

CFS NEW WORKERS ACADEMY

**Family Centered
Practice**

BOISE STATE UNIVERSITY CHILD WELFARE CENTER
In Partnership With
Idaho Health & Welfare Department
Children and Family Services

Round 13
Session 1
14—18 Dec 09

Name: _____

Family Centered Practice
Continuous Learning Plan

Strengths:

1. What do you already know how to do that relates to this topic?

2. What do you already do that relates to this topic?

Self Development:

1. What would you like to know more of – related to this topic?

2. What would you like to do more of – related to this topic?

Revised 3/13/07

WORKSHEET

WORKSHEET

List additional objectives, if necessary.

PERFORMANCE REVIEW OF COMPETENCIES

Describe employee performance in each specific competency area. Add additional competency areas required for the employee's job.

Customer Service

Competency Description:

Provides what has been promised to each customer in a timely, dependable and accurate manner; gains customer trust and confidence by conveying knowledge and accurate information; treats customers with courtesy, respect and dignity; communicates with customers in a responsive, productive, clear and appropriate manner.

Dependability

Meets commitments, works independently, accepts accountability, handles change, sets personal standards, stays focused under pressure, meets attendance/punctuality requirements.

Interpersonal Skills

Competency Description:

Has good listening skills, builds strong relationships, is flexible/open-minded, negotiates effectively, solicits performance feedback and handles constructive criticism.

Productivity

Competency Description:

Manages a fair workload, volunteers for additional work, prioritizes tasks, develops good work procedures, manages time well, handles information flow.

Quality

Competency Description:

Is attentive to detail and accuracy, is committed to excellence, looks for improvements continuously, monitors quality levels, finds root cause of quality problems, owns/acts on quality problems.

Adaptability/Flexibility

Competency Description:

Adapts to change, is open to new ideas, takes on new responsibilities, handles pressure, adjusts plans to meet changing needs.

Work Environment/Safety

Competency Description:

Promotes mutual respect, keeps workplace clean and safe, supports safety programs

Additional competencies for CFS Employee in CFS ACADEMY and completing 6 months probationary Period

Integrity/Ethics

Deals with others in a straightforward and honest manner, is accountable for actions, maintains confidentiality, supports company values, conveys good news and bad.

Communication

Communicates well both verbally and in writing, creates accurate and punctual reports, delivers presentations, shares information and ideas with others, has good listening skills.

Decision Making/Judgment

Recognizes problems and responds, systematically gathers information, sorts through complex issues, seeks input from others, addresses root cause of issues, makes timely decisions, can make difficult decisions, uses consensus when possible, communicates decisions to others.

Job Knowledge

Understands duties and responsibilities, has necessary job knowledge, has necessary technical skills, understands company mission/values, keeps job knowledge current, is in command of critical issues.

Computer Skills exceedingly adept at using and integrating the company's operating systems and applications into her day-to-day work. Has knowledge of general PC, network, and operating systems is unsurpassed. Has mastered a variety of applications that enable him/her to produce excellent work. Knows where to find information within the company's databases.

Self Development

Seeks out and accepts feedback, is a proactive learner, takes on tough assignments to improve skills, keeps knowledge and skills up-to-date, turns mistakes into learning opportunities.

Problem Solving/Analysis

Breaks down problems into smaller components, understands underlying issues, can simplify and process complex issues, understands the difference between critical details and unimportant facts.

Planning Is a thorough and diligent planner. Takes all important details into account and involves project participants to make sure all needs and potential problems are out on the table. Plans contain a level of detail and thought that almost guarantee project success.

Teamwork

Meets all team deadlines and responsibilities, listens to others and values opinions, helps team leader to meet goals, welcomes newcomers and promotes a team atmosphere.

Sales Skills [Social Marketing]

Develops new business, identifies and sells to customer needs, translates product features to benefits, has good listening skills, is sensitive to customers, delivers effective presentations, negotiates well, uses closing skills appropriately, develops sales skills.

Family Centered Practice for Workers

DHW Competencies Applicable:

- Communication
- Self Development
- Interpersonal Skills

Learning Objectives:

1. The social worker/clinician will be able to explain how the six Principles of Partnership translate into the behaviors, actions, and practices of front-line workers.
2. The social worker/clinician will be able to explain the use of at least two solution-focused tools for developing partnerships.
3. The social worker/clinician will be able to identify at least five ways to reduce resistance when first meeting with a client.
4. The social worker/clinician will be able to identify three listening techniques that can be used to understand a client's perspective and assess his or her situation more effectively.
5. The social worker/clinician will be able to find strengths in the clients they serve.
6. The social worker/clinician will be able to use family strengths to help clients develop strategies to resolve the issues that brought them to the attention of Health & Welfare.
7. The social worker/clinician will be able to identify three strategies for withholding or delaying judgments as long as possible.
8. The social worker/clinician will be able to identify at least three ways to reduce the power differential between workers and clients.
9. The social worker/clinician will be able to explain the Principles of Partnership in a case study practice session.
10. The social worker/clinician will be able to apply the Principles of Partnership with their current caseloads.

