CHARTING THE COURSE TOWARDS PERMANENCY FOR CHILDREN IN PENNSYLVANIA: A Knowledge and Skills-Based Curriculum

MODULE 3: USING INTERACTIONAL HELPING SKILLS TO ACHIEVE LASTING CHANGE

Standard Curriculum

Developed by:
Eugene Detter, Gale Sherrid and Robert Winesickle

University of Pittsburgh, School of Social Work Pittsburgh, PA

May 2016

The Pennsylvania Child Welfare Resource Center
University of Pittsburgh, School of Social Work
403 East Winding Hill Road
Mechanicsburg, PA 17055
Phone (717) 795-9048 Fax (717) 795-8013

Acknowledgements

The Pennsylvania Child Welfare Resource Center would like to thank the following people for their assistance in the 2009-2011 revisions of *Module 3: Using Interactional Skills to Achieve Lasting Change:*

Susan Adamec	Susquehanna County Services for Children and Youth
David Arnold	Greene County Children and Youth Services
Khary Atif	Philadelphia Department of Human Services
Linda Badger	Schuylkill County Children and Youth Services
Lori Baier	Lycoming Children and Youth Services
Debbie Bauer	Trainer
Laura Borish	Pennsylvania Child Welfare Resource Center
Tonya Burgess	Pennsylvania Child Welfare Resource Center
Eleanor Bush	Statewide Adoption and Permanency Network
Robin Chapolini	Philadelphia Department of Human Services
Natalie Chesney	Snyder County Children and Youth Services
Colleen Cox	Delaware County Children and Youth Services
Charles Crimone	Somerset County Children and Youth Services
Katie A. Davis	Pennsylvania Child Welfare Resource Center
Patricia Dervish	Trainer
William Dougherty	Pennsylvania Child Welfare Resource Center
Marilou Doughty	Montgomery County Office of Children & Youth
June Fisher	Trainer
Emma Fox	Northwestern Human Services
John Fox	Greene County Children and Youth Services
Michael Gill	Allegheny County Office of Children, Youth and Families
Mary E. Grant	Delaware County Children and Youth Services
Lisa Hand	Northampton County DHS Children, Youth and Families
Wendy Hoverter	Cumberland County Children and Youth Services/Trainer
Donna Krieger	Springfield Counseling Services
Daniel Krikston	Trainer
Calvin Kulik	Pennsylvania Child Welfare Resource Center
Tom Lacey	Montgomery County Office of Children & Youth
Evelyn López	Philadelphia Department of Human Services
Molly Mandes	Delaware County Children and Youth Services
Shawn McAuley	Cameron County Children and Youth Services
Julie McCrae	University of Pittsburgh
Angela McLarnon	Delaware County Children and Youth Services
Kurt Miller	Lancaster County Children and Youth
Leslie Molvihill	Montgomery County Office of Children and Youth
Kathleen Moore	Trainer
Joan Mosier	Trainer
Kristin Murphy	Delaware County Children and Youth Services
Edward Nowak	Trainer
Tina Phillips	Consultant

Mary Beth Rautkis	University of Pittsburgh
Shauna Reinhart	Pennsylvania Child Welfare Resource Center
Elizabeth Roken	Delaware County Children and Youth Services
Jeanne Schott	Pennsylvania Child Welfare Resource Center
April Seeley	Bradford County Children and Youth Services
Chuck Songer	Pennsylvania Children & Youth Administrators Association
Kathleen Swain	Pennsylvania Child Welfare Resource Center
Charlene Templin	Allegheny Office of Children, Youth and Families
Caroline Tyrrel	York County Children and Youth Services
Doug Waegel	Chester County Department of Children, Youth and Families
Rose Weir	Snyder County Children and Youth Services
Mike Whitney	Erie County Office of Children and Youth
Jane Zupancic	Washington County Children and Youth Services

The Resource Center would also like to express its appreciation to all the dedicated child welfare and other related professionals that assisted with the original version and prior revisions that helped make this curriculum a reality.

Agenda for Three-Day Workshop on
Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Day One

Estimated Time	Content	Page
15 minutes	Section I: Introduction	1
2 hours, 5 minutes	Section II: Introduction to the Interactional Helping Skills Model	5
2 hours, 25 minutes	Section III: Tuning in to Self and Others	14
1 hour, 15 minutes	Section IV: Clarifying Purpose & Role	24

Agenda for Three-Day Workshop on
Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Day Two

Estimated Time	Content	Page
10 minutes	Section IV: Clarifying Purpose & Role	24
2 hours	Section V: Dealing with Issues of Authority	30
1 hour, 30 minutes	Section VI: Reaching for Feedback	38
2 hours, 20 minutes	Section VII: Questioning	45

Agenda for Three-Day Workshop on Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Day Three

Estimated Time	Content	Page
40 minutes	Section VIII: Using Interactional Skills in Individual Interviews	53
1 hour	Section IX: Preparing for the Interview	59
2 hours, 10 minutes	Section X: Interviewing Approaches	68
1 hour, 50 minutes	Section XI: Practicing the Interview	88
20 minutes	Section XII: Workshop Summary and Evaluations	93

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section I: Introduction

Estimated Length of Time:
15 minutes

Performance Objectives:
N/A

Methods of Presentation:
Lecture, individual activity, large group discussion

Materials Needed:
- ✓ Name tents
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ Trainer-prepared flip charts:
  - WIIFM
  - Parking Lot
- ✓ **Handout #1: Agenda**
- ✓ **PowerPoint Slides #2-3: Learning Objectives**
- ✓ **PowerPoint Slide #4: Competencies**

Section I: Introduction

Pre-Training Considerations:

Please note that a PowerPoint presentation has been created for this training – essentially the overhead transparencies converted into PowerPoint format. The presentation is available electronically and can be downloaded from the Resource Center website's Online Curriculum page – http://www.pacwcbt.pitt.edu/Curriculum/default.htm – or can be made available to you in electronic format upon request. If you plan to use this PowerPoint, please contact the Resource Center to ensure that a laptop and LCD projector are available. Presentation slide numbers are denoted in the content next to their corresponding overhead. The presentation slides are not included in this content as a handout but may be made available upon request.

It is important to note that, while the Resource Center will provide you with pre-made posters, listed at different points of the training, various portions of the training also require you to make flip charts ahead of time.

If offering handouts in packet form, please ensure that you remove **Handout #17 (Six Domains Questions Activity Answer Key)**.

Step 1:
(5 minutes)

Start the training session promptly at 9:00 AM.

If this training is for a cohort group of participants, they can complete their name tents upon arrival (or use their name tents from a previous module) and this step may be deleted, with participants just placing their names on their name tents.

If this training session is not part of a cohort group, guide participants through the completion of their name tents. Instruct participants to write the county in which they work in the top right corner of the name tent. Instruct participants to write their position in the agency in the top left corner. Instruct participants to write the amount of time they have been in their position in the bottom left corner. Instruct participants to write the amount of experience they have in child welfare in the bottom right corner.

When the name and four corners are complete, ask participants to stand their name tent in front of them. Ask participants to share introductory information from their name tents with the others seated at their table.

Ask participants to think of one thing that they want to learn, related to the Interactional Helping Skills that will help them to better develop the child welfare professional /client relationship and to share them with the larger group. Write these thoughts on the What's In It For Me (WIIFM) poster. At the end of the training, review the WIIFM poster and make sure that all of the concerns and questions have been addressed. Create a

Parking Lot for those items that will not be addressed/are not addressed in the training. Explain to participants that the items posted on the *Parking Lot* are not/cannot be addressed in this training; however, direct them to a resource that can meet their need.

Step 2:
(5 minutes)

Trainer Note:	In *Module 1: Introduction to Pennsylvania's Child Welfare System* of the *Charting the Course* curriculum, participants prepared their cohort's list of training guidelines to supplement the list of training room guidelines. If the cohort's session of *Module 2: Identifying Child Abuse and Neglect* was held back-to-back in the same room, the cohort's list may already be hanging in the room. If the list already appears in the room, identify which participant agreed or will agree to ensure that this list will be brought to the next module. If the cohort list is not hanging in the room, identify which participant has the list, hang up the list and identify which participant will ensure that the list will be brought to the next module. If the participants in this training are not a cohort group, guide participants through reviewing all of the training room guidelines and adding any additional guidelines that they suggest.

Reinforce the established training room culture. Later – during introductions – reinforce other important guidelines as needed.

If this training is for a cohort group, participants will not need to review each guideline unless you believe that the guidelines need to be reinforced to ensure that participants are following the guidelines. If this training session is not part of a cohort group, guide participants through reviewing all of the training room guidelines:

- Welcome participants to the training
- Introduce yourself
- Remind participants of the classroom culture including:
    - Be on time – 15 minute rule
    - Training schedule – 9:00 to 4:00 with breaks
    - Document your presence –sign-in sheet
    - Provide constructive and motivational feedback
    - Respect
    - Risk-taking
    - Practice makes permanent
    - Focus on learning – No cell phones & only contact office for emergencies

Step 3:
(5 minutes)

Refer participants to their workshop packets and review the competencies, learning objectives and agenda for the workshop using **PowerPoint Slides #2-3 (Learning Objectives)** and **PowerPoint Slide #4 (Competencies)** and **Handout #1 (Agenda)**.

As part of reviewing the agenda, remind participants that, as part of their pre-work, they were to observe an interview with a colleague/mentor and answer questions related to the interview they observed. Additionally, they were to print the answers they offered on the pre-work and bring those answers to the training. Tell participants that, in *Section VIII: Using Interactional Skills in Individual Interviews*, they will use their pre-work during an activity. Tell participants that, if they have not answered the questions on their pre-work, they will need to do so before the third day of the training.

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section II: Introduction to the Interactional Helping Skills Model

Estimated Length of Time:
2 hours, 5 minutes

Performance Objectives:
- ✓ As part of a large group discussion, participants will be able to identify the four phases of the casework process with 100% accuracy.

Methods of Presentation:
Lecture, small group activity, large group discussion, guided imagery, individual activity

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Poster #1: The Four Phases of Casework Practice**
- ✓ **Trainer Resource #1: Determine the Phase Activity Answer Key**
- ✓ **Handout #2: Idea Catcher/Action Plan**
- ✓ **Handout #3: The Four Phases of Casework Practice**
- ✓ **Handout #4: Determine the Phase Activity**
- ✓ **Handout #5: Using the Interactional Helping Skills**
- ✓ **PowerPoint Slide #5: The Four Phases**
- ✓ **PowerPoint Slide #6: Using the Interactional Helping Skills**

Section II: Introduction to the Interactional Helping Skills Model

Step 1:
(5 minutes)

Distribute **Handout #2 (Idea Catcher/Action Plan)**. Discuss with participants the purpose of the idea catcher and action plan – respectively, to write concepts they believe are important to their casework efforts as well as how, concretely, they plan to use the information.

Step 2:
(40 minutes)

Tell participants that today they are going to consider Lawrence Shulman's Interactional Helping Skills Model as a model for case practice. The approach that they are going to take is looking at the model from the top down. To accomplish this they will first look at the phases of the casework process. Later, further consideration will be given to the skills one uses to successfully accomplish the purpose of each of the phases.

Inform participants that Shulman has identified four distinct phases associated with the casework process. The four phases are: Preliminary/Preparatory Phase, Beginning/Contracting Phase, Middle/Work Phase and Ending/Transition Phase. These phases apply to both the life of the case, as well as to each individual contact that one has with individuals involved with the case.

Divide participants into an even number of small groups (*i.e.* two, four or six). Distribute one sheet of flip chart paper to each group. Ask half of the small groups to write "Life of the Case" on the top of their flip chart paper and ask the other half of the small groups to write "Individual Contact" on the top of their flip chart paper. Explain to participants that "Life of the Case" refers to child welfare agency involvement from *the time the referral is received up to and including the point when the case is closed.* Tell participants that "Individual Contact" refers to any visit, meeting, contact, *etc*., along the way.

Displaying **PowerPoint Slide #5 (The Four Phases)** and referencing **Poster #1 (The Four Phases of Casework Practice)** which participants will be able to reference throughout the rest of training, ask the small groups, from the perspective of their assigned scenario (*i.e.*, "Life of the Case" or "Individual Contact") to discuss what they believe the purpose of each phase to be. They should base these discussions simply on the title of each phase and/or on previous learning through college, other trainings, *etc*. Stress that they are not being asked to list tasks that must be completed, rather they are being asked to identify a higher-level purpose. To make a simple correlation for what they are being asked to do, ask participants the following:

- What do you do before you go to the grocery store? (Hopefully, they will state that they make a grocery list.)

- Why do you make a list? (Hopefully, they will respond by stating that they make a list so they do not forget anything.)

Tell participants that the purpose is so that they do not forget anything. This is the high-level purpose sought in this activity. We are not asking participants to list the tasks associated with creating a grocery list, rather, we are asking for the purpose of creating a grocery list. Similarly, we are asking that participants do not write the tasks that need performed in each of the phases, rather, we are asking what participants hope to accomplish in each phase (i.e., the purpose of each phase given their assigned perspective).

Participants should record their responses on their sheets of flip chart paper and post them on the wall when completed. When each group has completed their assignment, process each groups work out as a large group.

Trainer Note:	The sheets of flip chart paper should remain posted throughout the training to compare participants responses to information offered during the training. Participants may discover that they identified some of the skills in Shulman's model, however simply did not have a name for them. Some participants may be familiar with Shulman's model from college courses.

After the small groups have reported out, distribute **Handout #3 (The Four Phases of Casework Practice)** and review in conjunction with the information participants recorded on the flip chart pages. Describe the four phases of the Interactional Helping Skills Model by offering a description of the purpose of each phase and giving examples of what the phases might look like in practice. The *Casework Practice: Navigational Guide* poster should be available in the training room for reference. Tell participants that it is important to note that one can make numerous parallels between the four phases of casework practice and social work in general. The parallels do not simply stop at considering how the four phases apply to the life of the case and/or an individual contact. Some examples include:

- The phases applying to each "level" of the agency (i.e., screening, intake, ongoing, placement etc.)
- The phases applying to each child welfare professional as an individual (e.g., an ongoing worker (who has been working on a case for some time) leaves the agency, and transfers the case to another ongoing worker. The current ongoing worker should have already gone through the first two phases and may be in the Middle/Work phase when the decision was made to leave the agency. The current worker would then need to go through the Ending/Transition phase to transfer the case to the new worker. The new worker would then begin to go through the four phases.)

Step 3:
(25 minutes)

Distribute **Handout #4 (Determine the Phase Activity)** to each participant. Explain that the handout contains case examples for the activity in which they will now take part. Inform participants that they may reference **Handout #3 (The Four Phases of Casework Practice)** during this activity. Divide participants into five (5) small groups and assign each group one example. Distribute a sheet of blank flip chart paper to each group. Tell participants that they are to read their assigned case examples and determine which phase of the Interactional Helping Skills Model is being described – both for the worker and for the family. Tell participants that the worker and the family may be in different phases.

When the small groups have finished their discussions, have each group report out, allowing opportunity for other groups to offer feedback. **Trainer Resource #1 (Determine the Phase Activity Answer Key)** is available for reference when processing out this activity.

Ask participants if they have any questions regarding the Interactional Helping Skills Model as a framework for understanding the phases of casework.

Step 4:
(20 minutes)

Tell participants that they are now going to take part in a guided imagery, the purpose for which will be revealed afterward. If participants feel comfortable doing so, ask them to close their eyes, and read the following scenario to them.

> "You got home from work last evening and were preparing dinner while your 4-year-old was outside playing. You kept an eye on her through the window. You had to get something out of the refrigerator and took your eyes off her for just a moment. As you turned around, you heard screeching tires in the parking lot outside your house. Your heart stopped and you were sure that a car just hit her. You drop what you're doing and run to the door. As you get outside, you see her bending over to pick up a ball in the parking lot and a car stopped inches from her. As you run to her side, the driver of the car gets out and starts yelling at you. "What the hell are you doing? Why weren't you watching your kid? I could have killed her! What kind of parent are you? I'm calling Children and Youth on you. You aren't fit to be a parent!"
>
> Initially you're angry with the driver. Then, you start to think to yourself that you really should've been watching your little girl more closely. You pick her up and cradle her in your arms. Your mind starts racing as you think about what might happen if Children and Youth come to your home. You've heard from others that Children and Youth takes kids and makes it impossible to get them back.

It's now the following day. You hear a knock at the door. Your heart skips a beat. You open the door to see a strange man standing there. The man says, "Good morning. My name is (State your name). I'm an intake worker from Children and Youth Services. My agency received a call from someone who had some concerns regarding your child. When my agency receives these types of calls, it's my job to look into these concerns and work with the family to find ways to address the concerns if they exist. I'd like to talk with you about the information that was shared with my agency. It should take about forty-five minutes to one hour. Is it okay if I come in and speak with you?"

After putting themselves in this scene, ask participants, as a large group, to report the feelings and emotions that they may experience, if they were in this situation. As participants offer feedback, record the responses on a flip chart titled *Feelings and Emotions*. Some suggested feelings might include:

- Shock
- Anger
- Surprise
- Curiosity/Suspicion
- Fear
- Defensiveness

Trainer Note:	Keep the flip chart "Feelings and Emotions" posted for use during Section IV: Clarifying Purpose and Role.

Tell participants, that the purpose for the imagery was obviously to become aware of the emotions that they or anyone involved with the children and youth agency may experience. Now that they have done so, it is important to think about the personal characteristics that they want/need the person knocking on their door to have, for the interaction/relationship to be successful – helping to alleviate some of the strong emotions felt.

Step 5:
(5 minutes)

Tell participants to think back to their post-work from *Module 1: Introduction to Pennsylvania's Child Welfare System*, in which they were asked to create a list of characteristics and personal attributes that the perfect caseworker possesses. Ask them to offer responses as a large group. Record participants' responses on a sheet of flip chart paper titled "Characteristics of Helpers." If participants offer answers that are not consistent with the characteristics of a child welfare professional helping relationship, ask for clarification and comment about how individual past experiences can color our expectations. If characteristics are offered that are significantly "off-base," record all responses and then ask to identify those that are child welfare casework "ideal."

Trainer Note:	Keep the flip chart "Characteristics of Helpers" posted for use in Day Two.

Possible answers might include:

- Characteristics of Helpers:
    - Knowledgeable about child development
    - Culturally competent
    - Able to successfully engage parents, children, youth and families
    - Knowledgeable about child welfare laws, regulations and policies
    - Strength-based and solution-focused
    - Good listener
    - Knowledgeable about abuse/neglect
    - Honest
    - Empathetic
    - Genuine
    - Able to appropriately use authority
    - Believes that families know their children best
    - Believes that extended family can provide support to families
    - Flexible
    - Curious
    - Ethical
    - Has integrity
    - Manages stress
    - Can ask for help

Step 6:
(10 minutes)

Ask participants to think back to the scene experienced in the guided imagery. Ask them, as a large group, to consider how a family will know when a child welfare professional has these characteristics/attributes when he/she arrives at the door. What will it look like, behaviorally, when a child welfare professional has these characteristics/attributes? Record responses on a separate sheet of flip chart paper titled “In a Helping Relationship, I Want...” You may wish to crosswalk the list of “Characteristics of Helpers” with the list of “In a Helping Relationship, I Want...”

Provide the following example so that participants understand what is being asked of them. The characteristic of being <u>knowledgeable about child development</u> may be seen behaviorally by the child welfare professional <u>informing the family of the typical and atypical progression of physical, psychological and social development of children and youth</u>.

Possible answers might include:

- “In a Helping Relationship, I Want...”
    - To be informed of the typical and atypical progression of physical, psychological and social development of children and youth;

- To have the laws, regulations and policies that affects my case explained to me in a way that I understand;
- The helper to be familiar with the difference between accidental injuries versus non-accidental injuries;
- To be met where I am;
- The helper to be able to put aside their own beliefs and values;
- The helper to be able put aside any stress and feelings unrelated to my family when working with me;
- The helper to be able react appropriately to any stress or feelings related to my family;
- To be viewed as more knowledgeable about my own child than the helper
- To be told the truth/not lied to;
- To be respected/not made fun of;
- To be treated fairly;
- The helper to understand that it's okay for me to be scared, sad, frustrated, angry, confused, *etc*., but that doesn't mean that I'm being resistant. I'm human and I have feelings;
- The helper to understand MY situation;
- To have my families' opinions to count/included in decision-making;
- To have successful/good outcomes;
- The helper to be focused on my strengths rather than my deficiencies;
- The helper to be focused on the solutions;
- To be listened to;
- To not be talked down to; and
- To not be shouted at.

Summarize this activity by indicating that our expectations and preferences are likely not very different from those of families served. The Interactional Helping Skills that participants are going to learn are the skills that will assist them in developing this type of effective helping relationship.

Step 7:
(10 minutes)

Tell participants, now that they have considered what the families the agency serves want/need from child welfare professionals in order to establish an effective helping relationship, they are now going to take a look at the skills needed to do so.

