MODULE II: ENGAGING FAMILIES IN FAMILY-CENTERED CHILD PROTECTIVE SERVICES
Kansas Child Welfare Professional Core Training Program

AGENDA
• Introductions and Awareness Building
• Key Concepts in the Casework Relationship
• The Dynamics of Resistance

The agenda item I feel least confident about is:

A. Balancing social work engagement skills with mandated use of protective authority
B. Developing rapport during initial, often difficult conversations with a new client
C. Building an effective helping relationship based on trust, empathy, genuine interest and honesty
D. Managing a resistant client
E. I'm confident about all of the above
**AUTHORITARIAN VS. ENGAGEMENT APPROACH**

Authoritarian Approach
- Worker sets expectations, monitors, sanctions

Engagement Approach
- Worker helps family identify problems and strengths to protect their own children

**INTEGRATING ENGAGEMENT SKILLS AND PROTECTIVE AUTHORITY**

- Develop a collaborative relationship
- Remove barriers and supplement strengths
- Use protective authority only as needed to protect child in immediate danger of serious harm
- Continue to engage

**ENGAGEMENT STRATEGIES ARE DESIGNED TO:**

- Establish intent to be forthright
- Expect family participation
- Provide a ‘road map’
- Deal openly with resistance
- Reaffirm competence
- Demonstrate empathy
- Identify and use family strengths
- Promote involvement
CONSIDER
Bridge Responses

INTERVIEWING STRATEGIES
• Closed-Ended, Probing, and Yes-No Questions
• Open-Ended Questions
• Supportive Responses and Active Listening
• Clarification
• Summarization/Redirection
• Giving Options, Advice or Suggestions
• Constructive Confrontation

PARENTS’ THOUGHTS ON CASEWORKER ENGAGEMENT
Bruce  Karen  Rhonda
Doreen  Jeff  Amanda
THEME ONE
Being respectful and earning trust as a professional

THE PROFESSIONAL RELATIONSHIP
• Vehicle for change
• Power differential
• Has purpose, ending point and rules
• Requires engagement strategies

THEME TWO
Being transparent and honest
RAISING THE ISSUES

• What is resistance?
• What client behaviors indicate resistance?
• Why might clients resist?
• How does the agency/office increase resistance?

THE S.H.E.R MODEL

• Surface
• Honor
• Explore
• Recheck

DIVERSITY DIMENSIONS TO CONSIDER

Awareness of cultural differences Respect Language barriers
Decision-making
Level of trust The meaning of eye contact View of outsiders
On the diversity dimension, *Use and Meaning of Silence*, I rate myself:

A. 1-2  
B. 3-4  
C. 5-6  
D. 7-8  
E. 9-10

On the diversity dimension, *Demonstrative vs. Non-demonstrative Expression*, I rate myself:

A. 1-2  
B. 3-4  
C. 5-6  
D. 7-8  
E. 9-10

On the diversity dimension, *Formal vs. Informal Interaction*, I rate myself:

A. 1-2  
B. 3-4  
C. 5-6  
D. 7-8  
E. 9-10
On the diversity dimension, *Task vs. Relationship Focus*, I rate myself:

A. 1-2  
B. 3-4  
C. 5-6  
D. 7-8  
E. 9-10

---

So far, I am:

A. Confident about my ability to engage a client  
B. Comfortable that my clients will see me as a helping person  
C. Unsure about how my clients will perceive me  
D. Not convinced it is necessary to have a relationship  
E. None of the above

---

**THEME THREE**

Being hopeful and positive
How can workers provide hope to people in despair?

Theme Four
Engaging fathers, non-resident parents and extended family

- Why is it important to find non-resident parents?
- What are barriers to their engagement?
- How can we engage them?
THEME FIVE

Some final thoughts

WHAT WOULD YOU SAY?

How would you know what it’s like to be a single parent on public assistance?

A. I’ve been there and I pulled myself up.
B. It’s time to stop using that as an excuse and take care of yourself and your family.
C. I can only imagine how hard that must be.
D. Lots of people do it and make out just fine.
Do you have any children?

A. No, I don’t, but I have nieces and nephews that I’ve babysat.
B. No, I don’t, but I’ve taken many courses on child development.
C. Yes, I do, so I know what you’re going through.
D. Yes (or no as appropriate). However, you’re the expert on your own family so we’ll have to work together to sort this out.
E. We’re not here to talk about my life.

I’m not doing anything wrong. You should be investigating my next door neighbor.

A. I could help you make a report if you’d like to do that when we’re done.
B. We’re not talking about her, but rather about you.
C. Clients often try to divert me, and it doesn’t work.
D. We’ll see if there’s anything wrong here first.

I want to know who called you about us.

A. That’s not your concern.
B. I understand that you want to know, but I’m not permitted to share that information.
C. It was a person who doesn’t like to see a child abused.
D. It doesn’t matter at this point.
Just how old are you anyway?

A. That’s not really your concern.
B. I’m sorry. I don’t give out that information. That’s personal.
C. I’m ...(giving the correct age). I’d like to talk about that, as it seems to be a problem for you.
D. Age doesn’t matter when it comes to keeping children safe.

Who do you think you are, telling me how to take care of my own kids?

A. It must be hard having someone question your parenting.
B. I may have to if you can’t do it properly.
C. The law decides how children should be cared for.
D. Sorry, but that’s my job.

WHAT’S NEXT?

Identify three skills or strategies you would like to practice at the Learning Lab.