Activities to Demonstrate Competency:

- Describe Family Centered Practice (FCP) philosophy and principles. Gain information from reading materials, viewing videos, or by direct training from regional trainer in Family Centered Practice.
- Shadow a social worker/clinician with special strengths in Family Centered Services and report back to supervisor.
- To your supervisor identify strengths of the families in the cases you observed in shadowing activity above and reserve judgment until you identify strengths.
- Explain how the six Principles of Partnership translate into behaviors, actions, and practices of front-line social worker/clinicians.
- Apply the Principles of Partnership with a current case you are co-assigned. Discuss any ethical dilemmas with your supervisor.
- Identify and discuss strategies for withholding or delaying judgments as long as possible.
- Identify and discuss at least three ways to reduce the power differential and build rapport between workers and clients.
- Review the Child and Family Services (CFS) Practice Manual for FCP philosophy and principles, and discuss its application to CFS and/or Children's Mental health (CMH) services with your supervisor.
- Read and discuss with your supervisor the handout "Potential Benefits of the Family Assessment Approach," from the Partners in Change Curriculum: An Introduction to Family Centered Practice.

**CORNERSTONES OF FAMILY-CENTERED
PRACTICE SERIES**

CORNERSTONE ONE

**Multiple Response
Is System Reform**

*Key Strategies for the
Future of Child Welfare
in North Carolina*

CORNERSTONE TWO

**What's Good for
Families Is Good for
Workers**

*Training for Child
Welfare Supervisors*

CORNERSTONE THREE

Partners in Change

*A New Perspective on
Children's Protective
Services*

CORNERSTONE FOUR

**Working with
Others, Working
with Outcomes**

*Training for Child
Welfare Supervisors*

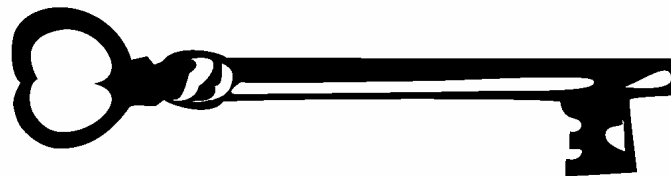
This curriculum is a product of the



NCDSS FAMILY SUPPORT AND
CHILD WELFARE SERVICES
STATEWIDE TRAINING
PARTNERSHIP

CORNERSTONE 3-B

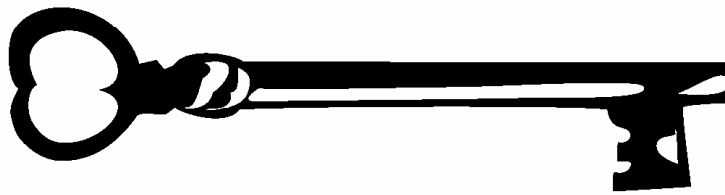
Partners in Change



*An Introduction to
Family-Centered Practice*

Participant Notebook

Partners in Change



An Introduction to Family-Centered Practice

Developed by

Patrice White, Daniel Comer, and Courtney Smith

With Support and Contributions from

Special thanks to Sammy Haithcock, Joyce Edwards, Karen Hoyle, and the staff at Caldwell County DSS, who sparked the beginnings of this project, and to Debbie Vassar, who helped develop the first version. Thank you to all the workers and supervisors from the ten counties who piloted MRS and helped us refine this curriculum. Thanks to Sara Jarvis and John Alderson for their feedback and shared ideas. Special thanks to John McMahon, Donna Pearson, and Mary Ellen Witherspoon for their persistence and hard work in preparing this curriculum for publication.



NC DSS FAMILY SUPPORT AND
CHILD WELFARE SERVICES
**STATEWIDE TRAINING
PARTNERSHIP**

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Morganton, NC 28655

Competencies and Learning Objectives

Competency

At the completion of this course, participants will know and be able to apply the six Principles of Partnership in their day-to-day practice.

Learning Objectives

Participants will be able to:

- Explain how the six Principles of Partnership translate into the behaviors, actions, and practices of front-line workers.
- Demonstrate the use of at least two solution-focused tools for developing partnerships.
- Identify at least five ways to reduce resistance when first meeting with a client.
- Identify three listening techniques that can be used to understand a client's perspective and assess his or her situation more effectively.
- Find strengths in the clients they serve.
- Use family strengths to help clients develop strategies to resolve the issues that brought them to the attention of DSS.
- Identify three strategies for withholding or delaying judgments as long as possible.
- Identify at least three ways to reduce the power differential between workers and clients.
- Demonstrate the Principles of Partnership in a case study practice session.
- Apply the Principles of Partnership with their current caseloads.