Display **PowerPoint Slide #6 (Using the Interactional Helping Skills)**. Distribute **Handout #5 (Using the Interactional Helping Skills)** and offer a very high-level overview. Explain that you are only offering a high-level overview, as participants will review most of the concepts on the handout in more depth during the remainder of the training.

Ask participants to keep **Handout #5 (Using the Interactional Helping Skills)** available throughout the remainder of the training, as they will be asked to reference the handout at various points of the training. Tell participants that their *Using the Interactional Helping Skills* handout includes Shulman's four phases of work along with a brief description of each phase. Under each of the four phases, participants will find the Interactional Helping Skills associated with that phase, as well as a definition of the skill and steps for implementation. Suggest that the participants post their copy of the handout where they can see it in order to assist them in identifying the phase of the work they are in with a family and the set of skills which might be useful in that phase. Tell participants that the skills will be more fully explained during the training.

With the *Using the Interactional Helping Skills* handout, identify each phase by its name and function/outcome. Also, highlight the fact that, while the skills on the handout are associated with specific phases of the casework process, it is critical to remember that the skills are used throughout the casework process, not exclusively the phase of casework practice with which they are associated. Using all of the skills throughout the casework process will not only assist in gathering valuable information, but also in the establishing relationships with individuals, families and professionals that support the change process.

Step 8:
(5 minutes)

Remind participants that, during *Module 1: Introduction to Pennsylvania's Child Welfare System*, they learned about the laws, mandates, regulations, and critical outcomes that guide child welfare practice. Just as the laws and regulations are the foundation for our work, the skills are the way in which those laws and regulations apply in practice. Throughout the 120 hours of training, they will learn the basic Interactional Skills and discuss how they can be used with cases. By the end of training, participants will have at least a beginning familiarity with the Interactional Skills and how and when to use them to accomplish the desired outcomes of child welfare casework: safety, permanency, and well-being on a timely basis.

Tell participants that, during this training, the Preliminary/Preparatory Phase and Beginning/Contracting Phase will be covered rather comprehensively. The skill of questioning in the Middle/Work Phase will receive equal attention. However, the remaining skills in the Middle/Work Phase, along with the Ending/Transition Phase will be covered in more detail in subsequent workshops.

Step 9:
(5 minutes)

Remind participants to keep their copy of the handout, *Using the Interactional Helping Skills,* where they can see it for easy reference. This can serve as a reminder to use the appropriate skills in the context of each phase of their work. It can also help workers who have responsibility for the entire life of the case to, periodically re-focus their attention on where they are in the life of the case and how they use the skills to accomplish the work of the phase.

Tell participants to locate and complete **Handout #2 (Idea Catcher/Action Plan)** for this section. Ask volunteers to offer points they found important and, how they plan to use the information in the field.

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section III: Tuning in to Self and Others

Estimated Length of Time:
2 hours, 25 minutes

Performance Objectives:
N/A

Methods of Presentation:
Lecture, small group activity, large group discussion, large group activity

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Appendix #1: Cultural Belief Forced Choice Answers**
- ✓ **Appendix #2: Tuning in Scenarios**
- ✓ **Handout #2: Idea Catcher/Action Plan**, Revisited
- ✓ **Handout #5: Using the Interactional Helping Skills**, Revisited
- ✓ **Handout #6: Tuning in Scenarios**
- ✓ **PowerPoint Slide #7: Tuning in to Self**
- ✓ **PowerPoint Slide #8: Tuning in to Others**
- ✓ **PowerPoint Slide #9: Tuning in… Group Work**
- ✓ **PowerPoint Slide #10: Definition of Culture**
- ✓ **PowerPoint Slide #11: Tuning in to Self Scenario**

Section III: Tuning in to Self and Others

Step 1:
(20 minutes)

Ask participants to locate **Handout #5 (Using the Interactional Helping Skills)**.

Tell participants that they are now going to take a closer look at the skills associated with the first phase of the Interactional Helping Skills Model, which is the Preliminary/Preparatory Phase. The skills associated with this phase are located on pages one and two of the *Using the Interactional Helping Skills* handout. This phase is when the child welfare professional attempts to sensitize her- or himself to themes that could emerge during the work. A review of: case records; any previous contacts; information passed on by the family or others; as well as, speaking with previously-involved coworkers and the identification of subtle patterns emerging in prior work can alert the child welfare professional to the family's potential current concerns. The review and related discussions can also alert the child welfare professional to any personal feelings/beliefs, *etc*. that could affect work with the family. During this phase, the child welfare professional must develop some preliminary strategies for responding directly to indirect cues as well as strategies to overcome any barriers that the child welfare professional may bring to the helping relationship. Remember that this occurs prior to making initial contact with the family.

Show **PowerPoint Slide #7 (Tuning in to Self)**. Ask one volunteer to read the information on the overhead. Show **PowerPoint Slide #8 (Tuning in to Others)**. Ask another volunteer to read the information on the overhead.

The skills of Tuning in to Self and Others do not happen separately from one another. You must do one to do the other. While concepts associated with the two skills are relatively easy to understand and they are relatively easy to perform, it takes dedication to make one self-accountable for putting them into practice on a consistent basis.

Tell participants that, because they likely have differing levels of what they know about Tuning in to Self and Others, it is important to gauge where participant knowledge levels lie. To help you to better assess participant knowledge and to work toward making the training better meet participant needs, participants are going to work at their tables in small groups to offer what they know about the Interactional Skills of Tuning in to Self and Tuning in to Others. Distribute pieces of flip chart paper and masking tape to each of the tables. Assign one side of the room Tuning in to Self. Assign the other side Tuning in to Others.

Participants are to identify a reporter and a recorder and are to title their flip charts according to the group to which they were assigned. Display **PowerPoint Slide #9 (Tuning in…Group Work)** and instruct participants to answer the questions on the overhead during their small group discussions to the best of their ability. Ask groups to post their responses. Process responses as a large group. First, ask the groups who worked on Tuning in to Self to offer their feedback. Allow the larger group to offer feedback. Then, ask the groups who worked on Tuning in to Others to offer their feedback. Allow the large group to comment.

Step 2:
(30 minutes)

Trainer Note:	Ahead of time, post the signs in **Appendix #1 (Cultural Belief Forced Choice Answers)** at opposite sides of the room. The signs read "okay" and "not okay" and will be used for the following large group exercise. This will give participants a chance to move around the room. These scenarios will be processed out at two different points in the curriculum. The focus immediately following the activity will be on culture. Later, participants will process out again with regard to the concepts of Tuning in to Self and Others as well as what they need to do with their values, beliefs *etc*.

Ask participants, individually, to take a minute to look at the lists they created and the discussion points just offered and to think critically and honestly about whether they used the skills posted with each person on their caseload as well as their families/kin and the other professionals with whom they work.

Note to participants that one of the most pervasive barriers to Tuning in to Self and Others is one's lack of understanding of cultures other than their own. It is important to note that alcohol and other drug use/dependence; mental health/mental retardation (intellectually challenged) issues; the child welfare system, laws, regulations, policies, and related constraints; other cross-systems partners, *etc*. are all cultures.

Tell participants that they are now going to take part in an activity that requires them to consider how cultural beliefs can affect child welfare and related efforts. Ask participants to stand up. Tell them that they will notice signs reading *okay* and *not okay* on opposite sides of the room. Tell them that you are going to read several scenarios aloud. No more information will be provided to them than what you read. After hearing each scenario, participants are to move near the sign (*okay* or *not okay*) that reflects their opinion concerning whether the practice in the scenario is okay or not okay.

Read the following scenarios one at a time and facilitate a group discussion after each scenario. Allow a few minutes to process out each scenario. The purpose of the exercise is to show that people have many diverse values, beliefs, and perspectives. Some participants will think that the following are okay. Others will not think they are okay. Do not add any information to the scenarios, if participants ask you to. Present the scenarios as written.

Trainer Note:	For the following exercise, you will be asked to choose only six of the seven scenarios. You will need to remember which of the seven you removed for a later activity.

Choose only six of the following questions to ask participants. Ask the chosen six questions one at a time and process the chosen six questions one at a time.

Do you believe that this practice is okay? Why or why not:

- Smacking a 2-year-old on the behind with a wooden spoon;
- Leaving a 9-year-old home alone after school from 3:00 until 7:00;
- An 8-year-old child that still sleeps with his/her parents;
- Breastfeeding a 3-year-old;
- Drinking three or four beers and caring for a 2-year-old;
- A homeless family residing in a tent in the summer; and
- A caregiver smoking cigarettes in the home with children present?

Ask participants to offer, as a large group, what they learned concerning culture. Ultimately, participants should be able to identify that not everyone in the room likely had the same perspective regarding all or even one of the scenarios. Everyone has their own sets of values, beliefs *etc*. Despite sharing a similar work culture, everyone has his or her own culture. Culture is much more than race and ethnicity. This being the case, it is important to consider what culture is.

Step 3:
(15 minutes)

It is important that participants take some time to discuss what culture is and how it can affect the helping relationship. Display **PowerPoint Slide #10 (Definition of Culture)**. Tell participants that culture determines how people see the world and the way people see the world is reflected in their behavior. It is important for child welfare professionals to understand the cultural context people bring in their interaction with other people. Child welfare professionals must work with families from different cultures; it is therefore important that they understand the contextual framework of culture and develop cultural sensitivity in working with and relating to families. One simple way to accomplish this is to ask:

> "What do I need to know about you and your family and culture to work effectively with you?"
>
> then,

"If at any time you feel I am not understanding you or saying or doing something that gets in the way of our working together, please tell me."

To understand the cultural context and connections between values, beliefs, and behaviors, child welfare professionals must first recognize their own cultural context. During interviews, as child welfare professionals assess the allegation of child abuse and neglect, they should explore the families' cultural context as it affects their perceptions and behavior.

Ask participants to offer some examples of differences in culture they may face while working with families that may or may not hinder the helping relationship. Some examples include:

- Rural vs. urban
- Age
- Gender
- Children vs. no children
- Religious beliefs/practices
- Race/ethnicity

When participants have finished offering examples, ask them to consider how cultural similarities may or may not hinder the helping relationship. Possible points may include:

- One may "cut them a break" if they share similar cultures;
- One may be harder on someone who shares a similar culture because "it makes you look bad;"
- Communication may be easier;
- It may be easier to empathize; and
- It may be harder to empathize.

Tell participants that, despite the fact that the barriers they listed may hinder the casework process – meaning that it might take more time and effort to engage children, their families, and other professionals because of the barriers – the benefits of using the "tuning in" skills (assuring child safety, permanency, and well-being) far outweigh the costs. In addition, using the "tuning in" skills as well as the other Interactional Skills can help remove many of the barriers.

Step 4:
(5 minutes)

Now that participants are aware of the definitions associated with the "tuning in" skills as well as have an awareness of what they believe the skills entail, it is important for participants to consider some of the questions that can help guide their efforts to "tune in."

Referring to **Handout #5 (Using the Interactional Helping Skills)**, under the *Tuning in to Self* and *Tuning in to Others* sections, tell participants that these are example questions that participants can use to tune in to themselves and others. Ask participants, individually and briefly, to review the questions. Process out any questions.

Step 5:
(20 minutes)

To this point, participants have defined Tuning in to Self and Others, considered to what degree they are already implementing the skill in their current practice, considered one the primary barriers to implementation, and considered questions that they can ask themselves to ensure that they are implementing the skills. Knowing this, participants now need to see what is involved in using the skills of Tune in to Self and Others. Tell them that you are going to offer a scenario. Following the scenario, you are going to demonstrate for them, what the skill of Tuning in to Self looks like.

Display **PowerPoint Slide #11 (Tuning in to Self Scenario)**. Tell participants that you are now going to demonstrate the skill of Tuning in to Self. Remind participants that Tuning in to <u>Self</u> is the worker's efforts to get in touch with actual and potential feelings/concerns/beliefs/values that the worker him/herself brings to the helping encounter. To get in touch with feelings effectively, as you assume the role of the worker in the scenario, tell participants that you would first have to make yourself as knowledgeable as possible about the family with whom you are going to work. This involves a review of case records, speaking with previously involved coworkers, a review of any previous contacts, a review of information passed on by the family or others, or the identification of subtle patterns emerging in prior work. Once this has been accomplished, you would begin implementing the skill of Tuning in to Self. This skill may be implemented internally or with the help of a supervisor or co-worker.

Tell participants that, for the purpose of this exercise, you will share your internal thought processes with them. Refer participants to the Tuning in to Self steps on page one of **Handout #5 (Using the Interactional Helping Skills)**. They are to follow along with you as you answer the questions on the handout from a personal perspective.

Starting with "How can my cultural context affect my interactions with/understanding of the family and their situation?" first read aloud the question and answer it, as it would pertain to the Kelly family scenario. Do the same for each question associated with each step of Tuning in to Self.

Trainer Note:	In an effort to avoid presenting you in a light that may not be accurate and potentially negative, answers are not provided for this demonstration. You will have to read the questions on the handout and devise your own answers to them based on the scenario given.

Process out with participants, what they saw in this demonstration. Ask for volunteers to offer what they might need to consider when "Tuning in" that may be specific to them. Ask them whether they think, based on what they saw, they can use this skill effectively in their efforts to work with families. If not, what do they feel might be most challenging for them?

Step 6:
(20 minutes)

Tell participants that you are now going to demonstrate the skill of Tuning in to <u>Others</u>. Remind participants that Tuning in to Others is the worker's effort to get in touch with the primary feelings and concerns that the family member(s) might bring to the helping encounter. As is the case with Tuning in to Self, to effectively do so, you must first make yourself as knowledgeable as possible about the family with whom you are going to work. This would also involve a review of case records, speaking with previously involved coworkers, a review of any previous contacts, a review of information passed on by the family or others, or the identification of subtle patterns emerging in prior work. Once this has been accomplished, you would begin implementing the skill of Tuning in to Others. Similarly, to Tuning in to Others, this skill may be implemented internally or with the help of a supervisor or co-worker. Tell participants that, for the purpose of this demonstration, you will share your internal thought processes with them.

Asking participants to follow along with you on the Tuning in to Others steps a.i. through a.vi., on page two of **Handout #5 (Using the Interactional Helping Skills)**, answer the questions associated with each step, from your perspective as the worker, as they pertain to the Kelly family scenario. After answering each question, provide participants with the opportunity to offer, from their perspective, how they might answer each question. Possible answers follow.

- "What are Mr. Kelly's possible emotional, physical, and cognitive reactions to this situation?"
    - Anger, hostility, defensiveness, embarrassment, fear, lack of control (of the situation), shock, *etc*.
- "Why might he have those reactions?"
    - Someone accusing him of poor parenting, lack of knowledge or misinformation about the system, the allegations are correct and he was caught, belief that his neighbors have negative thoughts about him, feels that he has already been judged, his cultural beliefs and values, *etc*.
- "How can I check to make sure that I understand the reactions?

    - I can think about the possible reactions and responses I might encounter and script out possible constructive and empowering responses.
    - I could also ask the following questions:
        - How he feels about my presence;
        - How he feels about what could happen to his child;
        - What are his beliefs regarding what threatens his daughter's safety;
        - What does he think about his relationship with his daughter;
        - What does he need to do to ensure his daughter's safety;
        - What he would like the outcome to be;
        - What he most fears; and
        - What his cultural context is.
- "How can I let Mr. Kelly know that I understand his feelings?"
    - Reflective listening
    - Giving feedback
    - Acknowledging that, his reactions/emotions are perfectly reasonable and expected considering the circumstances.

Process out with participants, what they saw in this demonstration. Ask them whether they think, based on what they saw, they can use this skill effectively in their efforts to work with families. If not, what do they feel might be most challenging for them? As a side note, point out that the skills of Tuning in to Self and Tuning in to Others are used in conjunction with one another, *i.e.*, someone cannot effectively/objectively tune in to oneself without knowing how the other person's situation will affect their casework efforts. For example, it is alleged that Mr. Kelly drinks. If one personally believes that drinking any alcohol is unacceptable and Mr. Kelly states that he has two or three beers a night over a three-hour period to take the edge off, something he believes is perfectly acceptable, the beliefs are at odds with one another. Depending on how the child welfare professional tunes in to consider the beliefs and the possible effects, the approach taken could set the relationship at a disadvantage from the start.

Step 7:
(5 minutes)

Ask participants to offer why they believe that Shulman associates the skill of Tuning in to Self and Others primarily with the Preliminary/Preparatory Phase. The reason is that this is the phase during which relationships can be made or broken. If a child welfare professional does not take the time to tune in to his/her own thoughts and feelings about a situation before going into it, thoughts and feelings could arise and statements/reactions could be made/occur that could irreparably damage the helping relationship and the willingness of the family/other individuals to help in the case process. In addition, taking the time in advance to tune in to what one believes he/she "knows" or does not know about a given culture (again, culture involves a great deal more than race and ethnicity), affords the child welfare professional with an opportunity to do some brief research and be better prepared to walk into a given situation. Ask participants what this research could entail (*e.g.*, talking to others who are culturally informed, performing an Internet search on cultural information, looking at case files, *etc*.).

Tell participants that, while it is crucial to use these skills during the Preliminary/ Preparatory Phase, it is also crucial to use the skills at all points in the casework process, not only before meeting with a family. The skills must be used during all points of the casework process, (*e.g.*, before, during, and after all contacts). Using the skills allows child welfare professionals to be more aware of dynamics at all times and helps to avoid mistakes that may irreparably affect the helping relationship.

Step 8:
(25 minutes)

Trainer Note:	For the following activity, you will be asked to place one page/scenario from **Appendix #2 (Tuning in Scenarios)** on each table in the training room. You will need to recall which of the seven scenarios you removed in the previous forced choice activity and ensure that you remove that scenario from the appendix.

Tell participants, now that they have seen the skills modeled, it is time for them to use the knowledge they have and apply it to a case scenario, which they considered earlier in this section. Distribute **Handout #6 (Tuning in Scenarios)**.

Place one page/scenario from **Appendix #2 (Tuning in Scenarios)** on each table in the training room – ensuring that you removed the scenario that you did not use in the forced choice activity. It is important to inform participants that each sheet of paper contains one of the scenarios from **Handout #6 (Tuning in Scenarios)**. Tell participants that the scenarios are the same scenarios that they considered during the forced choice activity. Ask participants to recall their earlier discussions surrounding each of the scenarios. Ask them to sit at the table with the scenario about which they had the strongest feelings.

Once participants are seated in their small groups, ask them to consider their assigned scenario and follow the instructions on the handout. Provide the small groups approximately 20 minutes to complete their small group work. When participants are finished or 20 minutes have passed, process out the activity as a large group, asking the following questions.

- Were there any specific questions with which they had particular difficulty? Why?
- Did they discover anything about themselves? What?
- Were they able to view things differently and did they change any of their answers after hearing the perspectives of others in their small group?
- Did any of the small groups face any strong disagreements?

- Were there emotional reactions involved in their discussion? If so, did they find that they were able to keep discussions professional or did they find discussions becoming emotionally charged?
- If they found discussions becoming emotionally charged in the training room setting, can they see how easily this may occur in the field? As a result, do they understand why it is so important that they master these skills? (If participants do not offer that their discussion became emotionally charged in their small group work and you, as a trainer, recognized some emotionally charged discussion during the previous activity surrounding these scenarios, it will be important to point this out.)

Step 9:
(5 minutes)

Reinforce that culture determines how people see the world and the way people see the world is reflected in their behavior. This is the heart of the concepts surrounding the need to Tune in to Self and Others. These skills are two of the most crucial Interactional Skills to learn and be able to use effectively. How well child welfare professionals use these skills directly affects the success of the use of the other skills because one needs to use these skills to implement other Interactional Helping Skills effectively. What one does with their reactions to the feelings that they tuned in to can affect the helping relationship.

Ask participants to locate and complete **Handout #2 (Idea Catcher/Action Plan)** for this section. Ask volunteers to offer points they found important. Ask participants also to offer how they plan to use the information in the field.

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section IV: Clarifying Purpose & Role

Estimated Length of Time:
1 hour, 25 minutes

Performance Objectives:
- ✓ Given a handout containing the components associated with Clarifying Purpose and Role, participants will be able to create a script that reveals the components associated with Clarifying Purpose and Role with 100% accuracy.

Methods of Presentation:
Lecture, large group discussion, video, small group activity, individual activity

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Handout #2: Idea Catcher/Action Plan**, Revisited
- ✓ **Handout #5: Using the Interactional Helping Skills**, Revisited
- ✓ **Handout #7: Clarifying Purpose and Role**
- ✓ **PowerPoint Slide #12: Script Feedback Observations**

Section IV: Clarifying Purpose and Role

Trainer Note:	For this part of the session, participants should be sitting in small groups of three to four according to their job description. Intake workers should sit together, placement workers together, *etc*. If there are a large number of workers from "generic" units, they should be divided into several small work groups The flip chart page titled *Feelings and Emotions* will be needed to conduct step two of this section.

