

1300: Engaging Noncustodial Parents from a Strength-Based, Solution-Focused
Perspective:
Caseworker Support Session
Facilitator's Agenda

Time	Facilitator	Content	Resources/Handouts
20 minutes	Practice Improvement Specialist	<p>Section I: Introductions and Workshop Overview</p> <p>Method: Lecture, Large Group Discussion</p> <ul style="list-style-type: none"> • Display Prepared Flip Chart #1 (Learning Objectives and Competencies) as listed on the Workshop Directory Page • Review and provide a workshop overview and explain that the purpose of this session is to explore and strengthen agency engagement practice with noncustodial parents. Connections will be identified and plans put into place to transfer information and skills learned from the Interactional Helping Skills Model (IHSM) and Strength-Based, Solution-Focused approach. In addition, information from recent training sessions focusing on engagement of absent fathers and incarcerated parents will be considered. • Make note that additional sessions will be scheduled to continue the discussion, provide opportunity for all staff to practice skill development, and network results and additional strategies with their colleagues. • Brief introductions: Ask participants to introduce themselves and offer one strength, quality, or skill they have or use to engage others in discussion that their clients would identify for them if the 	<ul style="list-style-type: none"> • Prepared Flip Chart #1 (Learning Objectives and Competencies) • Prepared Flip Chart #2 (Course Agenda)

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		<p>client were in the room. This is an example of the use of an indirect or relationship question. Capture the skills identified on a flip chart.</p> <ul style="list-style-type: none"> • Ask participants to think about the target population of noncustodial parents and identify which of the skills identified above are easily transferrable. Are there skills that are more difficult to use and/or less effective with this population? Make note of how the group rated the skills on the flip chart. • Display Prepared Flip Chart #2 (Course Agenda). Review the agenda for the session. <p>Trainer Note: The course agenda is as follows:</p> <ul style="list-style-type: none"> ○ Section I: Introductions and Workshop Overview (20 minutes) ○ Section II: Review of Seven Key Strategies and Implementation Experience (40 minutes) ○ Section III: The Integration of the Interactional Helping Skills and the Solution-Focused Model (60 minutes) ○ Section IV: Transfer of Learning Activity: Creating a Positive Vision of the Future (45 minutes) ○ Section V: Evaluation and Closing (15 minutes) 	
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		<ul style="list-style-type: none"> Review standard workshop guidelines. <p>Ask participants if they wish to add any guidelines that would help to make the training more useful or comfortable. List on flip chart and post on wall.</p>	
40 minutes	Practice Improvement Specialist	<p>Section II: Review of Seven Key Strategies and Implementation Experience</p> <p>Method: Lecture, Individual and small group activity, Large group discussion</p> <ul style="list-style-type: none"> Display Prepared Flip Chart #3 (Seven Key Solution-Focused Strategies). Distribute Handout #1 (Seven Key Solution-Focused Strategies). Review the seven key strategies. Participants are encouraged to participate in the review by offering their understanding of each strategy prior to the trainer's explanation. <p>Activity:</p> <ul style="list-style-type: none"> Using Handout #2 (Identifying Our Use of the SBSF Skills), have participants identify, discuss, and report out on their implementation experience of SBSF skills and strategies. <p>Key Concepts:</p>	<ul style="list-style-type: none"> Prepared Flip Chart #3 (Seven Key Solution-Focused Strategies) Handout #1: Seven Key Solution-Focused Strategies Handout #2: Identifying Our Use of SBSF Skills

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		<ul style="list-style-type: none"> • The Solution-Focused approach combines the identification of client strengths, a positive vision of the future, inclusion of client goals, building on exceptions to the problem, optimism about client potential, and connecting client behavior to outcomes into a cohesive model for change • The SBSF approach lends itself to culturally competent practice because it emphasizes client generated solutions which reduces the likelihood of cultural bias by over use of worker imposed solutions • Briefly review the Seven Key Strategies. Ask participants to offer a description of each of the strategies and the skills used within each strategy. Trainer reinforces the participant responses and offers clarifications or additions to the content as needed. <p>Activity:</p> <ul style="list-style-type: none"> • Ask the group to consider if or how the Seven Key Strategies might be used with noncustodial parents (NCPs). Give examples of times when they have used one of the strategies with NCPs. • After participants have done their individual work, ask them to get into small groups and share their experience. Ask the small groups to report out on their work. 	
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		<ul style="list-style-type: none"> Identify during the report out what strategies seem to be used most often and with what result. If some strategies are not identified, ask the group to think about why not. Compliment and reinforce participants on their use of SBSF strategies and skills in their practice. 	
60 minutes	Practice Improvement Specialist	<p>Section III: The Integration of the Interactional Helping Skills and the Solution-Focused Models</p> <p>Method: Lecture, demonstration dialogue, small group activity, large group discussion</p> <ul style="list-style-type: none"> Introduce IHSM as part of the SBSF approach in PA. Display Prepared Flip Chart (The Interactional Helping Model and the Four Phases). Briefly explain the four phases of the IHSM, noting that the IHSM is a way of consciously structuring their interviews and cases to be both efficient and effective. Distribute Handout #3 (The IHSM Phases and Steps). Review the four phases and eight steps associated with the IHSM. Add this information to the prepared flip chart. Distribute and review Handout #4 (Skills Associated with the IHSM Phases). Note that 	<ul style="list-style-type: none"> Prepared Flip Chart (Interactional Helping Model and the Four Phases) Handout #3: The Interactional Helping Model (IHSM): Phases and Steps Handout #4: Skills Associated with the IHSM Phases Handout #5: Integrated List of SBSF Skills and Strategies Grouped by Phases