Day One



*Partners in Change:
An Introduction to
Family-Centered Practice*

The Six Principles of Partnership

- 1. Everyone desires respect.** All people have worth and a right to self-determination, to make their own decisions about their lives. Acceptance of this principle leads one to treat clients with respect and to honor their opinions and worldview. True partnership is impossible without mutual respect.
- 2. Everyone needs to be heard.** This principle asks us to “seek first to understand” and is accomplished primarily through *empathic listening*. While empathic listening looks very much like active or reflective listening, what differentiates it is the listener’s motivation. Active or reflective listening is often used to manage or manipulate someone’s behavior so that the listener can advance his own agenda. Empathic listening is motivated by the listener’s desire to truly understand someone’s point of view—to enter someone’s frame of reference—without a personal agenda. When one feels heard and understood, defensiveness and resistance are unnecessary and solutions can be sought.
- 3. Everyone has strengths.** All people have many resources, past successes, abilities, talents, dreams, etc. that provide the raw material for solutions and future success. As “helpers,” we become involved with people because of their problems; these problems then become a filter that obscures our ability to see strengths. Acceptance of this principle doesn’t mean that one ignores or minimizes problems; it means that one works hard to identify strengths as well as problems so that the helper and the client have a more balanced, accurate, and hopeful picture of the present and the future.
- 4. Judgments can wait.** Once a judgment is made, one’s tendency is to stop gathering new information or to interpret new information in light of the prior judgment. Since a helper’s judgments can have an immense impact on a client’s life, it is only fair to delay judgment as long as possible, then to hold it lightly while remaining open to new information and willing to change one’s mind. Acceptance of this principle does not mean that decisions regarding safety cannot be made quickly; it simply requires that ultimate judgments be very well considered.
- 5. Partners share power.** Power differentials create obstacles to partnership. Since society confers power upon the helper, it is the helper’s responsibility to initiate a relationship that supports partnership, especially those who appear hostile and resistant. Clients make a choice to cooperate or not, but that choice is greatly influenced by our skillful use of power.
- 6. Partnership is a process.** Each of the six principles is part of a greater whole. While each has merit on its own, all are necessary for partnership. Each principle supports and strengthens the others. In addition, this principle acknowledges that putting the principles into practice consistently is *hard*. Acceptance of the principles is not enough; applying the principles consistently requires our *intention* and *attention*.

Pre- & Post-Training Assessment

Please help us evaluate the effectiveness of this training by circling the number that best represents your response to the following questions. Mark the “Before Training” scales on the first morning of the workshop. You will mark the “After Training” scales on the last afternoon of the workshop.

1. How informed are you about family-centered practice?

					Before Training							
	1	2	3	4	5	6	7	8	9	10		
<i>I have no idea what you mean by family- centered practice.</i>					After Training							<i>I am an expert family-centered practitioner.</i>
	1	2	3	4	5	6	7	8	9	10		

2. How willing are you to change the perception of DSS in your community?

					Before Training							
	1	2	3	4	5	6	7	8	9	10		
<i>I am not willing at all.</i>					After Training							<i>I would do anything in my power to change that perception.</i>
	1	2	3	4	5	6	7	8	9	10		

3. How able are you to change the perception of DSS in your community?

					Before Training							
	1	2	3	4	5	6	7	8	9	10		
<i>There's nothing I can do to change the perception of DSS in my community.</i>					After Training							<i>I can make a positive impact on the perception of DSS in my community.</i>
	1	2	3	4	5	6	7	8	9	10		

Potential Benefits of the Family-Centered Approach

Benefits for Families

- Families are more likely to be cooperative and motivated to voluntarily participate in services when they are approached in a less adversarial, more respectful manner.
- Parents may view child welfare workers as friendly and helpful rather than critical and punitive.
- Parents may be more motivated to change the behaviors that put their children at continued risk of abuse or neglect based on this new non-adversarial relationship.
- Parents who feel involved in the process of strengthening their families will be more likely to make lasting changes, thereby reducing the likelihood they will relapse into abusive behaviors.

Benefits for Children

- Children are more likely to be protected by parents who are engaged in a partnership process of making sustainable changes.
- More services will be available to vulnerable children and their families.
- Children may feel less threatened by child welfare workers who no longer separate them from their parents to talk and who treat their parents as partners in the process of change.

Benefits for Workers

- Workers will have an alternative to the investigative assessment approach that will give them more opportunity to teach and support families, thereby addressing the root causes of maltreatment.
- Workers are likely to encounter less resistance from families and will be able to work more effectively as partners with families.
- Workers will be able to investigate families more efficiently because there are fewer marginal cases.
- Families will reveal more information that will help workers target areas for improvement, thereby increasing workers' ability to link the family with needed services and community supports.

- Workers will likely experience an increase in job satisfaction as a result of returning to true social work practice and away from a hard-line investigative approach.

Benefits for the Child Welfare System

- The system will respond better to the variety of conditions present in families involved in abuse and neglect.
- The most serious abuse cases will be readily apparent, and immediate action will be facilitated.
- The child welfare system will do a better job of preventing child abuse and neglect.
- The rate of subsequent, repeat reports to CPS will go down.
- The child welfare system will likely be viewed by families as a partner and friendly resource.
- Worker turnover may be reduced.
- Over time, community responsibility for the protection of children from abuse and neglect will increase.
- Over time, community perceptions of the child welfare system will improve.

Blackard, T. (2002). North Carolina adopts new approach to child protective services: Multiple Response. *Children's Services Practice Notes*, 7(4),4-8.
http://ssw.unc.edu/fcrp/Cspn/vol7_no4/approach.htm

Schene, P. (2001). Meeting each family's needs: Using differential response in reports of child abuse and neglect. *Best Practice, Next Practice: Family Centered Child Welfare*, 2(1).
<http://www.cwresource.org/Online%20publications/Spring%202001.pdf>

A Vision for Family-Centered Practice

- To begin and end all interventions with respect for family members and their strengths.

- To respond to families' needs and requests in respectful, client-driven, solution-focused ways.

- To provide for child safety by enhancing family safety, self-sufficiency, and autonomy.