Step 1:
(5 minutes)

Ask participants to locate **Handout #5 (Using the Interactional Helping Skills)**. Direct their attention to the Beginning/Contracting Phase and the related material. Tell participants that they are now going to look at the second phase of the Interactional Helping Skills Model, which is the Beginning/Contracting Phase. The skills associated with this phase are located on pages three and four of the *Using the Interactional Helping Skills* handout. This phase involves child welfare professionals "beginning" to engage the family. It is during this phase that child welfare professionals work with the family to develop a contract to assure safety and well-being. Remind participants that it is during this phase that the child welfare professional begins to establish a relationship with the family. The child welfare professional does this by introducing him/herself and explaining the purpose of the visit as well as his/her role in relation to assuring the safety and well-being of the child.

The child welfare professional communicates her/his understanding of the family's reaction to the child abuse or neglect report, obtains feedback, and deals with emotions and reactions stemming from the situation.

Step 2:
(25 minutes)

Participants learned so far that having a child welfare professional knocking on one's door and questioning one's ability as a caregiver can result in strong emotions that are tied to how they perceive the child welfare professional, the agency, and the situation as a whole. Participants also considered from where those perceptions may stem and now need to look at ways to overcome these perceptions and other barriers.

Ask participants to look again at the flip chart paper titled *Feelings and Emotions*. Ask participants to think for a few minutes about what information they want the child welfare professional knocking on their door to share with them that will help minimize any strong emotions and related negative perceptions. As a large group, ask participants to offer information they would like to hear from a child welfare professional knocking on their door that would help minimize the negative feelings/perceptions listed earlier. Write comments on a piece of flip chart paper.

Trainer, be prepared to lead participants toward creating the following list, which is based on the Shulman model.

Processing out with participants what this might look like. State the following:

- Greet the person in a manner that shows respect.
- State your name, job title, and the name of the agency you represent.
- State the reason why you are making the contact.
- State the purpose/outcome of the contact.

It is important to note that the responsibility of children and youth is different than that of other related professionals who use relationship building and the phases. This is primarily because public child welfare agencies are required by law to investigate/assess child abuse and neglect and assure safety. Additionally, the services provided through children and youth are generally not voluntary or are perceived not to be voluntary. For instance, if one seeks drug and alcohol treatment/mental health treatment, without being involved with children and youth, these services are usually sought on a voluntary basis. However, when a family uses the services because of being involved in children and youth, they may be non-voluntary or perceived as such. Because the law gives child welfare professionals the legal right/obligation to intervene with families, it is through the helping relationship that the child welfare professional must engage the family to see the value in taking advantage of services on a voluntary basis. Appropriately clarifying your purpose and role is the first step in minimizing the negative factors discussed in this section (fear, anger, mistrust, have to use legal recourse, and so on). Effective clarification of purpose and role can reduce confusion and resistance and increase the likelihood of family cooperation.

As an example of how clarification can reduce confusion and resistance, ask participants how many have purchased or are in the process of purchasing their first home. Tell participants that the process of buying a home – which is likely the most significant financial investment one will make in his/her life – can be a very intimidating prospect. Ask those participants who have purchased a home if they had a professional sit with them and explain the process. If so, did understanding the process alleviate some of the anxiety they experienced? The likely answer is, yes. This is similar in fashion to families with whom participants will work. The more informed they are about the child welfare process, the more comfortable they will feel working with their child welfare professional. Therefore, it is crucial that the child welfare professional have the ability to implement this skill well, as this sets the stage for their efforts to engage the family.

Distribute and review **Handout #7 (Clarifying Purpose and Role)**. As a large group, discuss how offering this information listed in the manner described might effectively

address family emotions and related perceptions about the child welfare professionals and the agency.
Ask participants how they would present this information in a way that helps prevent any of the negative emotions/perceptions from occurring or spreading. Some answers may include:

- Considering the tone in which one offers the information;
- Acknowledging that the feelings are legitimate; and
- Recognizing and acknowledging that these feelings are “normal” or “okay” and that they are entitled to them based on a difficult situation.

Reinforce the fact that the purpose of the initial greeting is to set the tone for a positive and collaborative relationship and to share specific minimal information.

Step 3:
(35 minutes)

Trainer Note:	Again, if possible, prior to this activity arrange the tables so that individuals from similar units (intake, in-home services, and placement services) are sitting together.

Tell participants that they are going to combine what they learned so far to create a script that they can use in the field to Clarify Purpose and Role. In creating the script, they should consider Tuning in to Self and Others as well as Clarifying Purpose and Role. Distribute to each group one piece of flip chart paper. Groups should identify a recorder and reporter. The groups, using **Handout #7 (Clarifying Purpose and Role)**, are to write a script involving clarifying purpose and role with a family member, anticipating what the individual might say. Give participants at least 10 minutes to complete their first draft.

Trainer Note:	If the participant is part of an Intake unit, they should write their script as if they are making their first contact on an intake case. If participants are in a placement unit, they should write the script on any family they choose as if they were meeting for the first time a caregiver or a child/youth moving into placement. If they are in a unit that deals with in-home cases, they should write the script as if they were meeting the family for the first time. You might have to assist some participants in clarifying what type of setting they should use for this activity, especially if they perform multiple roles in their agency. It is crucial throughout this piece that you ensure participants have a clear sense of *both purpose and role* and that this comes across in their scripts.

After participants finish creating their scripts, show **PowerPoint Slide #12 (Script Feedback Observations)**. Ask the small group reporters to state what they wrote on their flip chart papers. Using **PowerPoint Slide #12 (Script Feedback Observations)** as a guide, ask the large group to comment on the small groups' scripts. Offer feedback where necessary ensuring that each group included the four steps as detailed on **PowerPoint Slide #12 (Script Feedback Observations)** and **Handout #7 (Clarifying Purpose and Role)**.

When each small group has finished reporting out, ask the following questions:

- How are the scripts similar? Why?
- How are the scripts different? Why?
- If this was not your first contact with the family/individual:
    - How might the script be different?
    - How might the script be the same?

Step 4:
(15 minutes)

Tell participants that they just created scripts that will assist them in clarifying their purpose and role based on an initial contact with the family based on their function in the agency. The initial contact is not the only contact that participants will have with families. It will be necessary to clarify purpose and role at each contact you have with families as the purpose and role that you play with families will likely look very different.

Ask participants, as a large group, to offer several examples of the various purposes for making a contact with family members. Capture feedback on flip chart paper. Some examples, which should be represented on the flip chart paper, include:

- Investigation
- Planning
- Monitoring
- Mentoring
- Providing resources
- Advocacy

Having identified some of the purposes for making contact with family, it is important for participants to consider how their roles and purposes for each "type" of contact would differ. In the listed purposes for contacts, participants will likely notice that some are authoritarian in nature (*e.g.*, investigation, planning, and monitoring) while others are more helping in nature (*e.g.*, mentoring, providing resources, and advocacy). Choose two purposes from the list – making sure that one of the purposes is authoritarian in nature and one is helping in nature. Keeping in mind that this will not represent an initial contact, ask participants, as a large group, to consider how clarification of purpose and role would look different in the two situations chosen versus the initial contact script they created earlier.

Step 5:
(5 minutes)

The family is obviously not the only entity with whom child welfare professionals will make contact. In addition, the initial contact is obviously not the only time that child welfare professionals will need to clarify their purpose and role. Tell participants that they will make contact with many outside professionals who may or may not be familiar with child welfare as well as the processes and procedures related to the field. Purposes and roles for these contacts will vary. Clarification of purpose and role should be done at every contact. Before each contact, participants must give thought to who they are contacting and why. Being prepared will help make the contact more effective and efficient for both the child welfare professional and the individual being contacted.

Tell participants to locate and complete **Handout #2 (Idea Catcher/Action Plan)** for this section. Give participants time to write on the *Clarifying Purpose and Role* section of **Handout #2 (Idea Catcher/Action Plan)** the script that they devised in their small groups. Ask volunteers to offer points that they found important as well as how they plan to use the information in the field.

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section V: Dealing with Issues of Authority

Estimated Length of Time:
2 hours

Performance Objectives:
N/A

Methods of Presentation:
Lecture, small group activity, small group discussion, large group activity, large group discussion, video, individual activity

Materials Needed:
- ✓ Colored markers
- ✓ DVD/Video player
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ Television and DVD/VCR player
- ✓ **DVD/Video:** ***Module 3: Interactional Helping Skills:***
  - Clip 1
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Handout #2: Idea Catcher/Action Plan**, Revisited
- ✓ **Handout #8: Protective Authority Continuum**
- ✓ **Handout #9: Protective Authority Scenarios**
- ✓ **Handout #10: Breaking Down the Barriers**
- ✓ **Handout #11: Recognizing and Managing Anger**
- ✓ **PowerPoint Slide #13: Dealing with Issues of Authority**
- ✓ **PowerPoint Slide #14: Protective Authority Continuum**
- ✓ **PowerPoint Slide #15: Barriers to a Voluntary Relationship**

Section V: Dealing with Issues of Authority

Step 1:
(5 minutes)

Trainer Note:	The term Child Protective Services (CPS), referred to in the following passage, equates to Children and Youth Services in Pennsylvania and not Child Protective Services (CPS) investigations.

Read to participants the following excerpt from the Child Welfare Information Gateway:

> Child Protective Services (CPS) is an expression of a community's concern for the welfare of its citizens. Child protective services are provided because the community recognizes that children have the right to safety and that parents have obligations and responsibilities. The authority to provide these services is vested in the CPS agency and staff through laws and government policies. Competent CPS practice involves using this authority effectively. The use of CPS authority has special relevance at the initial assessment or investigation stage of the casework process, but is applicable at all other stages as well. In fact, effective use of authority is an essential ingredient in establishing helping relationships with all involuntary clients (DePanfilis, D., Salus, M. K., 2003).

Show **PowerPoint Slide #13 (Dealing with Issues of Authority),** which offers definitions associated with the skill of Dealing with Issues of Authority, which is the second skill associated with the Beginning/Contracting Phase.

The relationship that a child welfare professional has with a family has a great affect on the level of protective authority that one needs to use. It is extremely important yet very challenging to know when to increase the amount of authority used while recognizing when it is necessary to decrease the level of authority or not use authority at all. A delicate balancing act occurs, again, that of the authoritarian mindset and that of the helper.

Step 2:
(5 minutes)

Before participants can consider what the levels of protective authority involve, they must first consider some of the reasons to raise or lower the degree of protective authority used. With **PowerPoint Slide #13 (Dealing with Issues of Authority)** still shown, ask participants to offer some possible reasons to adjust the degree of protective authority used.

The primary reason to adjust the degree of authority is:

- The family's willingness/ability to take the necessary actions to meet the child/youth/family's identified needs.

Step 3:
(5 minutes)

Display **PowerPoint Slide #14 (Protective Authority Continuum)** and tell participants that the acts associated with the authority defined by Shulman on the previous overhead can be conceptualized along the continuum now shown.

Keeping in mind the mere presence of a child welfare professional brings with it a perception of authority, the far left of the continuum is Clarify Purpose and Role.

While clarifying purpose and role occurs at every contact, using only this method, and not having to invoke a higher level of authority, would occur, as stated before, when the family is willing and has the ability to take the necessary actions to meet the child/youth/family's identified needs. Examples of actions, which would allow workers to remain at the lower-end of the continuum, may include but are not limited to:

- Allowing the child welfare professional to conduct an investigation/assessment;
- Safety planning (when necessary);
- Service planning;
- Permanency planning; and
- Follow-through on all plans created.

At the other end of the continuum, when considering the life of the case, the ultimate level of authority used involves court termination of parental rights. This may need to occur when a family referred to the agency is not willing to accept any services and/or is not willing/able to work toward completing service plan goals despite reasonable efforts being made to reunify.

Step 4:
(30 minutes)

Distribute **Handout #8 (Protective Authority Continuum)** and review. Tell participants that the handout illustrates the progression of the use of Protective Authority, from least coercive to most coercive. It provides examples of what each step may look like in practice.

Trainer Note:	It will be critical that you become very familiar with **Handout #8 (Protective Authority Continuum)** and consider how you will apply it to the scenarios provided in this step.

Distribute **Handout #9 (Protective Authority Scenarios)**. Break participants into three small groups – depending on the number of participants in the room. Distribute one sheet of blank flip chart paper to each group. Assign each group one of the scenarios. Ask participants to read their scenario. After reading their assigned scenario, participants are to hold a small group discussion surrounding the progression of approaches they would take to accomplish the goal identified in their scenario. After their discussions, they are to record their responses on the sheet of blank flip chart paper provided and be prepared to report out to the large group.

When each small group has finished, and is satisfied that they posted their responses in an appropriate order, you will need to process out this activity and provide your professional opinion as to the accuracy of the work the group performed. Make sure to challenge any decision with which you do not agree.

Step 5:
(10 minutes)

Now that the participants have considered the continuum and discussed how it applies to a scenario, ask participants to consider where, on the continuum, they are most comfortable and least comfortable (*i.e.,* low, moderate or high). Ask several participants in the room to offer their response as well as the rationale for their response.

Reinforce the fact that it is important to acknowledge levels of comfort concerning when and where to use authority appropriately. The key fact here is that if a child welfare professional is only comfortable using low protective authority when a moderate or even high degree is necessary, then the situation could stagnate or worse a child could be hurt or die. Alternately, if a child welfare professional uses a high degree of authority in a situation that only calls for moderate or low, then the helping relationship will be greatly damaged, which likely results in the child and family suffering.

Step 6:
(15 minutes)

The goal is always to engage and empower the family to plan on their own to meet the needs of the child. In most cases, families will reap the most benefit from services when they work with the agency on a voluntary basis. Change is likely to occur and be long lasting when one wishes for the change to occur versus being forced to make the change. To decrease the likelihood of removal and/or recidivism, this long lasting change is the goal that child welfare professionals should always strive to meet.

This being said, whenever possible, it is critical that participants use the least amount of protective authority necessary to achieve positive outcomes. However, barriers can arise to using the lowest amount of protective authority possible. Show **PowerPoint Slide #15 (Barriers to a Voluntary Relationship)**. Tell participants what the barriers are to a voluntary relationship.

- [Lack of] Respect: Even though child welfare professionals have the legal authority to investigate abuse and neglect, if they lack the family's respect, they may experience difficulty influencing the change process (as seen in the family becoming hostile, defiant, resistant frustrated, avoidant, *etc*.)

- Disagreement: There may not be agreement between child welfare and the family about what constitutes appropriate and effective intervention.
- Negative view of the family: If the child welfare professional is not able to overcome negative views he or she has of the family it may influence engagement.
- Cultural differences: child welfare professional may not be adequately prepared to engage families of different cultural backgrounds.
- Cross-systems efforts: Cross-systems partners may not always work well with one another, as they sometimes work toward different goals with different perspectives. (DePanfilis, D., Salus, M. K., 2003)
- Anger/fear and other emotions of the child welfare professional

Ask participants to share their thoughts about the barriers and to state whether they experienced these barriers during their work with families.

Then, tell participants that there are general concepts that they can incorporate into their casework efforts that will assist in having the ability to lower the amount of protective authority necessary when engaging families. Ask participants, as a large group, what they believe some of those concepts are to overcome the barriers. Write the group's feedback on a piece of flip chart paper. Distribute **Handout #10 (Breaking Down the Barriers)** and discuss the points on the handout.

Step 7:
(15 minutes)

Tell participants, now that they considered the levels of protective authority and the effects of the use of the various levels, a question that they will likely have is when to use the various levels of authority and in what situations. This is a very complex concept that involves a seemingly limitless number of factors (such as every family being different, every child welfare professional being different, and every agency in the Commonwealth having different policies concerning the levels of protective authority and when to use them). Tell participants that, over time, child welfare professionals, in conjunction with supervisors, other child welfare agency staff, cross systems partners, and of course the families themselves, will begin to get a sense of when it is necessary to use the different levels of protective authority.

When sitting down to discuss a case with their supervisors, and at all times of the casework process, it is crucial that participants recognize how their values, beliefs, temperament, as well as all the other things that make them a person affect their professional judgment. It will be critical that participants use the skills of Tuning in to Self and Others to consider "hot button" issues that may blur their judgment, despite best intentions, when considering the need to raise or lower the degree of protective authority.

Ask participants again to consider the forced choice exercise they discussed during the part of the training that involved Tuning in to Self. Where did they stand on the issues surrounding:

- Smacking a 2-year-old on the behind with a wooden spoon;
- Leaving a 9-year-old home alone after school from 3:00 until 7:00;
- An 8-year-old child that still sleeps with his/her parents;
- Breastfeeding a 3-year-old;
- Drinking three or four beers and caring for a 2-year-old;
- A homeless family residing in a tent in the summer; and
- A caregiver smoking cigarettes in the home with children present?

Ask participants to tell you how their positions concerning the forced choice situations discussed a moment ago, could affect their decisions regarding raising or lowering the degree of protective authority. Participants should conclude that their values and beliefs could affect decisions. Based on this, it is important for child welfare professionals to be aware of the values and beliefs, how they could potentially affect their judgment and interactions with families, and seek guidance.

Despite knowing the importance of seeking guidance concerning how their cultural context influences their decision-making process, it is equally important to recognize the emotions that are tied to their beliefs and values. Child welfare professionals must be in tune with themselves concerning the level of their emotions as well as their personal reactions to those emotions. It is important to recognize the fact that anger is a part of human nature; and, there will be times, for many reasons, when it gets the best of them and could affect their interactions with the families they serve.

Step 8:
(25 minutes)

In addition to being aware of one's values and beliefs and how they could potentially affect judgments and interactions with families, in order to manage protective authority, child welfare professionals need to be comfortable in dealing with and understanding their own anger. This requires using Tuning in to Self and Others to assess their levels of anger and related triggers. To do this, participants must be aware of what situations are likely to cause them to become angry in the first place. Distribute **Handout #11 (Recognizing and Managing Anger)**. Ask participants to complete page one, which will help them consider general and work-related situations that make them angry.

After participants finish writing the situations that tend to make them angry, ask them to take a moment to review their responses and place an "X" next to the items that tend to anger them the most. After participants finish doing this, tell participants that these situations are the ones that they must watch closest to ensure that related anger does not affect their efforts to engage families and others.

Now that participants are aware of the situations that are likely to cause them to become angry, they must be aware of the indicators that they are becoming angry so that they will have a better chance of stopping the emotion from escalating and affecting their casework efforts. Ask participants to complete the second page of **Handout #11 (Recognizing and Managing Anger)**. Body indicators could include tense muscles, gritting teeth, *etc*. Thought indicators could include "I can't believe they're talking to me this way," *etc*. Behavior indicators might include raising one's voice.

Tell participants the following:

- Anger is a normal part of life;
- Anger is often the result of another emotion;
- Anger is a signal of problems that need to be addressed;
- Expressing one's anger can be useful when it is clear, controlled, and designed to help, not hurt;
- The purpose of monitoring indicators related to anger is not just to express feelings but also to solve problems;
- Careful thought should precede taking actions based on anger; and
- Anger should be released in a constructive way once the problem is solved.

Allowing one's emotions, especially anger, to get the better of them can impede the helping relationship/process. Therefore, it is important not only for child welfare professionals to recognize situations that anger them as well as the indicators; but, it is equally if not more important for them to know how to manage that anger.

Ask participants to look at the third page of **Handout #11 (Recognizing and Managing Anger)**. Discuss the methods offered. Ask participants, as a large group, to offer any other methods they use. Lines nine through 15 have been left blank for participants to note responses that the large group identified that are not listed on the handout.

Step 9:
(5 minutes)

To this point, participants considered the levels of protective authority, their level of comfort using protective authority, barriers to implementation (including anger), and methods to overcome the barriers. Now participants will see a child welfare professional dealing with issues of authority. Show *Clip 1* from the **DVD: *Module 3: Interactional Helping Skills***, which runs approximately 1 minute and 41 seconds.

Ask participants to use **Handout #10 (Breaking Down the Barriers)** as a guide to see:

- What skills the child welfare professional in the video used to overcome potential barriers; and
- What degree(s) of protective authority the child welfare professional used and where on the continuum developed by participants might she appear based on the degree(s) used.

Process out the skills that participants saw as well as the degree of protective authority they observed the child welfare professional using in the video. Talking points include the fact that, in the clip, the child welfare professional was:

- Clear, honest, and direct;
- Matter-of-fact and non-defensive in explaining the legal authority that permits intervention;
- Elicited the parent's concerns and wishes for assistance and convey understanding of the parent's viewpoint, including reservations about child welfare involvement;
- Acknowledged difficult feelings and encouraged open and honest discussion of feelings;
- Remained calm; did not to show fear or anxiety;
- Firm without raising her voice;
- Made statements simple and direct; and
- Recognized and addressed feelings and did not take hostile statements personally.

Step 10:
(5 minutes)

Tell participants to locate **Handout #2 (Idea Catcher/Action Plan)** for this section. Ask participants to think back to their group work where they considered where they were most comfortable on the protective authority continuum. Tell participants that there will be many times when they will have to leave their comfort zone. Because of this, it is important not only to consider where their comfort zone is but also how to move out of that comfort zone. Ask participants to incorporate into their action plan how they believe they can use the information they learned about managing protective authority to have the ability to transition from one point on the continuum to another as the situation warrants. Their thoughts about this should focus on their casework efforts specifically related to the unit in which they are.

