p>You should also be aware that there are certain situations that you will frequently encounter being on-call no matter where you work in the state.</p> <p>Initiating Priority I reports in categories that are the responsibility of DCFS. Responding as secondary worker on cases where CACD has identified a safety threat.</p> <p>These are two circumstances that all DCFS on-call workers will do in all counties/areas.</p>
72-Hour Holds	57	<p>Now, let's touch briefly on removal or 72-hour holds.</p> <p>The main teaching point related to removals is:</p> <p>Consult with the on-call supervisor at every step, especially while you are new.</p> <p>When children must be removed for their safety, safe/appropriate kin should be considered first. Executive order 23-18 requires that we streamline placement with relatives/kin.</p>
Procedure II-D11	58	<p>Look at PROCEDURE II-D11.</p> <p>This procedure lists everything that must be done when DCFS takes a 72-hour hold. You do not have to memorize this procedure, but you may have to apply it while you are on-call.</p>
On-Call Questions	59	<p>How the remainder of the steps are carried out will depend on many factors, including your primary assignment area.</p> <p>So, part of preparing for on-call work is knowing the questions you need to ask in order to be prepared when you actually go out.</p> <p>Check out the handout below for questions to ask your supervisor about on-call duties and expectations.</p> <p>[Download On-Call questions (PDF) Handout 5.3.2]</p>
On-Call Work Aid	60	<p>There are certain policies, procedures, and protocols that are common to being on-call wherever you work in the state. However, each area (and even some counties within areas) handles on-call duties a little differently.</p> <p>It might be beneficial for you to develop a work aid that you can tailor to fit your specific on-call situation and your county's expectations of the on-call worker.</p> <p>Click on the link below for a sample work aid that we created. Bring your work aid and the answers to the questions on the next page to Unit 5 of the Foundations classes.</p> <p>[Click to open On-Call Work Aid Handout 5.3.3]</p>

	Researching On-Call in your Area	<p>61</p> <p>What do you need to know from your supervisor and local office about on-call?</p> <ul style="list-style-type: none"> - Find out if your area/county has a protocol related to the interaction between the on-call worker and the on-call resource worker. - In your county/area, is the on-call worker expected to initiate Differential Response referrals, or do the DR workers do that? - Does your judge have an affidavit format that they prefer over the official CFS-411? - Who handles placement disruptions —the on-call worker or a special unit? - Confer with your supervisor and find out what types of things are expected of you in relation to requests from other counties as secondary — transportation, supervising family time, signing children into facilities, etc. <p>List these and prepare to discuss.</p>
	Congratulations	<p>63</p> <p>Congratulations!</p> <p>You have completed Unit 5 Section 3.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>