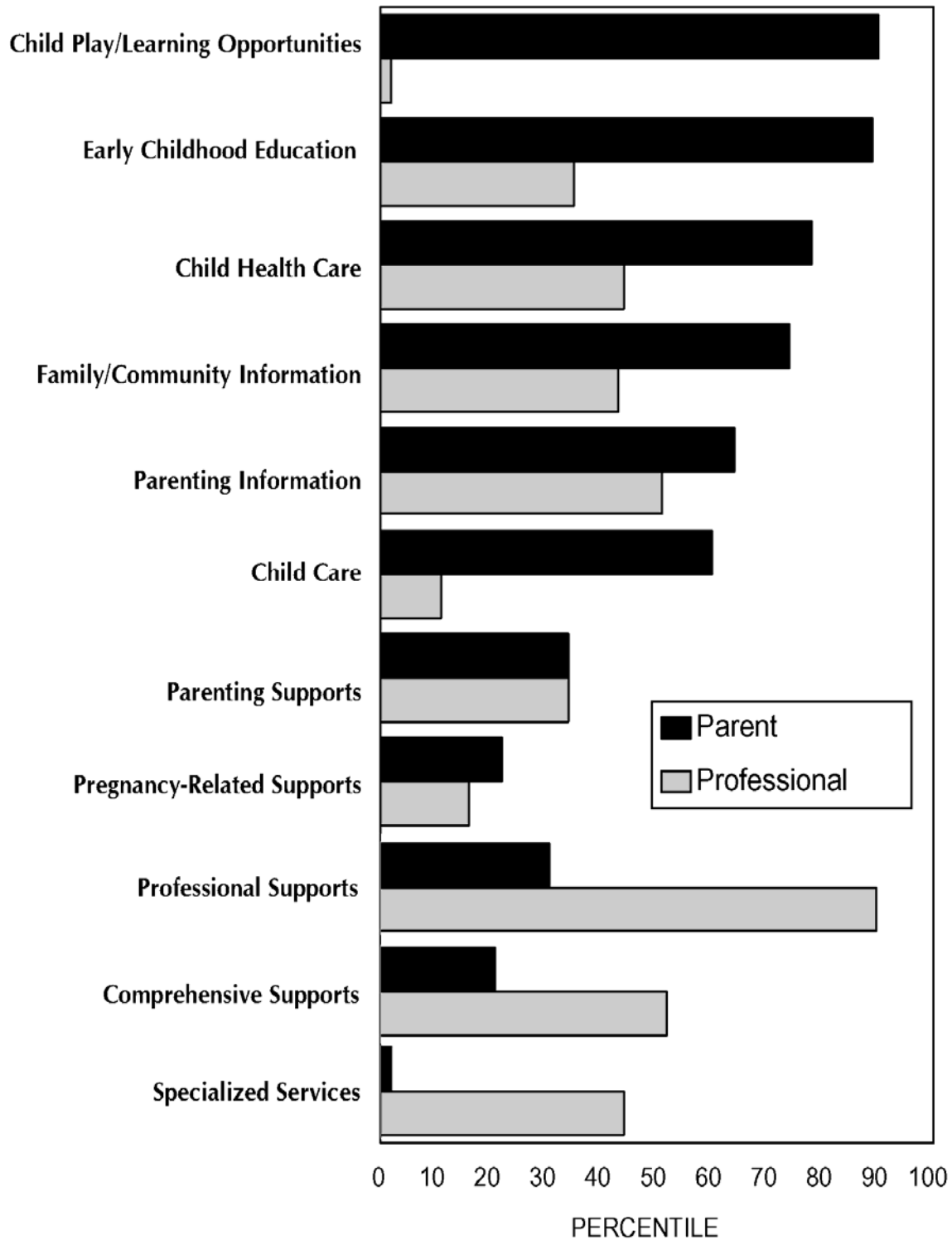
- To hold parents responsible for their families by providing them with collaborative, respectful, individualized services that promote and ensure child and family safety and parental autonomy.

Adapted from: Berg, I. K., & Kelly, S. (2000). *Building solutions in child protective services*. New York: W. W. Norton & Company.

The Foundation of Family-Centered Practice

- Families know more about their situation than anyone – they are the experts on what will work best for them.
- Families are able to formulate their own goals and build their own solutions.
- Families tend to maintain solutions they create.
- Families are doing the best they can in difficult situations.
- Family strengths can be enhanced; change can happen.
- Families are our partners and need our support.
- Families can enhance and improve the well-being of their own lives, and the lives of their children or other family members, with our assistance and support.
- Solutions will be found in partnerships among parents, workers, supervisors, and other community partners.
- Families have a right to be supported in their efforts to improve their own well-being and that of their children.
- When parents are supported, most of them can protect their children.
- Protection of the individual or child must also include family protection.

Rankings of Resources and Supports Considered Key Activities of Family Support Programs



From C. J. Dunst (2000), *Landscape of parenting education and family support programs in Buncombe County: Foundations for revisioning a system of supports*. Asheville, NC: Winterberry Press. Copyright 2000 Winterberry Press. Used with permission.

Buncombe County Smart Start Survey

While there were some commonalities between what parents and service providers thought was good for young children, it was generally the case in this Puckett Institute survey that what parents considered most important, service providers considered least important, and vice versa.