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section VI: Reaching for Feedback

Estimated Length of Time:
1 hour, 30 minutes

Performance Objectives:
N/A

Methods of Presentation:
Lecture, large group discussion, small group activity, video, individual activity

Materials Needed:
- ✓ Colored markers
- ✓ DVD/Video player
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ Television and DVD/VCR player
- ✓ **DVD/Video: *Module 3: Interactional Helping Skills*:**
  - Clip 2
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Handout #2: Idea Catcher/Action Plan**, Revisited
- ✓ **Handout #5: Using the Interactional Helping Skills**, Revisited
- ✓ **Handout #12: Change**
- ✓ **Handout #13: Stages of Change**
- ✓ **Handout #14: Stages of Change: Questions to Ask and Actions to Consider**
- ✓ **Handout #15: Six Domains Questions Activity Answer Key**
- ✓ **PowerPoint Slide #16: Contracting**
- ✓ **PowerPoint Slide #17: Stages of Change**
- ✓ **PowerPoint Slide #18: Change**

Section VI: Reaching for Feedback

Step 1:
(10 minutes)

Trainer Note:	You will notice that **Handout #12 (Change)** has only two words on it. They are “Contracting” and “Change”. The purpose of this is later revealed to participants in step six of this section. Participants are simply asked to record the definition of contracting in step one. In step six, participants are asked to record the definition of change with their non-dominant hand. The purpose is to allow participants to experience change on a very small scale and then consider what change feels like on a larger scale, much like we are asking of families.

Tell participants that they have looked at four of the six skills that will be addressing during this training. They are now moving on to the fifth skill, which is Reaching for Feedback. Prior to looking at Reaching for Feedback, it is important first to consider what “Contracting” means, as it is part of the title of this phase. Display **PowerPoint Slide #16 (Contracting)** and read aloud. Distribute **Handout #12 (Change)**. Ask participants to write the definition provided, which they see on the overhead titled *Contracting*, on **Handout #12 (Change)**.

Explain to participants that, prior to moving forward to the Middle/Work Phase, the child welfare professional and the family must first enter into a contract for the work ahead. The child welfare professional’s role in the effort to develop this contract can be viewed as one of a mediator. The mediator is seeking to develop a link between the family and the services that would most benefit the family. As a mediator, it is essential that the child welfare professional accurately assess the family’s situation.

When conducting an accurate assessment, the child welfare professional/mediator must look at the situation objectively but, can under no circumstances, ignore the family’s perspective, as their perspective is “real” to them and will help determine their readiness for change. For the contract to be effective, it is imperative that all parties who enter into the contract are committed to the contract. For the needed level of commitment to exist, it is necessary that buy-in exists. To accomplish this buy-in, there must be open and honest discussion and the child welfare professional must be willing to meet the family where they are. In order for family to have the ability to commit to the plan, they must be ready to make the change. To consider this concept of change and the need to meet people where they are, participants must first be familiar with the Stages of Change model – the typical progression of changes through which people go. Being familiar with this model will help child welfare professionals be more prepared to “meet people where they are” in the change process.

Step 2:
(10 minutes)

Ask participants to consider some change that they experienced. What prompted the change? How did the change process move along? What told them that they had completed the change?

Show **PowerPoint Slide #17 (Stages of Change)**. Distribute **Handout #13 (Stages of Change)**. Review the handout. Make sure that participants understand that, although the stages represent a cycle, individuals can exit the stages at Maintenance and sustain the change.

Ask participants to revisit the change process they experienced. Ask them whether they can identify specific stages in the process from **Handout #13 (Stages of Change)**.

Step 3:
(5 minutes)

Distribute **Handout #14 (Stages of Change: Questions to Ask and Actions to Consider)**. Tell participants that this handout offers example questions to identify where individuals are at in the stages. The handout also offers respective actions to consider when attempting to empower the individual to move through the stages of change.

In summarizing, the stages of change are much like a continuum. Tell participants that they will recognize where individuals are at in the change process by the statements the individuals make in conjunction with the behaviors they display. Individuals with whom child welfare professionals work will be at different stages in the change process for many reasons. In addition, just because an individual "moved" forward to another stage of the change process does not mean that they cannot move backward. Again, people can exit the cycle at Maintenance and sustain the change. In addition, as participants know, families with whom they work often have different needs that need addressed. They may be at different stages of the change process for each issue.

Step 4:
(20 minutes)

Ask volunteers – <u>ensuring that they do not look at **Handout #5 (Using the Interactional Helping Skills)**</u> – to briefly state what they believe Reaching for Feedback is. Write participant comments on flip chart paper.

Provide participants with constructive feedback. It is crucial to consider, if participants offer the other Shulman skills (Tuning in to Self/Others, Clarifying Purpose and Role, Dealing with Issues of Authority, and Questioning, the latter of which they have not yet addressed), as "being" Reaching for Feedback, those skills are only a part of Reaching for Feedback. They are on the right track; however, Reaching for Feedback is different.

Ask participants to locate **Handout #5 (Using the Interactional Helping Skills)**. Tell them to look at the Beginning/Contracting Phase, on pages three through four of the

Using the Interactional Helping Skills handout, to see that, although it can and should be used at all points of the casework process, the skill of Reaching for Feedback falls under that phase. Ask participants to compare their flip chart concepts to the definition of Reaching for Feedback on the *Using the Interactional Helping Skills* handout, and, to consider whether there are any points that they need to add or remove.

Ask a volunteer to read the steps on the *Using the Interactional Helping Skills* handout associated with Reaching for Feedback. Process out each point as a large group. Then, ask participants to state what Interactional Helping Skills they believe they would need to use to reach for feedback. Talking points include but are not limited to:

- Tuning in to Self
  - It is important for the child welfare professional to consider how he/she might feel and respond to an individual's interpretation of a situation. How might they react toward the individual if the individual says that no problem exists and the agency has no reason to be involved?
  - It is also important for child welfare professionals to consider how they can present themselves in a way that is culturally sensitive and allows the caregiver to feel comfortable and safe sharing personal information concerning the situation.
- Tuning in to Others
  - It is important to consider how a caregiver might feel when someone from a government agency is in their home asking them to offer an interpretation of a problem when they may not recognize that a problem exists.
- Clarification of Purpose and Role
  - Effective clarification of purpose and role can reduce confusion and resistance and increase the likelihood of family cooperation.
- Dealing with Issues of Authority
  - It may be necessary to raise the degree of protective authority used if a caregiver is not willing to acknowledge that a problem exists and refuses to discuss anything with the child welfare professional.

Ask participants whether they have any comments/questions.

Tell participants that the purpose of Reaching for Feedback has multiple levels. The overarching purpose is to assess a family's readiness for change so that child welfare professionals can meet the family where they are. To do so one must elicit from the family their needs and goals; their understanding of what the child welfare professional has said and done; to initiate/maintain the engagement process which is critical to arriving at a contract and working the contract in a collaborative manner. In other words, Reaching for Feedback is critical to understanding, assessing, negotiating a contract and working the contract. Not to do so means increasing the likelihood of delaying the change process.

Step 5:
(25 minutes)

Tell participants that they will now view a video where a school social worker uses various Interactional Skills, including Reaching for Feedback. Tell participants that they are going to view the video to see the steps associated with Reaching for Feedback. Participants should watch the video to identify the stage of change the youth in the video is in, based on the feedback he provides. Ask participants to make a mental note of the skills they see in the video and where they believe the counselor uses Reaching for Feedback, based on the information they learned so far. Show *Clip 2* on the **DVD: *Module 3: Interactional Helping Skills***, which runs 5 minutes and 23 seconds. As a large group, process with participants where they saw the social worker use Reaching for Feedback in the video. Points include the social worker stating/asking:

- We're going to continue to get together for the summer… have it be summer school or not. Right?
- The reason that you came in, in the first place, was because your folks wanted you to see somebody and you weren't really sure that you wanted to. But, you said, "alright, I'll go to that lady at school. Am I correct in that?"
- What, in your mind, are we working on? What are you willing to work on in terms of our relationship?
- When the counselor asks, "he's been your friend for a long time, right?" She then reaches for feedback by "Can you tell me more about that, as to why you really think you need to?" Here she asks the youth to consider further why hanging out with Mike might not be the best decision. This helps her get a better sense of the youth's perception of the situation.

Trainer Note:	Participants, when viewing the video and during processing out, might note that there are other skills being used here that they did not discuss in the training. *Charting the Course* does not address all the Interactional Skills. Reaching Inside of Silences, Displaying Understanding of the Client's Feelings, Sharing the Worker's Feelings, Summarizing and Identifying Next Steps are not covered in this module. Some of the skills will be covered in subsequent modules. Others are not covered in *Charting the Course* at all. Refer participants to Lawrence Shulman's: <u>The Skills of Helping Individuals, Families, Groups, and Communities</u>.

Ask participants as a large group to state what stage they believe the youth is in and what led them to this conclusion. After processing out, make sure participants tell you that the youth is in Stage Three: *Determination* because he tells the social worker that he recognizes that an issue (hanging out with a bad influence) is resulting in the youth doing things he might not otherwise do. The youth also states that he recognizes that a change needs to occur. He just does not know how or when to make the change.

Ask participants to review **Handout #14 (Stages of Change: Questions to Ask and Actions to Consider)**. Ask a volunteer to tell you what the action step is that is associated with this stage – Help the person find a change strategy that is realistic, acceptable, accessible, appropriate, and effective. Ask volunteers, as a large group, to tell you how they might engage the youth to find a strategy.

Step 6:
(15 minutes)

Tell participants that they have looked at change, theoretically, through the stages of change model, and now need to consider what change truly means. Display **PowerPoint Slide #18 (Change)**. Ask participants to write the definition on the **Handout #12 (Change)**; however, they are to do so with their non-dominant hand (*i.e.,* if they are right-handed, they are to write with the left hand). Ask participants how it felt to write with their non-dominant hand. Tell participants that, in writing with their non-dominant hand, they have experienced a very menial form of change. Ask them to offer some of the barriers that may prevent them from continuing to write with their non-dominant hand.

Many barriers can arise when a person seeks to make change. Lead a large group discussion about the barriers to change, listing the causes of barriers on a piece of flip chart paper as participants suggested them. Points should include:

1. Fear
2. Inertia (an object in motion stays in motion unless acted upon by an outside force)
3. Bad Memories
4. Powerlessness
5. Self-Interest
6. Insufficient Meaning
7. Environment
8. Cultural Context

Ask participants to offer examples of each. Some examples from child welfare include the following:

- Fear
  - If I stop using drugs, I will become physically ill and/or have to face reality.
  - If I acknowledge that my boyfriend abused my child, he will have to leave; and, I'm afraid to be alone.
- Inertia
  - It is too hard to change something I've always done.
- Bad Memories
  - I was put in foster care when I was four and abused there.
  - I remember the pain that I felt when I wasn't using drugs.
- Powerlessness

- I have no control over my fate. Life is going to take me where it is going to take me.
- Nothing I have ever done has worked; you might as well just take my kid now.

- Self-Interest
  - I feel good when I'm using drugs. I'm not getting clean.
  - I don't want any child welfare workers in my life, because I don't have the time or interest in doing everything they will want me to do.
- Insufficient Meaning
  - I'm in no hurry to get a job because I'm getting county assistance. I get more money with the assistance than without it.
- Environment
  - I like the friends I have. I'm not willing to change any of them.
- Cultural Context
  - This is how my parents disciplined me. There's nothing wrong with it; I turned out fine.

The barriers can cause resistance to change. Resistance is a normal phenomenon to be expected and worked with, not punished. Ask participants, as a large group, to offer strategies to overcome the barriers and methods to work toward alleviating the resistance. Points should include the following.

- To work in a manner that can be perceived as accepting and authentic rather than judgmental and authoritative;
- To work toward dispelling the individual's negative expectations;
- To present information with a sense of inner strength, professional competence, and confidence;
- To listen to the family's expression of resistance, look for the root of the resistance, and respond to the reasons – not the emotions;
- To accept the individual totally as a person. This does not mean that you approve unacceptable behavior. You are just accepting them as a person; and
- To show empathy.

It will be necessary to keep in mind the fact that some individuals will not be able to move through the stages of change without treatment of some sort.

Step 7:
(5 minutes)

Tell participants to locate and complete **Handout #2 (Idea Catcher/Action Plan)** for this section. Ask volunteers to offer points that they found important; and, how they plan to use the information in the field.

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section VII: Questioning

Estimated Length of Time:
2 hours, 20 minutes

Performance Objectives:
- ✓ Given a handout identifying the six assessment domains, participants will be able to identify the six assessment domains with 100% accuracy.

Methods of Presentation:
Lecture, small group activity, large group discussion, individual activity

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ 4 X 3.5" index cards
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Appendix #3: Domains Questions**
- ✓ **Poster #2: Approach Comparison**
- ✓ **Poster #3: Six Domains**
- ✓ **Handout #2: Idea Catcher/Action Plan**, Revisited
- ✓ **Handout #5: Using the Interactional Helping Skills**, Revisited
- ✓ **Handout #15: Strength-Based, Solution-Focused Questions**
- ✓ **Handout #16: Six Assessment Domains**
- ✓ **Handout #17: Six Domains Questions Activity Answer Key**
- ✓ **PowerPoint Slide #19: Purpose of Questioning**
- ✓ **PowerPoint Slide #20: General Types of Questions**
- ✓ **PowerPoint Slide #21: Strength-Based, Solution-Focused Questions**
- ✓ **PowerPoint Slide #22: Clifford Quote**

Section VII: Questioning

Step 1:
(10 minutes)

Ask participants to offer what they believe to be the purpose of questioning.

Show **PowerPoint Slide #19 (Purpose of Questioning)**. Tell participants that Shulman placed Questioning in the Middle/Work Phase as part of what he deems "the elaborating skills." Ask a participant to read the overhead aloud. Summarize the overhead by stating that Questioning is used to gather information and promote change.

Shulman focuses on questioning as a skill that applies primarily to the Middle/Work Phase – on pages four through six of the *Using the Interactional Helping Skills* handout. However, as Shulman presents in his text, similar to the other skills discussed in the training, Questioning is a skill that applies to all the stages of the casework process. Additionally, the skill of Questioning must be used to effectively implement other skills such as Reaching for Feedback. Also similar to the other skills mentioned throughout the training, the ability to use questioning affect efforts to bring about change. The Middle/Work Phase, as the name implies, is the phase where child welfare professionals guide the work that the families are doing. Child welfare professionals must constantly gather complete and accurate information in order to accurately assess the family's situation and identify underlying issues.

Additionally, it is important to remember that, in gathering information, the use of questioning should seek the facts. Child welfare professionals do not use questioning to verify what they believe/what they want to hear. This can also inadvertently steer discussion, and in turn, the entire process, in the wrong direction.

Step 2:
(10 minutes)

Tell participants that there are five general types of questions. Show **PowerPoint Slide #20 (General Types of Questions)**. Ask participants to locate pages four through six of **Handout #5 (Using the Interactional Helping Skills)**. Review the general types of questions. Tell participants that these types of questions, based on what you just read, seek to obtain different types and levels of information (*e.g.*, yes or no, seeks a one-word answer, while probing/open-ended questions lead the individual toward offering more in-depth information).

Step 3:
(20 minutes)

Participants just looked at general questions they can use to obtain different levels of information. These questions can be tailored to follow the model, which Pennsylvania, called the strength-based and solution-focused (SBSF) approach, about which participants learned in *Module 1: Introduction to Pennsylvania's Child Welfare System*.

Ask participants to think back to *Module 1: Introduction to Pennsylvania's Child Welfare System*. In that module, participants discussed the concepts of the strength-based and solution-focused models versus the traditional clinical (deficits-focused) model. Draw participants' attention to **Poster #2 (Approach Comparison)** and briefly review, as this is only intended to remind participants of information that they have already learned.

As participants discovered, Pennsylvania chose to use the SBSF approach versus the traditional clinical approach due to the recognized need to engage and empower the family. The SBSF approach focuses on the family's abilities and assets and makes use of family strengths and resources in developing intervention strategies and assuring the safety, well-being, and permanence of children. The family is more willing to take part in the services offered if they lead the effort and recognize that their input is valued and used.

Tell participants that, in conjunction with the SBSF approach, there are five SBSF question types, which they will identify, define, and for which they will offer examples. These questions will facilitate the use of a SBSF approach. Ask participants, without looking on their handout, to offer examples of SBSF questions of which they are aware (*e.g.*, past successes). After they identify the different SBSF question types, ask them to define them and offer examples. Write participant feedback on flip chart paper. Show **PowerPoint Slide #21 (Strength-Based, Solution-Focused Questions)** and distribute **Handout #15 (Strength-Based, Solution-Focused Questions)**. Review the SBSF questions/definitions/examples.

Trainer Note:	Additional training exists surrounding the strength-based and solution-focused approach to child welfare, which goes into much greater detail than this foundational training allows. For example, *301: Engaging Clients from a Strength-Based, Solution-Focused Perspective*.

Step 4:
(15 minutes)

Trainer Note:	Before the training, hang the posters that comprise **Poster #3 (Six Domains)** around the room. Make sure that there is enough space between each poster for small groups to stand next to.

Again, show **PowerPoint Slide #19 (Purpose of Questioning)**. Tell participants that, in using the skill of Questioning, child welfare professionals seek to elaborate upon and clarify information that families and others offer. Child welfare professionals have to conduct assessments for the purposes of ensuring child safety, permanency, and well-being in a timely manner. It is vital that these assessments are as accurate as possible; therefore, it is crucial that the information gathered is as complete and accurate as possible.

While initial questions asked to gather information are critical to gathering complete and accurate information, follow-up questions are equally crucial in eliciting more information and ensuring that the information gathered is accurate and continues to be accurate as the family dynamic changes during the case. Complete and accurate information is essential to the assessment, subsequent service provision, and the overall decision-making process. Briefly ask participants to offer any concerns they might have about follow-up questions and using this skill.

Offer examples, based on your experience, of follow-up questions – emphasizing that follow-up questions are generally no different from the types of questions and samples provided on any of the materials offered to participants. While initial lines of questioning attempt to discover overall information, follow-up questions delve deeper into the information provided or sought.

Begin a discussion concerning the importance of good questioning by reading the quote on **PowerPoint Slide #22 (Clifford Quote)**. Ask participants, "What are the implications in this work of 'believing' and 'forming' opinions about families in the absence of sufficient information?" Participants should respond with statements similar to:

- We can leap to incorrect conclusions;
- We might miss what's really going on in the family;
- We might assume that the situation is more/less severe;
- We may identify insufficient interventions or actions; and
- The child could be further abused/neglected.

It is important that our questions be thought out and purposeful. The questions need to elicit the correct information and sufficient information to conduct appropriate assessments. To help us gather sufficient information to conduct an accurate assessment and make appropriate case decisions, six domains have been identified. Reference the posters that comprise **Poster #3 (Six Domains)** posted around the room and explain that they will take a closer look at each domain.

Step 5:
(25 minutes)

Divide participants into six small groups. Once the small groups are formed, assign each group one of the domains. Instruct the small groups to move to their domain, read the domain, and discuss the domain as a small group.

Instruct small groups, using the posters, to underline the key words that will help them to remember the purpose of the domain. For instance, under type of maltreatment participants may identify the words: facts, symptoms, and evidence of maltreatment. Ask participants, when they have completed this activity, to sit with their small groups for a follow-up activity.

Trainer Note:	Each small group should be given a different colored marker for this exercise. It is critical that you spend time processing out **Handout #16 (Six Assessment Domains)**, as the content of this handout lays the groundwork for future modules.

Distribute **Handout #16 (Six Assessment Domains)**. Process out the handout, which shows the six assessments domains, important concepts, as well as the key words that participants should have identified. If necessary, underline key words that they feel were missed.

Step 6:
(20 minutes)

Tell participants that prior to conducting a face-to-face interview, to gather information on the six domains, a child welfare professional would conduct a record review to explore previous history with the agency. In addition, efforts would be made to determine if there is a criminal history or if any of the caregivers were previously indicated. During the initial review of records is an excellent time for individuals to take the time to Tune in to Self and Others to consider the nature of any previous involvement the family had with the agency and one's readiness to deal with certain situations.

It is important to note that child welfare professionals will not always be able to choose the case on which they work; however, this time for reflection affords the child welfare professional the opportunity to talk to supervisors and peers to process out feelings, beliefs, and possible effects on the helping relationship.

After reviewing existing records, the child welfare professional should use the information to help the family explore the six domains and discover information related to the situation that the family faces. In working with the family, questioning, in addition to the effective use of the other Interactional Helping Skills discussed so far, will be important to how informed assessments are and how a child welfare professional can help the family understand the full extent of the situation and properly engage and empower them in the helping relationship.