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		<p>some of the skills in the IHSM are also found in the Solution-Focused Model.</p> <p>Small Group Activity:</p> <ul style="list-style-type: none"> • Ask participants to think about how they presently structure or plan out their interview with clients. Ask participants if and how using the four phases and eight steps might be the same or different when working with NCP. Ask the groups to list pieces that are easily transferrable and areas that are more challenging. Have each group report out and encourage discussion. • Distribute Handout #5 (Integrated List of SBSF Skills and Strategies Grouped by Phases) • Review the integration of the IHSM skills and the solution-focused strategies and skills within the four phases of the IHSM using Handout #5. This integration of skills and phases constitutes the PA Strength-Based, Solution-Focused Practice Model. <p>Key Concepts:</p> <ul style="list-style-type: none"> • The PA Child Welfare Service Model integrates the structure and skills of the IHSM and the strategies and skills of the Solution-Focused Approach to practice. Use of these 	
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		<p>models, strategies, and skills can increase successful engagement with families.</p> <ul style="list-style-type: none"> Assess and reinforce the degree to which participants are familiar with and use all or part of the IHSM in their work with NCP. 	
45 minutes	Practice Improvement Specialist	<p>Section IV: Transfer of Learning Activity: Creating a Positive Vision of the Future</p> <p>Method: Individual, small group, and large group activities</p> <p>Activity:</p> <ul style="list-style-type: none"> Distribute Handout #6 (Transfer of Learning Activity) and review the instructions on the handout with the participants. Remind participants that this is first an individual activity followed by small group sharing of ideas and strategies for implementation. Instruct participants that at the end of their small group sharing, they are to select by consensus three ideas or strategies in each of the phases, write them on a flip chart page, and post on the wall. Each group should be prepared to report out on their selections and how each idea or strategy will likely improve the effectiveness of their work with clients. 	<ul style="list-style-type: none"> Handout #6: Transfer of Learning Activity

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		<ul style="list-style-type: none"> Review group postings, comment, and reinforce as appropriate. Ask caseworkers to share their <i>plan</i> with their supervisor and commit to try one or two things from their plan between now and the next session. Ask them to remember to bring their plan with them to the next session and be prepared to talk about what they tried and how it went. <p>Key Concepts:</p> <ul style="list-style-type: none"> It is important to model the model through the above activities. Notice and reinforce strengths; explore the rationale for perceptions, especially those that may appear to be inaccurate or misguided; avoid analyzing or judging motives; encourage small steps. 	
15 minutes	Practice Improvement Specialist	<p>Section V: Evaluation and Closing</p> <p>Method: Brief lecture, large group discussion, individual activity (evaluation)</p> <ul style="list-style-type: none"> Distribute and review Handout #7 (Building on Our Knowledge and Skills) Set up expectations for next session. Confirm dates and locations. Remind staff to work with their supervisors to hold each other accountable to practice and monitor 	<ul style="list-style-type: none"> Handout #7: Building on Our Knowledge and Skills Standard PACWRC Evaluation Form

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		<p>the skill(s) they identified. We will be asking for feedback at the next session on what they tried and how it went.</p> <ul style="list-style-type: none"> • Assess the degree to which participant learning needs have been met – any questions or closing comments? • Distribute the Standard PACWRC Evaluation Form for completion by participants. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Remind participants that the SBSF approach is simple in its basic structure. However, it takes practice to use it consistently and effectively and manage our normal tendency to revert back to less effective but more familiar ways of conducting our work. • Development of knowledge, skills, and professional practice overall is an evolutionary process that takes time, commitment, patience, and practice. • The payoff for ongoing practice improvement is more effective use of time, improved outcomes, and increased client and practitioner satisfaction. 	
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