Parents expressed a need for partnership

- Parents told researchers that they wanted to be treated in a family-centered manner but were often treated in ways inconsistent with family support principles.
- Service providers did not always treat them with dignity or respect for their role as the family's primary decision-makers.
- Service providers did not always acknowledge and build on family strengths or show sensitivity to cultural diversity.
- According to the study, families most want to be treated in ways that recognize their assets and capabilities, that respect informed parent choice and decision making, that are individualized and respond to family ideas and needs, and that affirm a family's cultural and spiritual beliefs and values.

Parents want a change in the type of services offered

- Families want a mix of formal and informal resources.
- Their clear preference was for parenting and family support activities to be located or provided in their own neighborhoods and communities.
- Services that are authoritarian, focus on parent weaknesses, and/or emphasize professionals' points of view were rated as "least desirable" by the majority of parents of young children who completed the survey.
- The study found that failure to develop programs in an individualized and family-responsive way discourages parents from making a commitment to participate in them.

From: Orelena Hawks Puckett Institute. (2001). *A Report to Buncombe Parents of Young Children*. Asheville, North Carolina. www.puckett.org

Lessons from Family Group Conferences

Research on Family Group Conferences over many years has shown results that support our own experience with families. That is:

- Workers often create “cookie cutter” service plans for families rather than individualizing plans to the family’s needs and accommodating the way each particular family likes to solve problems.

- Families tend to resist these professionally developed service plans.

- Families are able to create acceptable strategies to address the challenges they face.

- Families tend to comply with plans that they themselves have created.

Sources

Gunderson, K. (1998). Pre-conference preparation: An investment in success. *Protecting Children*, 14(4), 11-12.

Hall, R. (September 25, 2003). *Personal communication* with Richmond County DSS supervisor

Nice, J. (1997, August). Family Unity Model. Workshop Presentation by author. Waynesville, NC.

What Clients Want

The following summarizes the key aspects for building a cooperative relationship in social services casework. This summary was distilled from a number of studies about client attitudes.

Clients want:

- To be cared about as individuals with strengths as well as weaknesses.
- To have their story, perspective, and feelings heard and understood.
- A worker who is responsive and sensitive to the turmoil and stress they are experiencing.
- Regular and complete exchange of information at each step of the process.
- Explicit expectations from the agency.
- Opportunities to express their wishes and ideas and to influence decisions and case planning.

Source: Turnell, A. & Edwards, S. (1999). *Signs of safety: A solution and safety oriented approach to child protection casework*. New York: W. W. Norton & Co.

My Symbol

- What was your symbol? What did it mean to you?
- How did it feel to leave your symbol in someone else's hands? What were you thinking?
- How did you feel about the “improvements” made to your symbol? Did the other person understand your symbol?
- How did it feel to “improve” someone else's symbol? Was it hard or easy?
- How is this experience like our work with clients? What did you learn?

Suggestions for Working Respectfully with Families

- Use family-friendly, everyday language, a soft tone, and neutral words and phrases. Listen for the way the family talks, the words they use to describe their problems. If they say their son is "too rowdy in school" use their terms instead of professional jargon or "proper language." Try to match the language of the family when appropriate.
- Give honest, factual answers. Be up-front about what you and/or the agency expect from them. Tell them what requirements you will make of them and give them timeline estimates for completion. If you do not know the answer, say so, but also agree to find out the answer.
- Acknowledge upfront that no matter why they have come in contact with DSS (whether voluntarily or not), they may feel very uncomfortable about being here. Assure them that you will do everything in your power to minimize their discomfort.
- Inform the family of the policies regarding consent and confidentiality, have them sign appropriate release forms, and assure them you see confidentiality as a high priority.
- Be willing to apologize to the client for any mistake or misunderstanding on your part or from a social worker who preceded you. It takes strength and confidence to apologize. Paradoxically, apologizing gives you power in the relationship. You can be a powerful role model by accepting responsibility and apologizing for a mistake.
- If a client becomes agitated, acknowledge his or her feelings, maintain a polite and respectful attitude, don't take angry statements personally, and ask for the client's recommendations for answers or changes.
- If you work with a family from another culture, try to learn about their customs, rituals, methods of parenting, etc. Show respect by asking them to teach you. You can also ask co-workers to educate you and read pertinent literature to strengthen your knowledge and help you avoid alienating your client.
- Be aware of whether a client maintains eye contact. In some cultures it is disrespectful to look someone directly in the eye. Give the client an opportunity to turn away.
- Ask the family for their opinions, their description of the problems, what they would like to change or improve. Ask them for possible solutions, what has worked in the past, etc.
- Keep in mind: family members are the experts in the family. Ask the family to teach you about the family, to work with you to find solutions, and to tell you when your suggestions will not work for them.