The link to questioning here is that when seeking information, questioning must be purposeful and with direction. The six domains help us maintain purpose and direction. With this concept in mind, conduct a brief, large group discussion using the following questions:

- What information could be gained if the six domains are explored?
  - Potential answers - The six domains, when used effectively, can provide a comprehensive understanding of how the family operates, what the underlying causes of the abuse/neglect might be, what strengths the family has; what potential service needs exist, *etc*.
- How will the information gathered about those domains benefit caseworkers/families?
  - Potential answers - By gathering this level of information, child welfare professionals are better able to make informed decisions. Families may gain insight into what is necessitating child welfare involvement as well as what strengths and resources they have available to them.

Tell participants that the information gathered for each domain may look as if it is deficit-based versus strength-based. In some situations, this is true. Information must be fact-based, which would include areas of strength and areas of improvement within the family. A question might arise whether all six domains are necessary. The six domains are interrelated. Simply focusing on one will not provide a comprehensive perspective. For example, if a child welfare professional only focuses on the type of maltreatment, he/she would overlook what the circumstances are that led (and may lead) to the abuse/neglect. For participants curious about from where the standards come as well as what confidence they can have that this is the right information to collect, tell participants that arriving at these six domains is the result of a process of research, evaluation, and extensive field experience that began in 1985.

Questioning is a skill that is important to casework practice as it helps to not only elicit information, but helps to identify strength and promotes exploration of solutions. The value cannot be overstated; it is a critical skill for child welfare professionals to master in order to work successfully with families, cross-systems partners and others. The information in this training only provides participants with a foundation. Participants will need to further develop this skill through additional training, practice and experience.

Step 7:
(35 minutes)

Trainer Note:	Participants are about to take part in a small group activity that asks them to assign questions to the domain to which they believe their assigned questions apply. The questions have been pre-printed on 4x3.5 cards (**Appendix #3: Domains Questions)**. Each 4x3.5 card is numbered. These numbers and their related questions correspond to the information offered on **Handout #17 (Six Domains Questions Activity Answer Key)**.

Tell participants that they are about to take part in an activity that has them consider how questions can assist in gathering information associated with the six domains. Tell participants that, in order to accomplish this task, they are going to get 4x3.5 cards that have both a number and a question on the cards. Participants will work in their small groups to discuss what information can be obtained from each question. Based on the discussion, participants will then identify under which domain(s) that information/question falls.

Randomly distribute four of the 4x3.5 cards from **Appendix #3 (Domains Questions)** to each small group. Working in their small groups, ask participants to discuss the information that may be obtained by asking the question on each card. Once they reach consensus:

- Ask participants to write the number of each question they have (as shown on the front of their 4x3.5 cards – e.g., question #1 is: Do you know why someone might be worried or concerned about you or your family?) on the back of **Handout #16 (Six Assessment Domains)**.
- Next to the respective number participants put on the back of the handout, ask them to capture the domain(s) to which they assigned each respective question. Participants may also choose to write the rationales for their decisions to help guide them while reporting to the large group.
- When participants finish their conversation, ask them to tape each question to the respective domain poster – referring to the pre-made posters that comprise **Poster #3 (Six Domains)**.

After all small groups have posted their questions, starting with Type of Maltreatment and moving clockwise around the room to the next Assessment Domain poster, read each question and its respective number aloud, asking the small group who posted the respective question to offer why they chose the domain. Also, ask them to offer whether they had difficulty choosing this domain over any others. Allow them an opportunity to provide a rationale for their decision(s). Again, challenge participants, whenever applicable, to consider the potential of certain questions to inform multiple domains, making sure to offer positive feedback when appropriate connections are made. Doing so may help participants see the value in the use of effective questioning.

Distribute **Handout #17 (Six Domains Questions Activity Answer Key)**, which offers a list of possible answers for each of the questions distributed to participants on the 4x3.5 index cards **(Appendix #3: Domains Questions)**. Please note that the list is not intended to be prescriptive. It is simply a resource for you to reference. Participants may offer different answers than those provided. Participant answers should not be considered incorrect simply because the answers are not included in the list. It will be important to challenge participants to explain why and how they reached their conclusions and offer positive feedback when appropriate connections are made.

Trainer Note:	It is important to note that participants may have a hard time choosing only one domain for each question. This is expected and is a desired result, as it will result in participants seeing how good questions can assist in obtaining a wealth of information.

Step 8:
(5 minutes)

Tell participants to locate and complete **Handout #2 (Idea Catcher/Action Plan)** for this section. Ask volunteers to offer points they found important; and, how they plan to use the information in the field.

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section VIII: Using Interactional Skills in Individual Interviews

Estimated Length of Time:
40 minutes

Performance Objectives:
- ✓ Given a small group discussion of observed interviews, participants will be able to identify at least three strategies they will use in future interviews.

Methods of Presentation:
Lecture, individual activity, large group discussion

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ 6 additional copies of **Handout #18: Putting the Pieces Together**
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Poster #1: The Four Phases of Casework Practice**, Revisited
- ✓ **Handout #5: Using the Interactional Helping Skills**, Revisited
- ✓ **Handout #7: Clarifying Purpose and Role**, Revisited
- ✓ **Handout#10: Breaking Down the Barriers**, Revisited
- ✓ **Handout #13: Stages of Change**, Revisited
- ✓ **Handout #14: Stages of Change: Questions to Ask and Actions to Consider**, Revisited
- ✓ **Handout #15: Strength-Based, Solution-Focused Questions**, Revisited
- ✓ **Handout #16: Six Assessment Domains**, Revisited
- ✓ **Handout #18: Putting the Pieces Together** (6
- ✓ **PowerPoint Slide #23: Interview Defined**
- ✓ **PowerPoint Slide #24: Engagement**
- ✓ **PowerPoint Slides #25 and #26: Pre-Work Observation Instructions**

Section VIII: Using Interactional Skills in Individual Interviews

Step 1:
(5 minutes)

Tell participants that the past two days have been spent focusing on specific ways to use the Shulman Interactional Helping Skills in conjunction with the Strength-Based and Solution-Focused models. Today, participants are going to consider how to apply the concepts to the interview process. Before participants continue with the rest of the training, it is critical to be aware of what the term "interview" means. Show **PowerPoint Slide #23 (Interview Defined)**. Ask a participant to read the definition.

It is important to note that this "purposeful directed interaction" is not just associated with investigations. An interview is essentially any interaction or contact that you may have with a family. In addition, it is also important to note that, some interactions will be planned and some interactions will be unplanned. Despite the situation, it will be important to always be prepared to interview.

Step 2:
(5 minutes)

With this definition in mind, participants need to understand that an interview can have many purposes; however, there are always three main themes that must be considered. These themes are provided to us through the Adoption and Safe Families Act of 1997 (ASFA), about which participants learned in *Module 1: Introduction to Pennsylvania's Child Welfare System*. Ask participants what the three primary themes are, which ASFA prescribes. The answers are:

- Safety;
- Permanency; and
- Well-Being.

Now that interview has been defined and the global focus considered, it is important to note that participants already have a framework (*i.e.,* the four phases of casework practice) for the interview process that is also guided by the global focus of ensuring child safety, permanency, and well-being.

Direct participants' attention to **Poster #1 (The Four Phases of Casework Practice)** and remind them that this is the global framework they can use for their interviews. Tell participants that this serves as a framework for the following reasons:

- Over the life of the case, the phases will help participants determine the purpose of the interview.
- As far as individual contacts are concerned, the four phases help guide the tasks that need accomplished during the interview.

Tell participants that they will now briefly discuss how the first phases of the casework process relate to interviewing. Ask participants to locate **Handout #1 (Agenda)**. Inform participants that, because of time limitations, they will focus primarily on the first phase of the casework process (Preliminary/Preparatory), as it pertains to preparing for an individual interview. As part of the training, participants will consider some of the pieces of the Beginning/Contracting Phase, followed by a more in-depth look at various approaches to interviewing. In addition, participants will have the opportunity to use the skill of Questioning in conjunction with the other Shulman Interactional Skills, about which they learned in the first two days of this training, in mock interviews later in the day.

Step 3:
(5 minutes)

Inform participants that the Shulman Interactional Skills and the strength-based, solution-focused (engagement and empowerment) concepts discussed in Days One and Two are central to an effective interview.

Display and briefly review **PowerPoint Slide #24 (Engagement)**, explaining that, in social work practice, engagement is key to promoting change and building capacities in families. Note that engaging the family is how child welfare professionals begin to develop a relationship, beginning with rapport building and leading to trust between the family and child welfare professionals during the individual interviews with children and families.

Trainer Note:	Note that participants did not discuss in detail all of the Interactional Helping Skills (*e.g.*, Reaching Inside of Silences, Communicating Information, and Identifying Next Steps). These skills will be discussed in future modules of Charting the Course.

As they already know, engagement and empowerment lie at the heart of their ability to use the Shulman Interactional Skills. Throughout the remainder of the training, participants should feel free to reference **Handout #5 (Using the Interactional Helping Skills)** as needed. As previously mentioned, the Interactional Skills (such as Tuning in to Self and Reaching for Feedback) can be used at various phases of the interview or casework process to determine motivation and establish goals that will move families forward in their pursuit of change toward a safer, more healthy family.

They should also feel free to reference the following handouts for the next activity:

- **Handout #5 (Using the Interactional Helping Skills)**,
- **Handout #7 (Clarifying Purpose and Role)**,
- **Handout #10 (Breaking Down the Barriers)**,
- **Handout #13 (Stages of Change)**,

- **Handout #14 (Stages of Change: Questions to Ask and Actions to Consider)**,
- **Handout #15 (Strength-Based, Solution-Focused Questions)**, and
- **Handout #16 (Six Assessment Domains)**.

Write the handout numbers on a piece of flip chart paper to assist participants in locating the referenced handouts.

Step 4:
(20 minutes)

In thinking about how they engage families during interviews, participants will now consider how they have seen the Interactional Skills used by other child welfare professionals. Ask participants, by a show of hands, to indicate if they completed their pre-work. Their pre-work was to observe a supervisor, mentor, and/or caseworker conduct an interview and answer questions related to their observation. Tell them to keep their hands in the air if they brought a printout of their pre-work with them.

Ask participants to call out the type of interview they observed. This "type" would be based on whether the referral involved a CPS investigation or a GPS assessment. As needed, the "type" would further be broken down by job function (screener, intake, in-home, placement, permanency or other). Refer back to information shared during introductions to assist participants in identifying into which group they might fall.

Divide participants into groups of no more than five people (according to the type of interview observed), ensuring that each group has at least one person who shadowed a caseworker. If possible, assign participants who observed similar types of interviews to the same group.

Inform participants that they will now look at the information learned from their observation, their reaction to the person(s) being interviewed and the skills used during the interview by the child welfare professional they observed during their pre-work activity. Instruct participants to discuss in their small groups the information collected on their pre-work or **Handout #18 (Putting the Pieces Together)**.

Distribute **Handout #18 (Putting the Pieces Together)** and ask participants to take 3-5 minutes to answer the questions based on their pre-work experience. For those participants who did not complete the pre-work or did not bring it with them, ask them to rely on any previous interview/shadowing experiences to complete the handout.

Display **PowerPoint Slides #25 and 26 (Pre-Work Observations Instructions)**, reviewing that the first flip chart paper will reflect a list of skills and attitudes – stemming from the interviews they observed – which they would like to emulate in future. Note that the second sheet of flip chart paper will reflect techniques they found to be consistent or inconsistent with the Interactional Helping Skills, delineating what the observed interviewer would have needed to change to make their techniques more consistent with the Interactional Helping Skills. Create two flipcharts that look similar to the following graphics:

Skills	Attitudes

Consis	Inconsis	Change

Direct participants' attention to the two flip charts. Note that these will be used for the large group discussion following their small group activity regarding: 1) skills or attitudes that participants observed and want to emulate; as well as 2) techniques observed that were consistent or inconsistent with the Interactional Helping Skills taught and changes that participants would make to the application of the techniques more consistent.

Trainer Note: As an alternative to the small group activity detailed below, use **Handout # 18 (Putting the Pieces Together)** to lead a large group discussion regarding their experiences, using the flip chart guides and instructions listed below.

Distribute an additional copy of **Handout #18 (Putting the Pieces Together)** to each group. Ask each group identify a recorder and a reporter and then discuss the questions listed on the handout. The recorder will write down the group's collective feedback on **Handout #18 (Putting the Pieces Together)**. Provide the groups approximately 7-10 minutes to complete the handout, monitoring and assisting groups as needed. Keep the first page of **PowerPoint Slide #25 (Pre-Work Observations Instructions)** displayed while participants are working in the small groups.

Reconvene the large group and conduct a large group discussion based on the flip chart topics. Draw out any learning points the groups may have had, including any challenges of identifying the techniques used and their effectiveness. Let participants know that the point of the activity is to see how their classroom learning transfers to the workplace to illustrate how critical the Interactional Helping Skills are to an effective interview. Remind participants that, as child welfare professionals, they will need to be continually mindful of their own culturally-based attitudes and perceptions as these will affect their ability to establish and maintain relationships with families.

Step 5:
(5 minutes)

Tell participants to locate **Handout #2 (Idea Catcher/Action Plan)** for this section. Ask participants to incorporate into their action plan what they learned as a result of their discussions surrounding the interview they observed as they relate to using/incorporating the Shulman Interactional Skills.

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section IX: Preparing for the Interview

Estimated Length of Time:
1 hour

Performance Objectives:
- ✓ Given a specific purpose of the interview and family situation, participants will be able to identify at least three specific casework tasks they would accomplish in the Preliminary/Preparatory phase with 100% accuracy.
- ✓ Given the referral information, participants will identify a minimum of 10 strengths-based, solution-focused questions in preparation for their identified interview.
- ✓ Given a case scenario, participants will demonstrate tuning into self by offering at least one personal area of concern related to the case scenario.
- ✓ Given a case scenario, participants will demonstrate tuning into others by offering at least one example of their awareness of personal bias related to the case scenario.
- ✓ Given the definitions of reliability and validity, participants will be able to identify three strategies they could use to learn about how a family functions within a specific culture by relying on accurate sources.
- ✓ Given a case scenario, participants will be able to identify at least one culturally-specific resource and/or service that will address the underlying issues in the family.

Methods of Presentation:
Lecture, large group discussion, small group and individual activities

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Trainer Resource #2: Case Examples Discussion Guide**
- ✓ **Handout #2: Idea Catcher/Action Plan**, Revisited
- ✓ **Handout #14: Stages of Change: Questions to Ask and Actions to Consider**, Revisited
- ✓ **Handout #17: Six Domains Questions Activity Answer Key**, Revisited
- ✓ **Handout #19: Quality Interview Preparation Checklist**
- ✓ **Handout #20: Case Examples**
- ✓ **Handout #21: Juarez Family: New Information**
- ✓ **PowerPoint Slide #27: Dimensions of Diversity**
- ✓ **PowerPoint Slide #28: Preparation**

Section IX: Preparing for the Interview

Step 1:
(10 minutes)

Tell participants that they will begin to further explore the interview process by first looking at what needs to be considered in preparation for an interview. There are many concepts that influence an interview. In this section, participants are going to consider how to prepare for an interview. At the end of the section, participants are going to be offered a checklist, which will summarize all the concepts we discuss in this section as well as other considerations to make when preparing for an interview. Considerations associated with holding a quality interview include ensuring that one considers culture, underlying issues, contracting, questioning and other concepts. We will first look at the need to identify the purpose of the interview.

As a large group, ask participants to offer what they believe the most important thing is to consider with concern to an interview. Although various answers may be offered, remind participants that the most important thing to consider when preparing to hold, and while holding, an interview is the purpose of the interview. Many purposes exist for holding an interview; however, the main themes surrounding the reasons to hold an interview always involve ensuring child safety, permanency and well-being. As previously discussed, at a high level, the purpose should always involve working toward ensuring these three outcomes.

Keeping the overarching purpose in mind, remember that each interview will have a very specific purpose. As participants discussed while considering the Interactional Skill of Clarifying Purpose and Role, some of those purposes include investigation, planning and monitoring. Following the identification of the interview's purpose, the first major step to accomplishing that purpose is to establish a commitment or a "contract" to work with the person being interviewed.

In preparing for an interview with these concepts in mind, participants will need to consider how to establish the contract, which means effectively using the Interactional Skills to successfully engage the family. Initial engagement will help open the door to establishing the contract. It is important to take the time to consider or Tune In to who they are, where they are from and how they might feel, as well as to consider who you are, where you are from, how you feel and how these factors could affect the contracting process and the work ahead. These Tuning In concepts tie into considering culture, a concept that participants will now consider.

Step 2:
(5 minutes)

Ask participants to recall how they tuned into their own feelings about families when considering the forced choice scenarios in Day One and took those feelings and beliefs a step further to consider the family's viewpoint. In addition to the viewpoint(s) of the specific family, child welfare professionals need to consider the overall cultural background and primary language of the family in question.

Look around the room and note the general make-up of the classroom that you observe. Some common observations may include people in the room generally being public social workers, generally female or generally those who are passionate about helping children and families. Remind participants that each aspect of our own personal, familial and professional culture has an impact on how and why we make decisions.

Display **PowerPoint Slide #27 (Dimensions of Diversity)** and review. Conduct a large group discussion of potential differences between the worker and family that may affect engagement in addition to the skills and strategies that can be used to promote effective engagement.

Ask participants, given their own (self-defined) culture, to share any ways they know of to prepare themselves to interview family members from various cultures based on ethnic/racial characteristics, class, age, cognitive and physical abilities, mental health status, level of acculturation, sexual orientation, marital status, number of children or other factors. Capture participant comments on flip chart paper. Note that having a list of cultural information sources (and using the resources on the list) can add to their knowledge base and help them develop skills to better engage the family.

Trainer Note:	Feel free to offer culturally-sensitive and informative resources on a resource table. Refer participants to those resources.

Tell participants that preparation should involve some form of self-education. Some ideas may include utilizing such resources as:

- On-line searches;
- Agency manuals or materials;
- More experienced workers (*e.g.*, through shadowing, discussing culture with their supervisor, *etc.*); and
- Different cultural events in the community.

Note that, regarding resources that participants find, they will need to decide which sources of cultural information are reliable, valid, and unbiased (*e.g.*, https://www.cia.gov/ versus Wikipedia) when using various resources.

Remind participants that knowing how they determine what information is factual influences the assessment and planning processes. One way to assess for reliability is to look at the information in light of evidence-based practice: if the practice yields the same or compatible results in different clinical experiments or statistical trials, it is considered reliable. Another way to look at it would be to assess if the information is accurate; a site that has information from a known source is generally more trusted than one which makes claims or states facts without delineating how the information is known.

Similarly, a resource is considered valid if the conclusion logically follows from the information known or the conclusion is correctly inferred or deduced from the premise, such as a website that concludes it is dangerous to travel in a war-torn country. Resources that depend on fact rather than opinion, including information from respected members of the community (informal resource) can be just as valid as that gathered from an expert in the field or government website (formal resource).

Regarding the concept of reliable, valid, and unbiased information as it relates to preparing for the interview, it will be important to consider whom you are about to interview and how their circumstances may affect the information that you will obtain. While not always the case, examples of when one may want to scrutinize more closely the validity of information offered could involve, for example, custody disputes and allegations of abuse/neglect, interviews with alleged perpetrators of abuse.

Scrutinizing the validity, reliability, and bias of any given information often involves considering some of the underlying issues that the individual offering the information faces.

Step 3:
(5 minutes)

Since 2004, the Federal government has worked with states, including Pennsylvania, to help improve child welfare services and achieve safety, permanency, and well-being for families and children who receive services. This tool to guide this effort is the Federal Child and Family Services Review (CFSR). During the second round of the CFSR reviews (2008), the need to address underlying issues during the assessment portions of the case process was noted as an area on which Pennsylvania must work. As such, all child welfare and related professionals need to consider how to identify underlying issues. The focus of underlying issues in this section specifically pertains to preparing for an interview. This focus will help participants discover how best to identify issues affecting protective capacities, in order to help best identify issues affecting protective capacities as a foundation for making lasting changes in safety, permanence and well-being.

Trainer Note:	Participants will also look at identifying underlying issues more in-depth in other parts of the casework process, such as in *Module #4: In-Home Safety Assessment and Management Process*, as well as in *Module 6: Case Planning with Families*.

Discovering the underlying issues is like peeling back the layers of an onion: as the relationship develops, new information is revealed that affects what has come before and what will come after it. For instance, on the surface it may seem as though the children do not have food to eat because the parent does not go shopping for it. Ask participants to offer what some of the underlying issues could be in this situation and, with regard to preparing for an interview, what questions they would ask the family to discover the underlying issues.

When getting to know the family, however, it may become apparent that the parent is not going shopping because she a) has insufficient income; b) cannot supervise all his/her children at once in the store; and c) s/he has no support person who can watch them while s/he goes to the store. As the child welfare professional encourages further disclosure, the parent reveals that, since separating from the other parent, she has been unable to think about what to do next/how to fix things. The parent has now unfolded a number of important messages and has left the door open for the child welfare professional to go further with the relationship.

