

MODULE II: ENGAGING FAMILIES IN FAMILY-CENTERED CHILD PROTECTIVE SERVICES

Kansas Child Welfare Professional Core Training Program



Strong Families Make a Strong Kansas

AGENDA

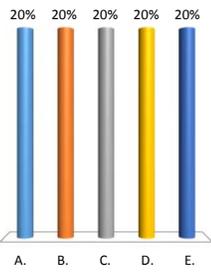
- Introductions and Awareness Building
- Key Concepts in the Casework Relationship
- The Dynamics of Resistance



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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



Item	Percentage
A.	20%
B.	20%
C.	20%
D.	20%
E.	20%



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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



Content

Process



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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



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PARENTS' THOUGHTS ON CASEWORKER ENGAGEMENT



Bruce



Karen



Rhonda



Doreen



Jeff



Amanda



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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?

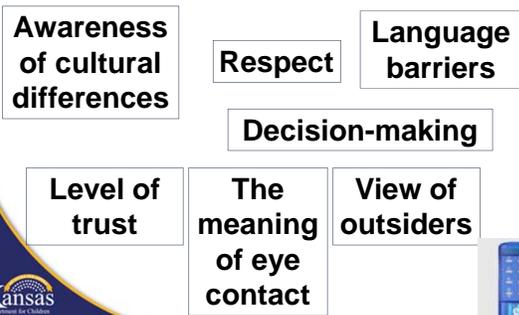


THE S.H.E.R MODEL

- Surface
- Honor
- Explore
- Recheck



DIVERSITY DIMENSIONS TO CONSIDER



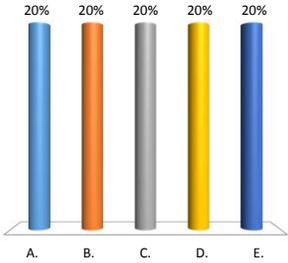
A diagram with seven boxes containing the following text:

- 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

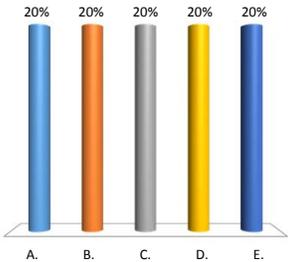


Category	Percentage
A.	20%
B.	20%
C.	20%
D.	20%
E.	20%

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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

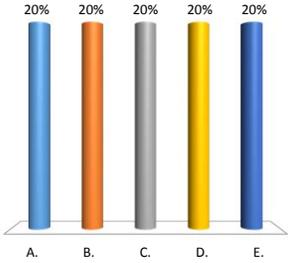


Category	Percentage
A.	20%
B.	20%
C.	20%
D.	20%
E.	20%

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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

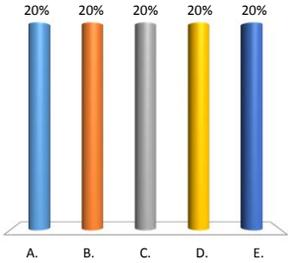


Category	Percentage
A.	20%
B.	20%
C.	20%
D.	20%
E.	20%

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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

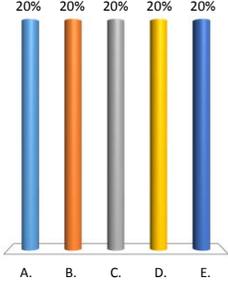


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A.	20%
B.	20%
C.	20%
D.	20%
E.	20%

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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



Category	Percentage
A.	20%
B.	20%
C.	20%
D.	20%
E.	20%

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THEME THREE

Being hopeful and positive



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HOW CAN WORKERS PROVIDE HOPE TO PEOPLE IN DESPAIR?



THEME FOUR

Engaging fathers, non-resident parents and extended family



THEME FOUR

- 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





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WHAT WOULD YOU SAY?



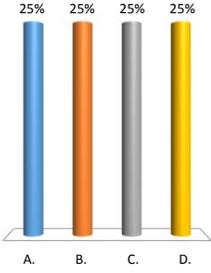




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How would you know what it's like to be a single parent on public assistance?

- 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.



Response	Percentage
A.	25%
B.	25%
C.	25%
D.	25%



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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.

Response	Percentage
A.	20%
B.	20%
C.	20%
D.	20%
E.	20%

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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.

Response	Percentage
A.	25%
B.	25%
C.	25%
D.	25%

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I want to know who called you about us.

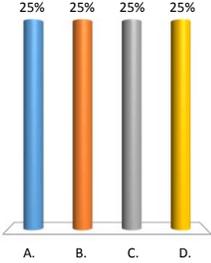
- A. That's not your concern.
- B. I understand that you want to know, but I'm not permitted to share that information.
- C. It was a person who doesn't like to see a child abused.
- D. It doesn't matter at this point.

Response	Percentage
A.	25%
B.	25%
C.	25%
D.	25%

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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.



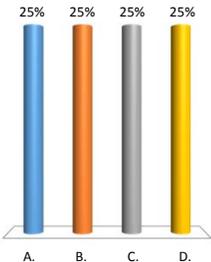
Response	Percentage
A.	25%
B.	25%
C.	25%
D.	25%



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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.



Response	Percentage
A.	25%
B.	25%
C.	25%
D.	25%



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WHAT'S NEXT?

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



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