RESPECT SPECIFIC TO HOME VISITING:

- When you schedule the initial home session, ask: “When would be the most convenient time to meet between now and _____ (indicating your time frame)?”
- Set the tone of the home visit so that it is friendly, positive, polite and supportive. Assume you are accepted; be casual and relaxed. Family members will likely take their cues from you.
- Enter the client's home as a guest, and show the same respect and courtesy you would want guests in your home to show. Introduce yourself in a friendly manner and ask to be introduced to every person in the home.
- Use client's names to personalize and humanize the interaction, but do not use the parents' first names unless they invite you to do so. Try to begin building a positive, supportive relationship with everyone in the family.
- Ask where they want you to sit. Avoid taking someone's favorite chair. Observe the seating arrangement of the family members—this may give you some insight into family relationships, roles and heirarchy.
- Be aware of physical proximity to clients, especially when the client is anxious. Being too close may escalate the client to aggression. Also, be sensitive of physical distance and body language with people from other cultures.
- While it is tempting to try to control such distractions as TV, telephone, children, or neighbors coming in and out, these elements can reveal much about the family routines, relationships, and the home atmosphere. It is always important to respect the family’s choices regarding the operation of their own home.
- Find something in the home to compliment (such as the children's pictures on the wall, positive behavior from the children or parenting skills). Let the family members be the expert on something you see in the home, such as the family pet, a woodworking project, knitting, puzzles, or any awards or plaques showing a family member's accomplishments.
- Join with the family by acknowledging their strengths. Ask the family members to tell you what they like about one another, what they do well, etc.
- Pay attention to the parents as well as to the children. Many parents tend to be isolated and lonely, and can become easily threatened when you pay a great deal of attention to their children.
- When parents complain frequently about their children it is a clue to you that you need to find ways to compliment their parenting. Most parents’ self worth around their parenting skills are threatened by your presence. Try to find exceptions to that opinion.

Ideas for Action Worksheet 1

- What struck you most about this day of training? What sticks out in your mind as you think back over the activities, group discussions, and conversations at your table?

- When were you most interested and engaged? Where did you find your attention wandering?

- What insights or learning will you take away from today?

- What is one small thing you might do differently or one new approach you might try in your workplace as a result of this day?

Day Two



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Do You Hear What I Hear?

The following are examples of Stephen Covey's concepts of listening. You may want to jot down definitions or examples during the discussion.

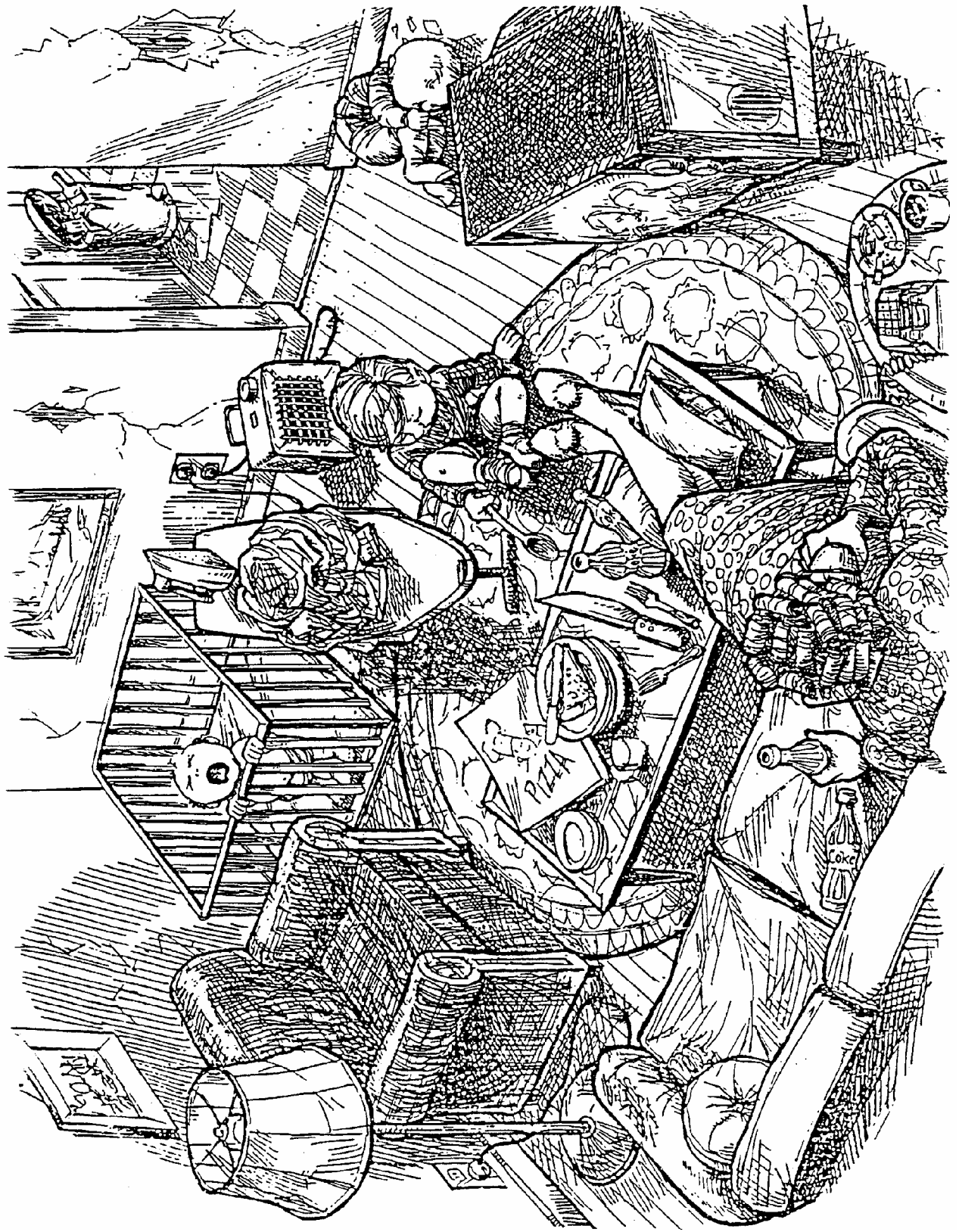
Autobiographical Listening

- Ignoring
- Selective Listening
- Pretend Listening
- Attentive Listening

Empathic Listening

Source: Covey, S. R. (1989). *The seven habits of highly effective people*. New York: Simon & Schuster.