Part of preparing for the interview and attempting to discover underlying issues involves considering possible issues and barriers that prevent parenting safely. In doing so, the child welfare professional must always consider absent or diminished protective capacities, as part of the Six Assessment Domains. These capacities serve as a basis for the family's ability to make lasting change related to the child's safety, permanence, and well-being.

Staying true to the purpose of the interview will assist child welfare professionals in gaining further information in order to determine whether they have reached the underlying issues or not. Child welfare professionals must have the ability to effectively use the interactional skill of questioning in conjunction with solution-focused questioning surrounding past successes in general and exceptions when they were able to parent and care for child(ren) safely. These concepts were presented to participants in Day Two of this module. Reinforce that each piece of information gathered during the interview builds on the other and, ultimately, leads to the identification of the underlying issues within the family.

Ask participants to offer in the large group examples of common types of presenting concerns and ways to ask questions to explore potential underlying issues related to those concerns. For instance, underlying issues may relate to drug and alcohol, mental health (*e.g.*, depression or anxiety) or domestic violence issues; to sudden or long-term stressors; or to systemic issues, such as lack of access to health care and transportation due to poverty. Many times, it will be a combination of issues that have overwhelmed the parent's coping mechanisms. If only one of the circumstances were true, the parent may have been able to cope.

Remind participants that the use of follow-up questions is important. It can help in partializing (breaking the issue into smaller ideas or concepts), tying the issue to how it impacts the parent's ability to provide care for the children and reinforcing the parent's desire for the best for their children can assist child welfare professionals in providing hope and moving families toward change. Use of solution-focused questioning, such as use of past successes and exception questions, can help elicit information relating to when they were able to parent and care for their children effectively. In summary, to effect change, child welfare professionals need to identify the underlying issues through the effective use of Questioning, as considered in Day Two (related to the Stages of Change and the Six Assessment Domains).

Step 4:
(5 minutes)

Many other skills are necessary to be a good interviewer (*e.g.*, empathetic listening, good documentation skills, organization, and so on); however, one of the key pieces of good interviewing is having the ability to ask effective questions. A review of the case record will provide more information and may assist in identifying specific areas on which to focus the interview. It may also be used in preparing both initial and follow-up questions ahead of time that will assist participants in gathering more complete and accurate information, can help guide the family in telling their story and will provide the basis from which the child welfare professional can analyze the information for decision-making purposes.

Note that, in preparation for the interview, the development of global questions, such as those found on the **Six Domains Questions Activity Answer Key (Handout #17)**, can help define the purpose of the interview and clarify what information is needed, informing what specific questions you may want to ask. In addition, it is equally critical to consider the possible answers to the questions that one might receive in order to be prepared to follow up based on the variety of answers that one could potentially receive. Reinforce the importance of gathering sufficient information to make an informed decision.

Given referral information, a child welfare professional would be able to adapt the questions prepared to that specific situation. Participants should be aware, however, that not all questions prepared may be asked, for various reasons such as the interview taking on a different focus once in contact with the family, the situation being different than the referral information suggested or simply due to a family sharing the information when asked an initial open-ended question.

Trainer Note:	If time allows, provide examples from your casework experience. Participants have not yet been trained in safety or risk; therefore, they may be unaware of various factors affecting the logistics of planning an interview, such as having to visit families flagged as high risk once a week. Ensure, regarding any nuances you or others offer, that you offer clarification if participants need it.

Step 5:
(10 minutes)

It is important that participants know that many other considerations go into preparation for a quality interview. Although not all the considerations will be covered, a few of them, which relate to the quality interview checklist mentioned earlier in this section, will be.

Distribute **Handout #19 (Quality Interview Preparation Checklist)** and display **PowerPoint Slide #28 (Preparation)**. Remind participants that the *Quality Interview Preparation Checklist* handout summarizes all the concepts discussed in this section as well as other considerations to make when preparing for an interview, as listed on **PowerPoint Slide #28 (Preparation)**.

Trainer Note:	For further information, refer to the ***Reference Manual for Charting the Course towards Permanency for Children in Pennsylvania***, in which the *Frequency and Tracking of Caseworker Visits to Children in Federally Defined Foster Care, OCYF Bulletin No. 3490-08-05, effective May 1, 2008,* is found. Further information about this bulletin will be discussed in later modules.

As seen with information-gathering surrounding the six domains, engagement and collaboration, which are central to a quality interview, open the doors to ongoing change within the child and family system. Preparing for this collaborative engagement process will assist child welfare professionals in gathering information needed for finding other family members, connecting with families in a culturally-sensitive manner and seeing the underlying issues in a way that will help match families with appropriate formal and informal resources, resulting in quality interviews.

Step 6:
(20 minutes)

To reveal the usefulness of the preparation checklist, participants will now use it as a resource for the following activity, which involves case examples. To assist participants in applying the concepts they learned thus far to family situations, inform them that they will now be asked to apply the concepts they learned to case scenarios. Any questions participants create based on the scenarios should incorporate the Stages of Change, the Six Assessment Domains, and/or strength-based, solution-focused concepts. Tell participants that they should consider using the following handouts: **Quality Interview Preparation Checklist (Handout #19)**, **Stages of Change: Questions to Ask and Actions to Consider (Handout #14)** and **Six Domains Questions Activity Answer Key (Handout #17)**.

Trainer Note:	For the following, if there are more than four groups, more than one group can be assigned to each family. **Trainer Resource #2 (Case Examples Discussion Guide)** is available with potential answers.

Distribute **Handout #20 (Case Examples)**. Assign each table one of the families on the *Case Examples* handout:

- Jones,
- Simpka,
- Olum or
- Juarez.

Tell participants that they are to follow the directions on the *Case Examples* handout. After participants appear to finish reading their scenario, answer the questions and record their group's responses on flip chart paper, reconvene the large group and ask each group to post their flip chart sheet. Have each group report out, first sharing a synopsis of their case example, then telling the large group:

- Their agency role provided to them in the scenario;
- Their considerations and casework tasks; and
- Questions that would assist them in accomplishing those tasks.

Trainer Note:	Ahead of time, write the following areas – "changes to preparation" and "changes to tasks" on two pieces of flip chart paper. Some suggested answers to the activity can be found in **Trainer Resource #2 (Case Examples Discussion Guide)**.

Advise participants that, as a large group, they will now look at new information concerning the Juarez family. Distribute **Handout #21 (Juarez Family: New Information)**. Ask those who were not assigned the Juarez family in the Case Example activity to read the Juarez Family scenario (scenario #4 on the *Case Examples* handout). Additionally, ask all participants to read the additional information regarding the Juarez family on the *Juarez Family: New Information* handout.

Once participants appear to finish reading the scenario, explore with the large group how the new information provided about the Juarez family might affect the interview preparation (*e.g.*, decide to hold a scheduled home visit with the grandmother, additional tasks), the casework tasks originally identified and how the child welfare professional approaches the interview tasks. Record participants' responses to the various aspects of preparation listed on the flip chart paper. Note that the interview tasks are accomplished through knowing who is to be interviewed, what the purpose is and what information is needed.

Remind participants that, looking at reliable, valid, and unbiased information involves gathering sufficient information. In the case of the Juarez family, a review of case records revealed that police had offered information relating to Juanita. In most cases, we would consider case records and police reports valid, unbiased and reliable.

Summarize the activity by highlighting common themes that participants discussed and emphasizing how the referral information received often reflects one set of information while a thorough assessment brings other information to light, changing the overall picture. This situation highlights the importance of understanding the purpose of the interview and of preparing questions aimed at capturing the pertinent information. Since child welfare professionals will constantly be facing new challenges and situations, reinforce again the importance of consulting with one's supervisor, especially as a new worker or in unfamiliar situations.

Step 7:
(5 minutes)

Instruct participants to write down any new information they want to remember on their **Idea Catcher/Action Plan (Handout #2)** prior to continuing. Let participants know that they will have an opportunity to share what they have learned at the end of the day. Inform participants that taking the time to reflect and later review recently-acquired information will help them as child welfare professionals when preparing for future interviews.

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

Section X: Interviewing Approaches

Estimated Length of Time:
2 hours, 10 minutes

Performance Objectives:

- ✓ Given the *Child and Adolescent Resource Book*, a target age group and a specific circumstance, participants will be able to identify at least three interview strategies for their target child with 100% accuracy.

Methods of Presentation:
Lecture, large group discussion, demonstration, small group activity

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ 5X7 index card in each of the following colors: pink, blue, purple, green and white
- ✓ Pack of sentence strips (1-2 strips per participant)
- ✓ Sample interview tools (supplied by the trainer)
- ✓ *Child and Adolescent Resource Book* – 6 table copies
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Appendix #4: Developmental Issues Activity Cards** (labels to be placed on 5 different colored 5X7 cards)
- ✓ **Resource Table #1:** Reasons to Engage the Parent and Advocate for Contact or Visitation
- ✓ **Resource Table #2:** Ten Things to Do to Support Children of Incarcerated Parents
- ✓ **Resource Table #3:** Fathers and Child Development
- ✓ **Resource Table #4:** Engaging a Specific Father
- ✓ **Resource Table #5:** Barriers to Father Involvement
- ✓ **Resource Table #6:** Gathering Family Information
- ✓ **Trainer Resource #3:** Ways in Which Cultures Differ
- ✓ **Handout #2: Idea Catcher/Action Plan**, Revisited
- ✓ **Handout #22: Ethnographic Interviewing**
- ✓ **Handout #23: Child Interviews**
- ✓ **Handout #24: Developmental Issues in Interviewing Children**
- ✓ **Handout #25: Adult Interviews**
- ✓ **Handout #26: Family**
- ✓ **Handout #27: Genogram for the Doe-Davis Family**
- ✓ **Handout #28: Interviewing Collateral Contacts**
- ✓ **PowerPoint Slide #29: General Principles to Follow**
- ✓ **PowerPoint Slide #30: *The Strengths Perspective***

Module 3: Using Interactional Helping Skills to Achieve Lasting Change

- ✓ **PowerPoint Slide #31: Types of Strengths**
- ✓ **PowerPoint Slide #32: Other Types of Interviews**
- ✓ **PowerPoint Slide #33: Protective Factors**

Section X: Interviewing Approaches

Step 1:
(5 minutes)

In keeping with quality interviews, child welfare professionals will need to keep in mind the skills they have already used in the Preliminary/Preparatory Phase, such as Tuning in to Self and Others as they move into the Beginning/Contracting Phase. As part of the preparation, participants will need to consider what type of interviewing approach to use. There are a variety of approaches that can be used, based on various criteria. Participants have already discussed how important it is to consider and value an individual's culture.

One interviewing approach they could use while keeping culture in mind is "Ethnographic Interviewing."

Distribute and review **Handout #22 (Ethnographic Interviewing)**, highlighting some of the specifics related to the preparatory phase (adapted from Grote, *et al*., 2007):

- Self-reflection (tuning into thoughts and beliefs about own position as well as the culture of the family);
- Clarify focus about how the family's culture affects agency involvement (*e.g.*, view of child welfare professionals as "government" representatives; frequency of receiving certain types of referrals like children being hit with a "chancleta" (Hispanic word for slipper) or with a belt);
- Be clear on the reasons for the ethnographic interview;
- Choose the person with whom to coordinate scheduling of the interview (family decision-maker, such as patriarch/matriarch or religious leader);
- Prepare a few global questions;
- Ensure there are forms in the person's primary language; and
- Arrange for a translator, if needed.

This practice of culturally-sensitive interviewing is called "ethnographic interviewing" (Westby, et al., 2003) and it is one type of evidence-based practice that allows child welfare professionals to gain broad, descriptive information about a person's background and experiences as well as to gain an understanding of how those experiences have affected the person. This practice can be used as a part of strength-based, solution-focused interviewing and it will serve to highlight which issues represent the important issues in his or her life, in a way that is respectful to the person's culture.

Note that what the interviewer wants to do in the end is to help families make positive changes. In working with immigrants, refugees, those in poverty or other disadvantaged populations; both ethnographic and motivational interviewing can be useful.

Motivational interviewing (defined as interviewing using strategies, such as “reflective listening, summarizations, open-ended questions and affirmation-eliciting self-motivation statements” (Brittain and Hunt, 2004)) can be used effectively in combination with most other types of interviewing, including ethnographic interviewing.

Display and review **PowerPoint Slide #29 (General Principles to Follow)**, noting that these are general principles to follow for culturally-sensitive interviewing.

Display and review **PowerPoint Slide #30 (*The Strengths Perspective*)** and **PowerPoint Slide #31 (Types of Strengths)**, which are based on Dennis Saleebey’s book, *The Strengths Perspective*, emphasizing that this should be the basis of any interview or contact.

Step 2:
(5 minutes)

Conduct a large group discussion of how the tenets of this approach and types of strengths may differ among various cultural groups. Use **Trainer Resource #3 (Ways in Which Cultures Differ)** to guide discussion. Emphasize the importance of learning about each individual family, as well as the areas to explore with families in order to learn more about their culture as a basis for finding strengths and solutions.

Conclude the discussion by reinforcing the importance of developing a level of comfort with discussing cultural issues so families will feel free to share information and to partner with the child welfare professional to build upon their strengths and identify solutions. Ask one or two participants to share ideas and examples describing their experiences and ideas. If there are no volunteers, share examples from one’s own experience.

Summarize the themes and encourage participants to make note of how the child welfare professional they observed during the pre-work efforts used these types of questions when interviewing individuals of various ages and cultural backgrounds.

Step 3:
(10 minutes)

Tell participants that, when engaging the client initially, reassuring the person that there are a variety of options can be helpful, especially when dealing with situations in which the person has a strong sense of self-reliance. When dealing with chronic stressors for the individual or family, it is important to discover any symptoms of distress (including somatic complaints) that may be common within the person or family’s culture in order to more effectively aid the person or family in recovery.

Using a strength-based perspective can assist the person or family in identifying ways in which they have adapted in the past, how they may use spirituality or religion to overcome obstacles and on whom they rely on for support and assistance. Addressing concrete needs and earlier experiences with a similar agency can lower stress levels as well as assist in the development of a collaborative relationship. Seeking to understand the perspectives, experiences, and values of an individual or family without bias will help support the ongoing relationship and model how families can integrate a strength-based perspective into their own lives.

In seeking to understand the worldview and culture of the family, clients' choice of their own, personally meaningful values and goals will emerge, which will enhance motivation to engage in the change process. It will also allow the interviewer to draw attention to any discrepancies between current behavior and the client's own goals and values, thus achieving agency goals.

Understanding how to address cultural considerations through the structure of the interview is part of the first step (preparation) in engaging families. Just as child welfare professionals see that each member of the family affects the whole family system, so each interview affects the whole life of the case.

In addition, it is important to understand that child welfare professionals may use various types of interviewing approaches throughout their career, depending on the purpose of the interview, various trainings participants may attend, and the style of interviewing embraced by their agency. They may also encounter various types of interviews when working with other professionals. When learning new techniques and styles, it is best to begin by observing others and then work with a supervisor or mentor to determine how that technique or style will fit into the agency's philosophy of interviewing.

Trainer Note: It may be helpful to provide other resources regarding the types of interviews listed on the Types of Interviews overhead as well as any other interview resources that you find beneficial.

Some types of referrals may lend themselves to specific types of interviewing. This is especially true in sexual abuse interviews. Display **PowerPoint Slide #33 (Other Types of Interviews)** and review, highlighting how the different types of interviews are generally used by different professionals during sexual abuse investigations. Advise participants that, as they begin working with more complex family situations, such as sexual abuse, they will become more familiar with these types of interviews and may wish to seek more training, such as that offered through *203: Investigative Interviewing in Child Sexual Abuse Cases*.

Conduct a large group discussion, asking participants to think of different types of interviews they will be conducting. Have them identify the associated interactional skills they might use and the solution-focused questions they might ask for that type of interview. Note that, during interviews, they will take various knowledge learned and combine it with skills obtained to create an interviewing style for various types of contacts.

What approach is used will affect, not only how the interviewee responds, but also how they view the child welfare professional. Remind participants that understanding the other person's perspective during the process of change is important. As part of the engagement process, rapport and trust will lay the groundwork for a collaborative relationship. This could include:

- When asked, answer the client's questions and address her/his expressed concerns.
- Verbally reflect (reflective listening) what you see the client displaying and encourage the client to disclose his/her perceptions. ("You look anxious whenever we discuss investigating the allegation and I'm wondering what you're thinking about this process?")
- Reinforce this level of communication by the client through acknowledgement. ("I know that wasn't easy and appreciate you telling me; thanks for sharing your thoughts/feelings about that.")

Conclude this segment by noting that addressing underlying issues is important as it lowers recidivism decreases the length of agency services and reduces generational involvement with child welfare services. Generational involvement with child welfare services, or families who have had multiple generations involved with the child welfare system, can add additional layers of difficulty when trying to discover what motivates families.

Step 4:
(5 minutes)

While there are many similarities to the overall methods and techniques discussed throughout the day, there are also some other considerations for children and youth. After speaking with the referral source and notifying the parent, the first interview should always be with the child or youth, taking into account cultural, developmental, and practical considerations. These considerations may make the preparations for a child interview somewhat different than what has already been discussed.

Some of these differences in preparations could include the information contained on the following handout. Distribute **Handout #23 (Child Interviews)** and review the points on the handout.

When discussing the portion of the handout involving sequencing, ensure that participants are aware of the fact that there may be a difference in the sequencing, timing and location during a child abuse investigation, in order to protect the child from further harm or to prevent putting the child or other family members in a dangerous situation. Once some of the logistics of holding the interview (such as location, sequencing, timing) are considered, child welfare professionals will need to consider what happens during the actual interview. This will require consideration of the materials needed. It may be helpful for participants to think about what they might do at each phase of the interview.

Step 5:
(10 minutes)

Trainer Note:	Consider bringing to the training some sample interview tool items such as nested cups, a calendar or other items that participants can pass around during the following discussion.

For instance, while developing rapport with the child, the child welfare professional may use colored, nested cups to find out what the child knows about colors, prepositions (*e.g.*, in, on under) and size (big, little). They may use a calendar to talk about numbers, days of the week and months, as well as what the child knows about order (February comes before March; yesterday, today, tomorrow), holidays/special occasions and letters or reading. Using the clocks in the room, a watch or a cellular phone can demonstrate how a child tells time (by digital read-outs, Arabic numbers or Roman numerals).

Demonstrate use of the nested cups or use an object within the training room. In addition, have participants look in their bags, pockets or purses and produce items which could be used during an interview, noting the necessity of being able to work with the materials available when little or no preparation time is allotted.

Ask one participant from each table offer in the large group what, if any, tools they saw during their observed interview (pre-work), referring back to their previous list of skills they wanted to emulate, if needed. Have them explain how the tool was used and ask other participants to suggest other ways they could use it in future interviews.

Trainer Note:	If questions are raised regarding Ages and Stages, let participants know that it is a tool to help screen for developmental delays in preschool children. They will learn more about the Ages & Stages Questionnaire® (ASQ) in *Module 6: Case Planning with Families*. There is also a Resource Center workshop, *304: Applying Ages & Stages Instruments in Child Welfare Practice*, available to counties for further training. Some counties may include in their Ages and Stages ® Kits tools such as children's blocks and other small toys used to assist in conducting the developmental screenings. Also, for further information, refer to the ***Reference Manual for Charting the Course towards Permanency for Children in Pennsylvania***, in which the *Developmental Evaluation and Early Intervention Referral Policy, OCYF Bulletin No. 3490-10-01, effective June 17, 2010,* can be found. This bulletin is commonly known as the **"**Ages and Stages bulletin."

Inform participants that they will learn more about tools such as screenings and assessments in future modules of *Charting the* Course, such as *Module 4: In-Home Safety Assessment and Management, Module 5: Risk Assessment and Module 6: Case Planning with* Families. The reasons these types of tools are important are; that there is a high correlation between abuse or neglect and developmental disabilities and that children with developmental problems or disabilities are at increased risk for maltreatment and the separation and loss issues many children suffer (including through placement) has a significant impact on their overall growth and development (*Module 9: Child Development*, 2007).

Step 6:
(40 minutes)

Trainer Note:	Participants will need **Appendix #4 (Developmental Issues Activity Cards)** for the following activity. Participants will also use the Child and Adolescence Resource Book to complete the activity.

One consideration in preparing for a child interview involves whether it is necessary to adapt questions to meet the developmental level of the child. For instance, when trying to discern who the household members are, a child welfare professional may use more focused questions with a 4-year-old, such as "Who lives in your house?" and "What do you call them?", rather than a more open-ended inquiry like "Tell me about your family." The questions may need to be broken down into smaller concepts if the child is young or developmentally delayed.

It is important to be aware of the nuances associated with interviewing children of different developmental levels. As such, participants are now going to take part in an activity that will allow them to consider how developmental concepts play a role in interviews. Tell participants that the following activity will help them look at the various age levels, their benchmarks and special considerations. These developmental considerations may also apply in some adult interviews as well.

