

WORKSHOP DIRECTORY PAGE

TITLE: **Charting the Course towards Permanency for Children in Pennsylvania**
Module 3: Using Interactional Helping Skills to Achieve Lasting Change

COMP. #: 110

NO. HRS: 18

DATE: August 2011

COMPETENCIES:

- 102-5:** The child welfare professional is able to integrate the use of authority with the use of casework methods to simultaneously protect children and engage families.
- 102-6:** The child welfare professional is able to use casework methods to defuse family hostility and resistance.
- 102-8:** The child welfare professional understands the potential effects of cultural and ethnic differences on the development of the casework relationship, and knows strategies to establish relationships with families from cultural backgrounds different from one's own.
- 108-1:** The child welfare professional understands the concept of cultural competence; knows how one's own culture affects behavior and values; and knows how cultural and ethnic differences may affect the delivery of child welfare services.

LEARNING OBJECTIVES: Participants will be able to:

- Identify the four phases of the casework process as well as the Interactional Helping Skills most prevalently used in each of the four phases;
- Describe the purpose of the Interactional Helping Skills;
- Describe how to use the Interactional Helping Skills;
- Describe the types of information associated with each of the six assessment domains;
- Distinguish the purpose of and identify an appropriate plan and strategy for conducting a quality interview of a child according to the child's chronological and emotional development and special conditions;
- Distinguish the purpose of and identify an appropriate plan and strategy for conducting a quality interview of custodial and non-custodial caregivers; and
- Identify strategies for locating and engaging absent parents with particular emphasis on absent fathers.

CALENDAR SUMMARY:

Research shows that people achieve lasting change if they have a positive working relationship with the helper who is facilitating that change process. *Module 3, Using the Interactional Helping Skills to Achieve Lasting Change*, introduces participants to the four phases of the Interactional Helping Skills Model, including: the Preliminary/Preparatory Phase, Beginning/Contracting Phase, Middle/Working Phase and the Ending/Transitions Phase. Participants will learn the fundamental skills associated with each phase of the model including Tuning in to Self; Tuning in to Others; Clarifying Purpose and Role; Dealing with Issues of Authority; Reaching for Feedback; and Questioning.

Participants will also use strength-based, solution-focused questions through each phase of the interview. Connections will then be made to the six assessment domains that are explored at each contact/interview to inform casework decision-making and drive planning. Participants will then have the opportunity to apply these skills to individual sessions with children, youth and families. This workshop has been approved for 18 continuing education credits.

TARGET AUDIENCE:

This training is intended for newly-employed child welfare professionals seeking certification as Direct Service Workers, as well as private provider professionals and other child welfare professionals.

EXPECTATIONS OF THE TRAINER:

The trainer must be thoroughly familiar with the Shulman Interactional Helping Skills Model as well as strength-based and solution-focused concepts. In addition, the trainer must have experience applying the tenets and methods of both approaches to child welfare practice. The trainer should be familiar with the six assessment domains and be able to apply the Interactional Helping Skills to the six assessment domains. Additionally, the trainer must have a basic knowledge of child welfare law, the regulations, the *Pennsylvania Standards for Child Welfare Practice* (January, 2000) and a strong knowledge of the daily workings of a public child welfare agency is necessary to allow the trainer to answer questions from participants and demonstrate skills as they apply to participants' daily casework efforts. The trainer must also have considerable experience in conducting training workshops, should have excellent group facilitation skills and should have knowledge regarding the Pennsylvania Child Welfare Resource Center.

MATERIALS NEEDED:

(Trainers are encouraged to provide sample interview tools for various-age children and adults. If the needed copies of the *Child and Adolescent Resource Books* are not available in the training room, these should also be sent.)

- ✓ 2 Flip chart stands
- ✓ Blank flip chart pads
- ✓ Colored markers
- ✓ Masking tape
- ✓ CTC name tents
- ✓ 1 pack of 50 sentence strips
- ✓ 6 table copies of the *Child and Adolescent Resource Books* (Copies should be available in all training rooms)
- ✓ 6 additional copies of **Handout #18 (Putting the Pieces Together)**
- ✓ 5 Multi-colored 5X7 index cards, 1 card in each color (blue, pink, yellow, green & purple)
- ✓ Television and DVD/Video player
- ✓ Laptop, LCD projector and screen or overhead projector and screen
- ✓ **DVD/Video: *Module 3: Interactional Helping Skills***
- ✓ Curriculum
- ✓ Appendices
- ✓ Handouts
- ✓ Power Point presentation/ Overheads
- ✓ Posters
- ✓ Trainer Resources

LIST OF HANDOUTS:

Note: If offering handouts in packet form, remove **Handout #15 (Strength-Based, Solution-Focused Questions)** and **Handout #17 (Six Domains Questions Activity Answer Key)**.