Line Drawing



Used with permission from the Kentucky Dept. for Social Services, Family Services Training Branch.

How to Find Strengths

- Look around you.
- Listen to client stories.
- Be genuinely interested in your client's hopes and dreams.
- Ask the right questions.

Exception Questions

Purpose

There are always exceptions, times that the problem could have occurred, but didn't. Exceptions mean that the client has the skills necessary to do something in a more successful way. Our task is to get the exceptions to happen more often. We are looking for what is different about those times.

Examples

- Are there times now or in the past when you were able to ... (discipline without abuse, handle stress without drinking, keep the house clean)? How did you get that to happen?
- When was the last time that... (Johnny did what he was told without arguing, when you supervised the children well enough to please your neighbors, when you were taking your medicine)? What do you do so that the problem doesn't happen at those times?
- Are there days when you feel...(less overwhelmed, more in control of your temper, more hopeful about your situation)? What is different about those days?
- When was the last time you had a better day? What was different about that day that made it better? Where did that happen? Who was there with you? What might (those people) have noticed you doing differently that would tell them you were doing better?
- When are you already doing **some** of what you want (staying calm with the children, keeping the house clean, being a good mom)?
- When doesn't (the problem) happen? What is different about those times? What are you **doing** differently? How are you **thinking** differently?
- Tell me about times when this (arguing, depression, poor decisions) is a little less of a problem.
- How much of the time would you say (talking back, depression...) is a problem? Oh, so at least X% of the time it's not so bad. Can you tell me what is happening when it is not a problem?
- What is the longest time you have gone without (the problem)? How did you get that to happen?
- What are you doing or thinking that is helpful?

- Has anything worked in the past to resolve other issues that you might want to test out with this current situation?
- What other ways do you ... (discipline your child, manage stress)?

Exception-Finding Questions Case Examples

- A parent who had previously lashed out at her child described a situation where she had become enraged but resisted the impulse to hit the child by taking a five-minute break in her bedroom.
- A child described being able to go to her grandmother's home when she felt unsafe because her parents had become too drunk to care for her.
- A man who had previously assaulted his stepson resisted the urge to do so on another occasion, even though the teenager had thrown a knife at him. He did this by telling himself, "If I hit him, the boy will only make a monkey of me again."
- A grandmother described a period where her drug-addicted daughter had faced up to her problems and acknowledged she was not caring adequately for her child. At that time the mother had sent the girl to live with her father for nine months while she detoxed herself.

Source: Berg, I. K., & Kelly, S. (2000). *Building solutions in child protective services*. New York: W. W. Norton & Company.

Personal Exception Questions

1. Situation/Issue (which you will discuss with your partner) stated briefly:
2. One a scale from 1 to 10, where 1 is completely pessimistic and 10 is completely optimistic, what number would reflect how you feel, **this minute**, about the situation stated above?

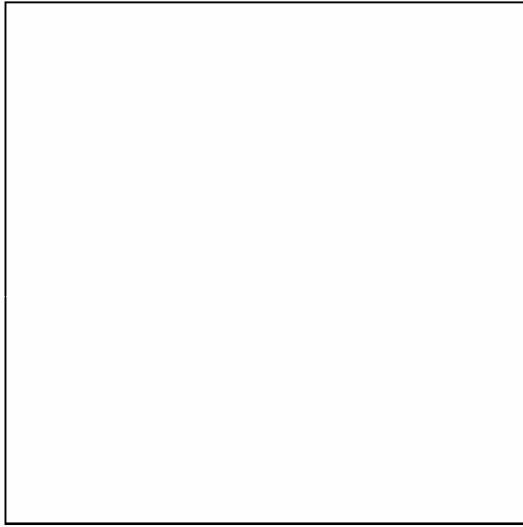
Read and answer any of the questions below that relate to your situation:

3. If you have experienced a similar difficulty before, how did you deal with it then? How did you know what to do? What helped in that case? Would it help now?
4. Are there days now when you feel the situation or issue is a little better? What is different about those days?
5. When **isn't** the situation/issue a problem? What is different about those days? What are you **doing** differently? How are you **thinking** differently?
6. Was there a time that the situation or issue was more like you want it to be? When was that time? What was different about it that was better? Who was doing what to make it better?
7. On a scale from 1 to 10, where 1 is completely pessimistic and 10 is completely optimistic, what number would reflect how you feel **now**, about the situation/issue?