Assign participants to one of the following groups:

- Infant (age 0-1),
- Toddler/Preschool (age 2-4),
- Elementary (age 5-11),
- Middle School (12-14), and
- High School (15-18).

Trainer Note:	The following content references page numbers in parentheses. These page numbers correspond to pages found in *Child and Adolescent Development Resource Book.* Six or more copies of the *Child and*

Adolescent Development Resource Book should be available in the training room.

Distribute *Child and Adolescent Development Resource Book*. Tell participants that they will need this book in the following activity. Distribute **Handout #24 (Developmental Issues in Interviewing Children)**. Tell participants that this handout, which they will also use in the following activity, offers other developmental considerations when interviewing children. During the activity, they should focus primarily on the information pertaining to their assigned category of child/youth.

Ask participants to complete the following activity with their small group, using the *Child and Adolescent Development Resource Book* and *Developmental Issues in Interviewing Children* handout as a guide. Provide each group a sheet of flip chart paper on which to record their answers. Ask each group to identify a recorder and a reporter. In addition, distribute one of the 5X7 cards with the following information to the respective group:

- Have the Infant group look at characteristics of that age range and record what physical behavior or characteristics they might be able to observe during an interview that would alert them to the need for further intervention (see pages 16-17, 6-8) or evaluation (see page 24-27 and 35).

- Have the Toddler group describe what type of cognitive level they might see in their age child if they have been maltreated and offer suggestions of how it might affect the interview (see pages 8-10, 40-43, 80-83).

- Have the Elementary School group look at how placement of a child this age might affect the socio-emotional (including moral) development of a child, noting how this might influence a child's description of events during the interview (see pages 17-18, 4-49 and 84-85).

- Have the Middle School group consider how having attention deficit hyperactivity disorder (ADHD) might affect the location and structure of the interview (see pages 14-16, 54-56 and 76-77).

- Have the High School group look at how peer relationships might affect a child's disclosure of abuse (see pages 13-16, 58-60 and 70).

Allow participants 10 minutes in their small groups to complete the activity as described above and then reconvene the large group. Ask each small group to report their discussion points, allowing other participants to offer additional comments or suggestions. Remind participants that looking at the specific circumstances of the person being interviewed can yield further insight.

Summarize the activity by noting that this activity highlighted a wide range of circumstances and developmental levels. Just as each group had a different focus, it is important for participants to remember that, as with many other aspects of the interview, the knowledge and skills that participants need to use for individual interviews will vary widely. Each particular circumstance will require a different approach, both with children (as seen above) and with adults (as will be explained in the following segment).

Step 7:
(15 minutes)

Having looked at some of the particular circumstances involving children, let participants know that they also need to consider a few of the special circumstances for adults. One such special circumstance is dealing with resistance. Remind participants that they globally discussed resistant parents earlier in this workshop and learned how to address issues related to resistant parents.

To consider the concept of resistant parents further, as it relates to being aware of family dynamics in preparing/holding an interview, ask participants to think about how they might handle a situation involving the need for an interview with a non-custodial parent. In situations involving custody, it is not unheard of for the custodial parent to tell the agency that she/he does not want the non-custodial parent made aware of any agency involvement. The desire of the custodial parent not to involve the non-custodial parent should be looked at in light of the impact it will have on the child or youth. The situation will need to be approached sensitively as it will affect the building and maintaining of rapport with the custodial parent. It also has the potential to affect future interviews with other family members.

Trainer Note:	Depending on available time, consider whether to conduct the following activity as a large and/or small group.

If using small groups, divide participants into four groups and provide each group with a sheet of flip chart paper. Assign each group one of the following: custodial parent, non-custodial parent, incarcerated parent or non-involved parent. Have each group address the following questions:

- What are the possible concerns of this parent?
- Why is it important to engage this parent?
- How can you address the parent’s concerns and engage them?
- What are the resources available to assist you and this parent in working together?

Monitor small group discussion, assisting groups as needed.

If conducting this activity in the large group, use the questions listed above to guide the discussion and then continue as indicated below.

As the questions are being processed out, refer participants to the resource table handouts drawn from *305: Engaging Incarcerated Parents* and *305: Engaging Absent Fathers*: **Resource Table #1 (Reasons to Engage the Parent and Advocate for**

Contact or Visitation), **Resource Table #2 (Ten Things to Do to Support Children of Incarcerated Parents)**, **Resource Table #3 (Fathers and Child Development), Resource Table #4 (Engaging a Specific Father)**, **Resource Table #5 (Barriers to Father Involvement)**. Encourage participants to peruse these items during a break or use them as a reference during the processing out discussion.

Emphasize reasons the parents may be reluctant to become involved, the value of involving both parents, the importance of involving fathers specifically and the importance of supporting children and families with incarcerated parents. Summarize the discussion by reviewing the information below.

The first challenge would involve talking with the custodial parent about why the agency needs to contact the non-custodial parent, such as the non-custodial parent's duty to provide additional support and possibly supervision. As part of the interview process, helping the custodial parent overcome hesitancy may require education of the parent, such as letting them know why it is important for both parents to be involved in the child's life. This could include improved school success and self-esteem or increased permanent connections for the child, informing the parent that, even if they believe that the other parent may not be the best influence on the child, it will result in more positive outcomes for the child to be connected to that other parent (Community Services Department, 2005). Child welfare professionals may also need to discuss how the non-custodial parent and other family/kin resources might be looked at as potential caregivers if the primary caregiver is no longer able to care for the child.

If the custodial parent has a concern regarding the other parent, encourage them to express their concerns during the interview and offer ways in which the child could safely have contact with the non-custodial parent and/or offer services that the agency may be able to offer to facilitate contact (Thompson, 2009).

In light of custodial issues, as it pertains to being prepared for and considering family dynamics before and during interviews, note that each county may deal with such situations in a variety of ways. Telling participants to respond verbally by saying, "yes" or "no," ask participants to offer whether or not their counties have policies in place that assist them in dealing with custodial issues. Ask at least one participant to share how their county would deal with custodial issues. Thank participants for their feedback and tell them that some recommendations offered by the American Humane Association (Velazquez and Vincent, 2009), which we have amended to focus on interviewing concepts, include:

- If one exists, identify the non-custodial parent.
    - Ask the custodial parent for further information;
    - Look in the phone book or call information (if name is known);
    - Use the municipal reference book (listing of who lives at what address and what the address is for a particular phone number);

- Use whitepages.com/reverse look-up (looking up the phone number will provide the person's address);
- Ask the child or other family members;
- Coordinate with police or other involved community contacts (as appropriate); and
- Use other available agency tools (such as Accurint) to perform a diligent search.

Trainer Note:	Participants will learn more information about diligent search in *Module 9: Out-of-Home Placement and Permanency Planning*. They also can attend the *207: Family Finding* series, which will provide further information about the use of Accurint. For further information about overall policies relating to diligent search, see the **Charting the Course Manual**, relating to implementation of the federal *Fostering Connections to Success and Increasing Adoptions Act of 2008* (P.L. 110-351).

- Work with the custodial parent to see the value in allowing the agency to interview the non-custodial parent.
- Hold the initial and follow-up interviews with the non-custodial parent with a child welfare professional of the same-gender. Doing so may assist in overcoming any barriers or perceived prejudices (*e.g.*, absent father believing a caseworker is prejudiced against him because she has negative opinions of fathers who are not previously involved with their children).

Another issue not uncommon to child welfare is that of attempting to locate and work to engage absent parents. Engaging absent or separated parents, especially fathers, has been recognized as one of the key components in improving children's permanency and well-being outcomes, whether or not they live in the home (Pilnik and Kendall, 2010). Similarly to engaging non-custodial parents, attempting to locate, interview and engage absent parents offers interesting challenges.

Participants already discussed methods of locating parents. Let us assume, for the sake of discussing interviews, that the absent parent has been found. Once an absent parent is found using the methods discussed previously, an interview with an absent parent may be approached differently in various circumstances. If the absent parent is aware that he/she is the parent of the child, the parent may or may not wish to be involved in the child's life in which case the main purpose of the interview may be to discover what type of relationship they wish to have with their child.

In situations where the absent parent is married to someone else, in another relationship or unaware they have a child, child welfare professionals must be sensitive to the parent's situation in contacting the parent and in scheduling when and where the interview should occur. If the parent is anxious to be involved in the child's life, the purpose of the interview may be to discover ways in which the non-custodial parent can cooperatively work with the custodial parent.

If the parent is incarcerated, it may be necessary to contact the counseling office to schedule the interview and, if the parent appears to be upset, angry or otherwise in emotional turmoil, to request follow-up by the counseling office. Part of the purpose of the interview may be to determine how ongoing contact between the parent and child will occur as well as what type of support or resource the extended family may be.

Ask participants to indicate, by a show of hands, if they have worked with or are aware of absent parents who have become involved in the child's life. Have two or three volunteers offer ways in which child welfare professionals engaged the parent during initial or ongoing interviews. Thank participants for their comments and provide them with **Handout #25 (Adult Interviews)** as a reference guide for future use. Advise participants that this is a guide to the information needed. Note that they can use this in conjunction with the knowledge already learned regarding how to ask questions in order to gather the information needed. Inform participants they will also learn more about how to gather family information later in this section.

Step 8:
(15 minutes)

Reinforce with participant the idea that each interview should be approached with the particular individual's situation in mind. Along these lines, and similarly to interviews with children, you must always consider the adult's developmental and cognitive level. Just as children may not always operate on the level of their stated age, neither are some adults. Frequently, this may have been influenced by physical or emotional trauma they experienced, either as a child or an adult.

Another consideration is the adult's ability to read and speak English. Since most verbal and written communication surrounding the interview occur in English, it is important to know if this is their primary language, whether they are functionally literate in English or another language and how much they may understand of the terms that other professionals (*e.g.*, educators, medical and court personnel) use. If rapport and trust have been established, the adult caregiver or support person may be more willing to lay aside any feelings of shame they may be experiencing and openly share where they are with their functional language level.

This will lead to the child welfare professional providing information to the adult in a way that is useful, allowing the adult fuller participation in the interview. Taking the time to assess the individual adult's level of functioning lays the groundwork for the person feeling understood and being willing to continue the relationship with the child welfare professional.

Having talked about some special considerations, it is important to consider how some of these issues might look in real life. For instance, participants have spent a great deal of time learning about how to engage families; however, this can sometimes be more challenging than it first seems. For example, they may encounter a father who is seemingly uninterested in his family or the worker may simply not be engaged in the process because no one has found the right approach.

Tell participants they will consider how to approach such parents in the following activity. Ask participants to offer in a large group how they know if the parent, caregiver, or other is engaged in the interview. Have several participants offer suggestions. If they are having difficulty coming up with answers, encourage participants to think about how they become involved in a conversation and then offer some observable behaviors or statements that show they have been engaged.

Answers might include participating in the conversation, maintaining eye contact, leaning forward when the speaker is talking or making statements such as, “I never thought about it like that before” or “What I was thinking is….” Advise participants that they will now consider a family member who is not engaged, look at how the child welfare professional recognized this and see how the child welfare professional changed tactics so that the father could become engaged in the process.

Trainer Note:	For the following activity, you will need sentence strips. If time does not allow for completing this activity in small groups, process the activity in the large group.

Distribute sentence strips to each table, ensuring there are enough for each participant to have at least one strip. Encourage participants to write on the sentence strips ways in which they might try to engage the father on the following scenario. Read the following scenario aloud.

> There was a family who has been involved with the agency multiple times in the past. Sometimes the father is living in the home and sometimes he is not; even when there during the home visit, however, he rarely ever interacts with his wife or the worker. The previous worker tells you that he is just a “couch potato” who “does nothing all day,” something the mother reported during their last contact.
>
> During home visits when asked questions directly, he provides brief answers (unless telling a story about himself, which is usually not related to the topic) and goes back to watching television. The worker notices, however, that he is very engaged with the children’s play, appears animated and will stop whatever he is doing to answer their questions, help them fix a toy or offer suggestions about how else they can play with it. In listening to his speech and way of expressing himself, the worker starts to suspect that the father may not be functioning at an adult level. The record indicates he did not finish high school. The worker notes that his eyes do not move while he’s “reading” the court paperwork and he sounds out words or his lips move while reading simpler forms, such as a consent for release of information.

Have participants post their sentence strips on the wall. Ask one participant from each table to highlight one way in which they would try to engage this parent. Based on their pre-work, ask participants to share if, this was a skill they saw their supervisor or mentor use in their pre-work observation of an interview.

After they have done so, tell participants that this is based on a real story. Ask participants to compare their strategies (as listed on the sentence strips) to the strategies that the worker involved tried:

1. Ask the father to tell a story about himself (*e.g.*, "You said education is important to you but I noticed you never finished high school. Why was that?). The father then shared about some hardships when he was growing up, including having to work to support the family when he was a teenager and helping to raise his younger siblings, which he really enjoyed. This translated into his wanting something better for his younger siblings as well as his own children, even though he thought he was a "lost cause." The worker was then able to talk with the father about what he might do if he could get an education; he said he would get a job and support his family (one of the agency goals). The worker was then able to offer resources for him to consider.

2. Give the person what they want. Once the worker had his attention and had a beginning level of rapport, the worker was able to ask him directly about his lack of involvement in other conversations ("How come you don't ever want to talk with me when I come?"). The father said the conversations were "boring". The father, who was frequently distracted and often changed the subject with no warning, asked, "Where's my coloring book?" The worker, realizing he was referring to the Christmas gifts brought for the children, asked, "Do you want a coloring book?" The father indicated he did. Having come to the conclusion that the father appeared to be operating on about a 12-year-old level (the age at which his father died and he started helping support the family), the worker decided to use a strategy often taught to families when considering discipline: set up a reward system. The worker then said, "If I bring you a coloring book to use when I come, will you talk with me and your wife about how we can meet your kids' needs?" Being canny, the father asked what he would color with and, after a moment of thought, the worker asked if he would prefer markers or crayons. He chose crayons and, thereafter, the father began paying attention to the conversations, even sometimes when the worker forgot the coloring book.

3. Let the person help you. Having set up a comfortable way for the father to interact with other adults, the worker then asked, "Can you do me a favor?" When the father assented, the worker asked, "If I say things that you don't understand, could you let me know?" The father asked how that would help the worker. The worker told him it would help because, if she were not doing her job right, using words that he could understand or just giving him papers to read that did not make any sense, the worker would never get to be a better worker.

Besides, she said, that would mean that she might be doing that to a whole lot of other people, not just him – and she did not want to do that. The father acquiesced and began asking more questions, this allowed him to have a better understanding of why the worker was there and how he could help. He began to offer his own suggestions and began to follow through with some of the ideas – and the worker left, being just a little bit wiser.

Trainer Note:	As appropriate for the group, draw out how these strategies reflect a strength-based, solution-focused interviewing style. Note that participants may also wish to learn more about engaging non-custodial, absent or incarcerated parents through other workshops: *305: Engaging Absent Fathers* or *305: Engaging Incarcerated Parents*.

Conclude the activity by noting that strategies may be as individualized as the person or family being engaged.

Step 9:
(20 minutes)

Having looked at ways to engage individual adults, tell participants that they will now turn their focus to how that adult in the context of their family setting may affect their interviewing approach. A first step in this process is to further understand the impact of adult caregivers on the family system.

Ask participants to offer in the large group a general definition of family, reinforcing participant comments that indicate "family" includes both relatives and kin. Note that this concept is central to the *Fostering Connections to Success and Increasing Adoptions Act of 2008*. Distribute **Handout #26 (Family)**, reviewing the definitions of "relative", "kin" and "family" that are on page 1 of the handout.

Reinforce the importance of learning more about finding family members, involving them in the life of the child/youth and providing permanent connections for them throughout his/her life. Then direct participants' attention to page 2 of **Handout #26 (Family)**, dividing participants into pairs (with one triad, if there are an odd number of participants). Ask each participant to interview their partner or one of the others in their group, using creative questions in order to discover:

- How the other participant defines "family";
- Who they are connected to; and
- How big their family is.

Instruct participants to record the interviewee's answers on page 2 of **Handout #26 (Family),** allowing five minutes for each person to be interviewed.

Reconvene the large group and process out with participants to offer examples of the questions asked, how it felt to ask and answer the questions and why they chose the individuals listed (biological versus other connections). Tie in the concept that family can be defined in many ways.

Ask how the information could be used to build upon strengths to find solutions and the value of obtaining the information. After participants have had an opportunity to share, note that child welfare professionals should explore with families their definitions of "family" in order to identify the best people to serve as supports. Conclude the activity by having each interviewer give the completed handout to the person they interviewed.

Continue by informing participants that finding ways to interview which engage the family can sometimes be challenging. Note that there may be some times that the child welfare professional senses that there are unspoken issues going on underneath the surface, perhaps issues that are considered "taboo" (things they don't talk about). While some of the issues may relate to areas of serious concern, such as physical or sexual abuse, other times it may be a by-product of families having been judged for lifestyle choices, such as marital status, sexual orientation or a non-traditional family structure.

For instance, if a couple has children together, they may refer to each other as "husband" or "wife," even though their last names are different and they have never been legally married. Sometimes this is an expression of how they view one another and other times it may relate to negative experiences with others who do not sanction such a relationship.

This may also be true in the case of gay or lesbian couples or couples in which the wife is the main breadwinner and the husband is the main caregiver. Asking open-ended questions such as, "What can you tell me about your family?" or "How did you meet?", along with follow-up questions about the relationship can reveal, not only the nature of their legal arrangement and emotional ties, but also about family functioning, expectations and "normal" state.

It will be much easier, once this is known, to then determine what is operating outside of "normal" for the family and to assist them, through use of strengths identification and past successes questions to lead to coping questions, such as "How did you survive this long?" or "How did you manage so well?" These allow adults to remain engaged in the hard part of the conversation about how they can then move forward.

It is also important to determine how the physical environment might affect what is occurring in the home. This may be asking direct questions about the incense burning in the home: Is it connected to Buddhist beliefs or being used as a cover-up for the smell of marijuana in the house. If there are no doors on the child's bedroom or the bathroom, is that a red flag for sexual abuse, a by-product of a landlord who refuses to fix things or a disciplinary attempt to keep the child from using drugs or alcohol in the home. Paying attention to the clues and then asking for more information can be the segue to the underlying issues in the household.

The child welfare professional can apply solution-focused questioning to help the parent, caregiver or other adult achieve what they most wanted, while contracting for a way to reduce the risk of harm to the child. Finding the adult's motivation and getting at some of the underlying issues while remaining strength-based can lead to more positive outcomes for children and families.

Having tools to assist in the process can produce satisfying results for both the child welfare worker and the family. To continue that focus, participants will now turn their attention to one tool they could use to continue learning about the family and in helping the family make their own discoveries, leading to identification of underlying issues and collaborative planning for future work.

Ask, by a show of hands, how many people have ever tried to trace their family tree. Of those that raised their hands, ask what information they were looking for and how they found it. Ask those that did not raise their hands what they might be able to learn from a family genealogy. Tie in information offered by participants with the thought that they might be able to identify name patterns (*e.g.,* child Sadie is named after Aunt Sadie), relationship patterns (*e.g.,* the Morrow men all stick with their second marriages), generational patterns (*e.g.,* every other generation tends to have five or more children) or other anomalies. Acknowledgement of the patterns can help the family identify the meaning attached to certain relationships and identify family members that present red flags, such as a pattern of paternal males who have been perpetrators of incest.

Inform participants that they may be able to gather various types of information from a genogram, such as the type and connectedness of relationships; however, it can provide a larger picture of the family system as well. A genogram is a pictorial depiction of the family tree. It uses specific symbols to illustrate the family relationships. Distribute **Handout #27 (Genogram for the Doe-Davis Family)** and review, highlighting the symbols used.

Genograms can be used, in conjunction with other engagement skills, to discover other pertinent facts about the family that result in gaining a broader picture. This broader picture can then assist the child welfare professional in pursuing the underlying issues in the family. For instance, if three generations of the family have been involved with Children and Youth, the child welfare professional could ask, "What is your vision for your children?" following it up with questions about what obstacles the parent faces, how the parent might attain that vision and who could help them.

Ask participants what statements or questions they could use in order to introduce the genogram to families. Answers may include the following types of statements or questions:

- I'd like to learn more about the people who touch your life.
- If you need help with _________ (underlying issue), who else could assist you with that?

- Is there anyone who is helping you right now?
- How close are you to that person? OR How often do you see that person?
- Is this someone who can help you right now, for a short time, or do you think they might be willing to do this until you complete _________ (long-term goal)?
- May I have your permission to contact __________ (person/agency)?

Note that families may be more willing to provide names and contact information, sign releases of information and participate in an inter-agency meeting if issues are addressed in this type of non-judgmental manner. Child welfare professionals may want to provide the family with a copy of the genogram, discussing it from time to time in order to determine how various relationships have changed or remained the same. It can help identify new household members or demonstrate progress (*e.g.,* child no longer needs afterschool care because the mother has a stronger relationship with the maternal grandmother).