- ✓ **Handout #1:** Agenda (1 page)
- ✓ **Handout #2:** Idea Catcher/Action Plan (3 pages)
- ✓ **Handout #3:** The Four Phases of Casework Practice (3 pages)
- ✓ **Handout #4:** Determine the Phase Activity (2 pages)
- ✓ **Handout #5:** Using the Interactional Helping Skills (6 pages)
- ✓ **Handout #6:** Tuning in Scenarios (2 pages)
- ✓ **Handout #7:** Clarifying Purpose and Role (1 page)
- ✓ **Handout #8:** Protective Authority Continuum (1 page)
- ✓ **Handout #9:** Protective Authority Scenarios (1 page)
- ✓ **Handout #10:** Breaking Down the Barriers (2 pages)
- ✓ **Handout #11:** Recognizing and Managing Anger (3 pages)
- ✓ **Handout #12:** Change (1 page)
- ✓ **Handout #13:** Stages of Change (1 page)
- ✓ **Handout #14:** Stages of Change: Questions to Ask and Actions to Consider (2 pages)
- ✓ **Handout #15:** Strengths-Based, Solution-Focused Questions (2 pages)
- ✓ **Handout #16:** Six Assessment Domains (5 pages)
- ✓ **Handout #17:** Six Domains Questions Activity Answer Key (3 pages)
- ✓ **Handout #18:** Putting the Pieces Together (2 pages)

- ✓ **Handout #19:** Quality Interview Preparation Checklist (3 pages)
- ✓ **Handout #20:** Case Examples (3 pages)
- ✓ **Handout #21:** Juarez Family: New Information (1 page)
- ✓ **Handout #22:** Ethnographic Interviewing (1 page)
- ✓ **Handout #23:** Child Interviews (2 pages)
- ✓ **Handout #24:** Developmental Issues in Interviewing Children (2 pages)
- ✓ **Handout #25:** Adult Interviews (3 pages)
- ✓ **Handout #26:** Family (2 pages)
- ✓ **Handout #27:** Genogram for the Doe-Davis Family (1 page)
- ✓ **Handout #28:** Interviewing Collateral Contacts (2 pages)
- ✓ **Handout #29:** Structuring the Interview (3 pages)
- ✓ **Handout #30:** Interview Scenarios (4 pages)
- ✓ **Handout #31:** Interview Feedback Form (3 pages)
- ✓ **Handout #32:** Checklist for Interviewing (2 pages)
- ✓ **Handout #33:** References (4 pages)

LIST OF APPENDICES:

- ✓ **Appendix #1:** Cultural Belief Forced-Choice Answers (2 pages) (Printed on 8.5" X 11" sheets of paper, single-sided)
- ✓ **Appendix #2:** Tuning in Scenarios (7 pages) (Printed on 8.5" X 11" sheets of paper, single-sided)
- ✓ **Appendix #3:** Domains Questions (Printed on 8.5" X 11" sheets of card stock paper, single-sided, and cut into 4" x 3.5" cards -1 question per card)
- ✓ **Appendix #4:** Developmental Issues Activity Cards (1-1/3" X 4" Avery labels which have been pre-pasted on multi-colored 5x7 cards)

LIST OF POSTERS:

- ✓ **Poster #1:** The Four Phases of Casework Practice (1 page)
- ✓ **Poster #2:** Approach Comparison (2 pages)
- ✓ **Poster #3:** Six Domains (8 pages)

LIST OF POWERPOINT PRESENTATIONS:

- ✓ **PowerPoint #1:** *Charting the Course Towards Permanency for Children in Pennsylvania: Module 3: Using Interactional Helping Skills to Achieve Lasting Change* (36 slides)

LIST OF RESOURCE TABLE ITEMS:

- ✓ **Resource Table #1:** Reasons to Engage the Parent and Advocate for Contact or Visitation (2 pages)
- ✓ **Resource Table #2:** Ten Things to Do to Support Children of Incarcerated Parents (1 page)

- ✓ **Resource Table #3:** Fathers and Child Development (7 pages)
- ✓ **Resource Table #4:** Engaging a Specific Father (1 page)
- ✓ **Resource Table #5:** Barriers to Father Involvement (1 page)
- ✓ **Resource Table #6:** Gathering Family Information (3 pages)

LIST OF TRAINER RESOURCES:

- ✓ **Trainer Resource #1:** Determine the Phase Activity Answer Key (3 pages)
- ✓ **Trainer Resource #2:** Case Examples Discussion Guide (5 pages)
- ✓ **Trainer Resource #3:** Ways in Which Cultures Differ (1 page)

LIST OF DVDS:

- ✓ **DVD #1:** *Module 3: Interactional Helping Skills*
 - *Clip 1*
 - *Clip 2*

CREDIT ASSIGNED:

Continuing Education credits: 18 hours