For instance, if it comes to light that all the female children of the paternal grandmother were sexually assaulted by the paternal grandfather, uncles or father, the mother may be able to identify more clearly who can actually help her protect her own daughter from being sexually abused.

Families who have a teen who is truant may be able to recognize that, with most of the adults in the family not having more than an eighth grade education, there is familial pressure on him to work rather than to attend any more schooling, especially if the family is having difficulties paying their monthly bills and they strongly value the males in the family being “providers” for the family.

Summarize by referring participants to **Resource Table #6 (Gathering Family Information)** and advising participants they can use this as a reference guide to gather various types of information. Tell participants that each piece of information they learn may help them dig deeper, helping the family be able to identify patterns in their family life that they have never seen before or to make connections between events. By asking follow-up questions, the family’s strengths and challenges will become clearer to both the child welfare professional and the family.

Finally, it is important to consider what ways in which the strengths of the family can influence positive outcomes for children and families. Display **PowerPoint Slide #33 (Protective Factors)** and review, noting the importance of keeping these factors at the forefront when interviewing both children and adults. Emphasize the way in which a strength-based approach (use of the genogram) and solution-focused questioning (follow-up questions) can assist child welfare professionals in gathering information, valuing the family and identifying supports for the family.

Step 10:
(5 minutes)

Having looked at considerations for children and adult interviews from a family perspective, advise participants that it is important to realize that interviews with other children and adults will use the same principles. For instance, a screener interviewing a referral source by telephone or an ongoing worker interviewing a mental health worker would use the same type of criteria when considering how to approach the interview, such as preparing questions ahead of time, looking at each person on an individual basis and considering policies that may affect the interview (such as an interagency agreement allowing for the sharing of specific information. Provide participants with **Handout #28 (Interviewing Collateral Contacts)**, noting that there may also be some differences, such as consideration of their agency's needs or of the relationship between a particular extended family member and the immediate family. Encourage participants to keep the handouts provided in this section available when planning future interviews, to serve as a development tool.

Tell participants to locate and complete **Handout #2 (Idea Catcher/Action Plan)** for issues relating to adult and collateral interviews. Then inform them that, having pre-planned for the interview, participants will now have an opportunity to practice conducting interviews themselves.

Module 3: Using Interactional Helping Skills To Achieve Lasting Change

Section XI: Practicing the Interview

Estimated Length of Time:
1 hour, 50 minutes

Performance Objectives:
- ✓ Given a case scenario, participants will be able to conduct a brief role-play interview, incorporating a strength-based, solution-focused perspective and at least five Interactional Skills, as identified by an observer.
- ✓ From observing a role-play, participants will be able to identify at least five of the Interactional Skills utilized with 100% accuracy and provide feedback to the role-play interviewer regarding whether (yes or no) they incorporated a strength-based, solution-focused perspective.

Methods of Presentation:
Lecture, large group discussion, small group role-play activity

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Handout #2: Idea Catcher/Action Plan**, Revisited
- ✓ **Handout #29: Structuring the Interview**
- ✓ **Handout #30: Interview Scenarios**
- ✓ **Handout #31: Interview Feedback Form**
- ✓ **Handout #32: Checklist for Interviewing**
- ✓ **PowerPoint Slide #34: Interview Instructions**

Section XI: Practicing the Interview

Step 1:
(5 minutes)

Rehearsal of interviews is a key component of Interactional Skills training, designed to provide participants with an opportunity for learning and developing further their interviewing skills. Risk-taking is inherent in any learning venture. Participants will be trying new behaviors and experimenting with their own personal helping styles. The intent is to make this activity a safe forum in which participants may increase their confidence in their ability to use the Interactional Helping Skills. To assist participants with this activity, distribute **Handout #29 (Structuring the Interview)**. Advise participants this can also serve as a reference guide as they prepare for future interviews.

Ask participants how they would know if the interview was “successful.” After several participants have answered, note that, ultimately, they will be looking for change in the family; however, initially, they may be only looking for agreement to work together. The success of each interview will be closely linked with the identified purpose for each interview. Inform participants that they will now have the opportunity to put to use the knowledge and skills learned throughout the workshop, by conducting interviews themselves.

Step 2:
(1 hour, 40 minutes)

Form groups of threes, based on participants’ position within their agency/job function (intake investigations/assessments, in-home services, permanency services or other). Inform them that they will develop and practice interviews directly related to their job assignment.

Distribute **Handout #30 (Interview Scenarios)** with scenarios involving different ages, developmental levels and needs. Assign each group a different scenario, ensuring that the assigned scenario is the most relevant one for their position within the agency. Alternatively, offer each group the option of identifying a challenging scenario from their experience or anticipated experience that relates to the material covered in this workshop (children, adolescents, various types of parents, extended family or other specific interview types).

Trainer Note:	Allowing the participants to select a standard scenario or identify a scenario validates their personal learning experiences and facilitates their growth as child welfare professionals.

Provide each group with a sheet of flip chart paper and markers. Inform participants that each person in the triad will have the opportunity to be in the role of the child welfare professional, a child/parent/family member and an observer. Instruct them to review their scenario as a group and to use their flip chart paper to record their answers to the three questions listed on **Handout #30 (Interview Scenarios)** which accompanies their assigned scenario or the three questions they develop based on their scenario. The purpose of recording the information on the flip chart paper will be to provide a framework for understanding their scenario during their presentation to the large group.

Inform them that each group will discuss the first question, formulate a tentative answer and then discuss it with the trainer. They will then repeat the process with each of the next two questions.

Trainer Note: If the specific group is using a scenario from **Handout #30 (Interview Scenarios)**, have them use the questions for their assigned scenario. If the group is using a self-identified scenario, have them develop and answer three questions similar to those listed on **Handout #30 (Interview Scenarios)**, such as:

1. With whom will you first meet?
2. What will be the purpose of the interview?
3. What issues will you address/explore?

Display **PowerPoint Slide #34 (Interview Instructions)** and review in order to provide further insight into the roles. Inform them that each participant will have a specific task during the sessions, as follows:

- One participant will be the child welfare professional (interviewer);
- One will be the family member/collateral (interviewee); and
- One will be the observer.

Distribute **Handout #31 (Interview Feedback Form)** as a guide to effective interviewing. Instruct participants to review the "Guidelines for Effective Feedback" on **Handout #31 (Interview Feedback Form)** and to record their observations on the form during the interview. Ask each group to decide, based on the scenario, who each participant will interview based when they are playing the role of the interviewer. Let them know that each person will have 10 minutes to conduct their interview. The person providing feedback should do so immediately following the interview, emphasizing any Interactional Helping Skills used (see **Handout #5 (Using the Interactional Skills)**). The feedback should take no more than five minutes.

Advise participants that, during each round of interviews, the trainer will let them know when to end the interview and begin feedback, as well as when to begin the next interview.

Trainer Note: Observe and assist throughout the interview activity, including providing assistance in formulating behaviorally-specific comments. If participants' case scenario role does not match their role within their agency, they may have difficulty knowing how to proceed with interviews and may require additional coaching.

Keep track of time and tell participants when to switch roles. All three members of the triad should be able to conduct their interviews prior to convening the large group.

After 45 minutes or whenever all participants have had the opportunity to interview and receive feedback, reconvene the large group. Have each group provide a summary of their scenario, present the answers to their three questions and summarize the interview they developed and practiced. Facilitate this presentation by using the following questions:

- What were your thoughts/feelings before the mock interview session?
- What skills were practiced during this session?
- Was there a particular skill with which you struggled?
- Are there any areas that you need to continue to practice in order to improve?
- How, if at all, did the skills of the interviewers change from the first person who interviewed to the last person?
- Are there any skills that you now feel you can apply immediately?

Summarize participants' comments by reinforcing key concepts related to the participants' comments above. Summarize the activity by distributing **Handout #32 (Checklist for Interviewing)** and encouraging participants to use this when thinking about interviews they conduct with families.

Explain that, while documentation is an essential part of the interview process, it will be covered in later modules.

Step 3:
(5 minutes)

Inform participants that they now have a beginning understanding of how to prepare for and begin an individual interview session. Note that they will use this knowledge throughout the series in various ways. Just as participants will come to understand how each workshop fits into the overall teachings of the series, so it is important to consider how the individual session fits into the overall casework process.

Refer participants to the back of their name tent, where the Navigational Guide is located. Ask them to find a block where they would not use the individual interview. Once they have answered, reinforce that this will be used at every step of the casework process, connected to the purpose of that step. The individual interviews will then contribute to the overall picture of the agency's contact with the family. The path that overall contact will take will be determined by decisions made and work completed at each step of the process.

Understanding how the individual interviews fit into the overall casework process will assist participants in determining the purpose of each interview, conducting a quality interview and identifying an appropriate plan with the family. Have participants take a moment to think about what they learned from practicing the interview and seeing how the individual interviews fit into the overall casework process. Ask them to note those ideas on **Handout #2 (Idea Catcher/Action Plan)**.

Let participants know that they will complete this three-day session by reviewing what they wanted to learn, what they have learned and by identifying how to put that knowledge and skill into practice.

Module 3: Using Interactional Helping Skills To Achieve Lasting Change

Section XII: Workshop Summary and Evaluation

Estimated Length of Time:
20 minutes

Performance Objective:
- ✓ Recognize areas of the material discussed in which they possess strengths and in which they need further supports as part of continuing training and using knowledge on the job, as evidenced by completion of the transfer of learning activity.

Methods of Presentation:
Lecture, individual activity, large group discussion

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart stand
- ✓ Flip chart paper
- ✓ Masking tape
- ✓ Overhead projector and screen or laptop, LCD projector and screen
- ✓ Workshop evaluations
- ✓ **Module 3 PowerPoint Presentation** (optional)
- ✓ **Handout #1: Agenda**, Revisited
- ✓ **Handout #2: Idea Catcher/Action Plan**, Revisited
- ✓ **Handout #33: References**
- ✓ **PowerPoint Slide #35: Learning Objectives**, Revisited
- ✓ **PowerPoint Slide #36: Summary and Transfer of Learning**

Section XII: Workshop Summary and Evaluation

Step 1:
(10 minutes)

Remind participants that they have covered a number of topics and skills throughout the curriculum. Review **Handout #1 (Agenda)**, process out what the workshop covered. Display **PowerPoint Slide #35 (Learning Objectives)**; review the learning objectives for the workshop; and ensure that the workshop met the objectives. Ask participants whether they have any additional thoughts or questions.

Show **PowerPoint Slide #36 (Summary and Transfer of Learning)**. Address those questions/comments that you can and place on the Parking Lot thoughts or questions that you cannot address. Assure participants that you will follow up on those comments/questions that participants brought up during the training.

Read the first item on the *WIIFM* and ask who offered the item as a training need. When the participant reveals himself/herself, ask the participant whether the need was addressed. If the participant reveals that it was, thank the participant and read the next item. If the participant relates that the need was not met, attempt briefly to address the need if possible. If you cannot address the need, ask the participant to place the comment/question on the *Parking Lot*. Provide clarification concerning which module will address the comment/question or offer to speak with the participant after the training. If applicable, direct the participant to other training/resources that might address the participant's need.

Step 2:
(7 minutes)

Ask participants to locate **Handout #2 (Idea Catcher/Action Plan)** and to jot down any other ideas not already recorded on their handout. Encourage participants to consider information written on the flip charts in *Section VIII: Using Interactional Skills in Individual Interviews* about characteristics they would like to emulate in their own interviews. Ask participants then to review their Action Plan with others at their table. Reconvene the large group after three to five minutes. Have at least one participant from each table to share their ideas concerning what they learned and how they plan to use the information. Tell participants that part of the purpose of this information sharing is to network and to consider whether the action plans that others wrote might benefit them.

Step 3:
(1 minute)

Remind participants of their next day of training and their required pre-training responsibilities. Provide participants with **Handout #33 (References)** and encourage them to look at it further as they encounter various experiences related to quality, interactional interviews with families.

Step 4:
(2 minutes)

Ask participants to complete the Resource Center evaluation, encouraging them to include written comments in addition to the feedback scores. Tell them that the comments are usually the most useful information for us in improving the curriculum and presentation. Thank them for their participation and dismiss them.

References

Action for Protection, Inc. (2009). *Introduction to the Safety Assessment and Management Process.* Mechanicsburg, PA: University of Pittsburgh School of Social Work, Pennsylvania Child Welfare Training Program.

Brittain, Charmaine R., & Hunt, Deborah Esquibel, ed. (2004) *Helping in Child Protective Services: A Competency-Based Casework Handbook, Second Edition.* Oxford, England: Oxford University Press.

Brinker, Robert. (April 2006). *305: Engaging Absent Fathers*. Mechanicsburg, Pennsylvania: The University of Pittsburgh.

Brooks, S. (Spring 2008) *Reaching Out: Current Issues in Child Welfare Practice in Rural Communities*. UC Davis, CA: Northern California Training Academy, The Center for Human Services, as adapted from Ann Adalist-Estrin and the Family Corrections Network.Colorado Child Welfare. (1 January 2001). *Practice Handbook, Vol*. 14. Denver, CO: Colorado Child Welfare.

Community Services Department, Child and Family Services Division. (2005). *Visitation/Family Access Guidelines: A Practice Model for Social Workers.* Rochester, MN: Olmstead County Community Services.

Crone, D. A., & Horner, R. H. (2003). *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment.* New York, NY: The Guilford Press.

Davis, Katie A. (2009). *Solutions to Engaging Families in the FGDM Process*. Mechanicsburg, PA: Pennsylvania Child Welfare Training Program.

De Jong, P., & Kim Berg, I. (2008). *Interviewing for Solutions* (3rd ed.). Belmont, California: Thomson Brooks/Cole.

DePanfilis, D. S. (2003). *Child Protective Services: A Guide for Caseworkers. Chapter Three: The Helping Relationship.* Retrieved January 19, 2010, from Child Welfare Information Gateway: http://www.childwelfare.gov/pubs/usermanuals/cps/cpsc.cfm

Detter, Eugene, Trafalski, Tom & Winesickle, Robert. (2010). *Family Finding.* Mechanicsburg, PA: Pennsylvania Child Welfare Training Program.

Grote, Nancy K, Zuckoff, Allan, Swartz, Holly, Bledsoe, Sarah, and Geibel, Sharon. (2007). *Engaging Women Who are Depressed and Economically Disadvantaged in Mental Health Treatment*. *Social Work, Vol. 52, No. 4, pp. 295-308.* Washington, DC: NASW Press.

Hutchinson, E. (2009). *Charting the Course Towards Permanency for Children in Pennsylvania: A Knowledge and Skills-Based Curriculum: Module Six (6): Introduction to the Safety Assessment and Management Process.* Mechanicsburg, PA: University of Pittsburgh, School of Social Work, Pennsylvania Child Welfare Training Program.

Kern, Marc F. (2010) *Stages of Change Model.* Retrieved 4/13/10 from http://www.addictioninfo.org/articles/11/1/Stages-of-Change-Model/Page1.htm.

Kim Berg, I., & Kelly, S. (2000). *Building Solutions in Child Protective Services* (1st ed.). New York, New York: W.W. Norton & Company, Inc.

Krikston, Daniel. (2004). *Effective Interviewing in the Case Planning Process: Skills for Promoting Engagement and Change.* Mechanicsburg, PA: Pennsylvania Child Welfare Training Program.

Lynch, Eleanor W.; Hanson, Marci J. (1998). *Developing Cross-Cultural Competence (2nd ed.)*. Baltimore, MD: Paul H. Brooks Publishing Co.

National Conference of State Legislatures: The Forum for America's Ideas. (September 2006). *Child Welfare: Caseworker Visits with Children and Parents.* Washington, DC: NCSL. Retrieved 2/24/09 from http://www.ncsl.rog/programs/cvf/caseworkervisits.htm

National Child Welfare Resource Center for Organizational Improvement. (2008). *Arizona's Quality Contacts with Children and Caregivers*. Portland, ME: University of Southern Maine, Muskie School. Retrieved 9/8/10 from http://muskie.usm.maine.edu/helpkids/CFSRCFSPNetwork/Docs/CFSRDocTools.htm.

National Staff Development and Training Association. (2007). *Effective Child Welfare Practice with Latino Families.* Cimarron, KS: University of Kansas School of Social Welfare with Butler Institute for Families at Denver University Graduate School of Social Work.

Nobles, W. (1985). *Africanity and the Black Family*. Oakland: A Black Family Institute Publication.

Office of Children, Youth and Families, Pennsylvania Department of Public Welfare. (2010). *OCYF Bulletin No. 3490-10-01, Developmental Evaluation and Early Intervention Referral Policy, effective June 17, 2010.* Harrisburg, PA: OCYF.

Office of Children, Youth and Families, Pennsylvania Department of Public Welfare. (2008). *OCYF Bulleting No. 3490-08-05, Frequency and Tracking of Caseworker Visits to Children in Federally Defined Foster Care, effective October 1, 2007.* Harrisburg, PA: OCYF.

Pennsylvania Child Welfare Training Program. (2008). *Recommendations of the Quality Visitation Workgroup.* Unpublished work. Mechanicsburg, PA: Pennsylvania Child Welfare Training Program.

Pennsylvania Youth Summit. (2008). *CFSR Recommendations.* Mechanicsburg, PA: Pennsylvania Child Welfare Training Program.

Pilnik, Lisa, & Kendall, Jessica R. (2010). *Engaging Noncustodial Fathers in Child Welfare Cases: A Guide for Children's Attorneys and Lawyer Guardians ad Litem.* Washington, DC: American Bar Association and American Humane Association.

Potter-Efron, R. & Potter-Efron, P. (1995). *Letting Go of Anger.* Oakland, CA: New Harbinger Publications.

Prochaska, J.O., and DiClemente, C.C. 1984. *The Transtheoretical Approach: Crossing Traditional Boundaries of Therapy*. Homewood, IL: Dow Jones-Irwin.

Rycus & Hughes. (1998). *Field Guide to Child Welfare: Case Planning and Family-Centered Casework, Volume II.* Washington, DC: CWLA Press.

Saleeby, D. (2006). *The Strengths Perspective in Social Work Practice* (4th ed.). Boston, Massachusetts: Allyn & Bacon.

Sherrid, Gale L. (2009). *Engaging Latino Families/Entendiendo La Cultura Latina y Su Familia.* Mechanicsburg, PA: University of Pittsburgh, School of Social Work, Pennsylvania Child Welfare Training Program.

Sherrid, Gale L. (2010). *Investigative Interviewing in Child Sexual Abuse Cases.* Mechanicsburg, PA: University of Pittsburgh, School of Social Work, Pennsylvania Child Welfare Training Program.

Shulman, L. (2006). *The Skills of Helping Individuals, Families, Groups and Communities* (5th ed.). Belmont, CA: Thomson Brooks/Cole.

Thompson, Kenneth. (2009). *A Tool for Reducing Barriers to Finding Fathers Through Mothers.* N.p.: National Quality Improvement Center on Non-Resident Fathers and the Child Welfare System.

U.S. Department of Health & Human Services. (2010). *Strengthening Families and Communities.* Washington, DC: Administration on Children, Youth and Families. Retrieved 3/8/10 from http://www.childwelfare.gov/pubs/res_guide_2010/guide.pdf

U.S. Department of Health & Human Services. (1996). *Health Insurance Portability and Accountability Act of* 1996, P.L.104-191, 45 CFR. Washington, DC: US HHS. Retrieved 9/17/10 from http://www.hhs.gov/ocr/privacy/

University of Pittsburgh School of Social Work. (2003). *Considering the Diversity Factor in Training: A Trainer's Handbook*. Mechanicsburg, PA: University of Pittsburgh, School of Social Work, Pennsylvania Child Welfare Training Program.

University of Pittsburgh School of Social Work. (2007). *Engaging Clients from a Strength-Based, Solution-Focused Perspective*. Mechanicsburg, PA: University of Pittsburgh, School of Social Work, Pennsylvania Child Welfare Training Program.

University of Pittsburgh School of Social Work. (2007). *Module 9: Child Development.* Mechanicsburg, PA: University of Pittsburgh, School of Social Work, Pennsylvania Child Welfare Training Program.

University of Pittsburgh School of Social Work. (2009). *Juvenile Justice: Counseling Academy*. Mechanicsburg, PA: University of Pittsburgh, School of Social Work, Pennsylvania Child Welfare Training Program.

Velazquez, Sonia C., & Vincent, Stefanie. (2009). Promising Interventions for Strengthening Relationships Between Non-Resident Fathers and Their Children. *The Source, Volume 19, No.1.* N.p.: The National Abandoned Infants Assistance Resource Center.

Weintraub, Amber. (2008). *Information Packet: Parent-Child Visiting.* New York: National Resource Center for Family-Centered Practice and Permanency Planning at the Hunter College School of Social Work.

Westby, Burda, and Mehta (2003). *Asking the Right Questions the Right Way: Strategies for Ethnographic Interviewing*. *The ASHA Leader Online.* Retrieved 12/8/08 from http://www.asha.org/about/publications/leader-online/archives/2003/q2/f030429b.htm