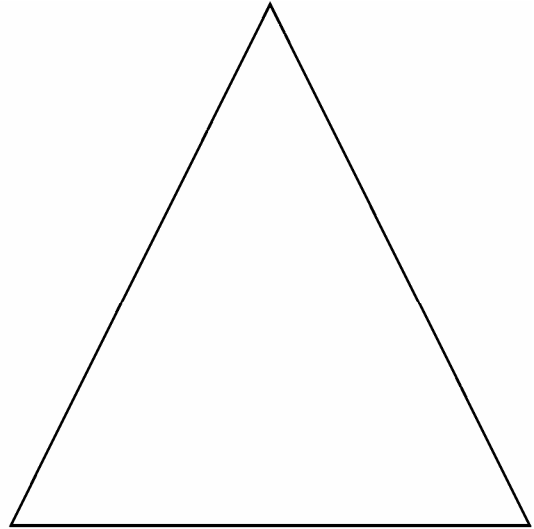
Personality Types

Directions

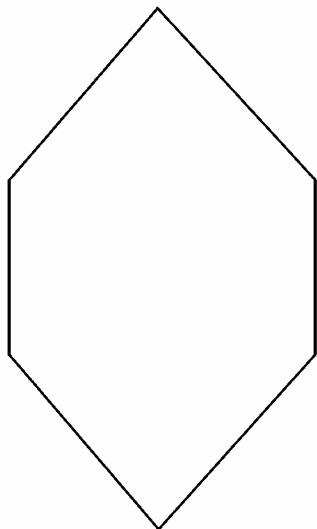
Study the geometric shapes below. Select the one that best represents your personality. Place an "X" below the chosen one.



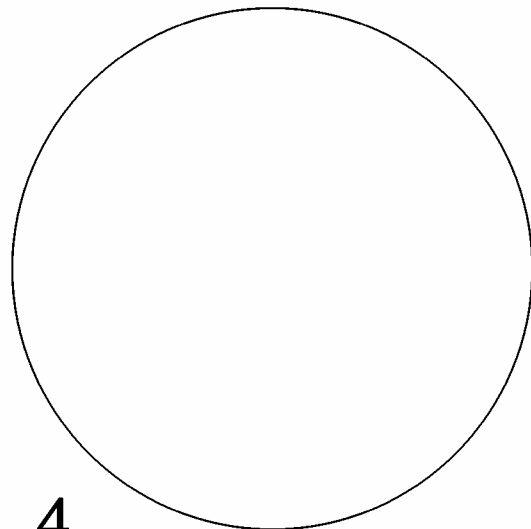
1.



2.



3.



4.

Scaling Questions

Purpose

Perhaps the most versatile of any of the solution-focused tools, scaling questions are a very useful assessment tool. Scaling can be used for many purposes. For example:

As an assessment tool:

- “On a scale of one to ten, where one is this is not at all the type of child you wanted to foster, and ten is he is exactly the type of child you hoped to care for, what number would you say this child is? What number would your husband say?”
- “On a scale of one to ten, where one is this is the type of job that you have hated before, and a ten is this is the type of job that you would enjoy, what number would you say this job is?”

To set goals with clients:

- “On a scale of one to ten, where one is not at all important to you and ten is very important to you, how would you rate finding suitable daycare for your children?”
- “On a scale of one to ten, where one is not important at all and ten is the most important thing to you, what number would you say children’s school grades are? How about children being respectful to others?”

To evaluate the usefulness of a resource:

- “On a scale of one to ten, where one is not at all helpful and ten is very helpful, how would you rate going to family counseling?”
- “On a scale of one to ten, where one is not helpful at all, and ten is very helpful, how helpful do you think getting a GED would be for you?”

To measure progress: (You might ask the same scaling question every time you visit a family to see whether they move up the scale.)

- “On a scale of one to ten, where one is you are so depressed you barely made it out of bed and ten is you feel better today than you have in years, where would you place yourself?”
- “On a scale of one to ten, where one is as bad as it can be and a ten is as good as it can be, what number would you say your son’s behavior has been this week?”

My Blind Date

- What was it like to be blindfolded? How did being blindfolded change your experience of the world around you?
- Who did you have to trust? How did your level of trust affect your experience? Did you develop a real connection with your partner?
- What was it like to be the guide? How did being the guide change your experience of the world around you?
- As a guide, did you focus more on instruction #2 (make it incredibly fun, creative, and enriching) or did you focus more on instruction #3 (take great care of your blind date)? Why?
- How did you help your date discover more of the world than she or he would have with open eyes? Did you focus more on directing and describing or did you ask lots of questions? How do you think this affected your date's experience?
- How is this blind date experience like our work with families? What lessons did you learn?

Ideas for Action Worksheet 2

- What struck you most about this day of training? What sticks out in your mind as you think back over the activities, group discussions, and conversations at your table?

- When were you most interested and engaged? Where did you find your attention wandering?

- What insights or learning will you take away from this day?

- What is one small thing you might do differently or one new approach you might try in your work place as a result of this day?

Day Three



*Partners in Change:
An Introduction to
Family-Centered Practice*

Toolbox

Scaling

Look for Positive Intent

Respect Ideas

Manage Your Inner Voice

Seek First to Understand

Finding Strengths

Not Knowing Stance

Share My Power

Intention and Attention

Exception-Finding Questions

Remote Control Features

Pause

This feature allows anyone in the group—the worker, the client, or group observers—to stop the practice experience at any time.

The worker may take advantage of it to collect his or her thoughts, to ask for feedback from observers, to solicit different ways of approaching the client, or to clarify what the client said with other group members. Any other group member may also use the pause feature to ask a question of the worker, to give feedback, or to offer a suggestion of what the worker might try.

Rules for the Use of Pause

When any observer in the group uses the pause feature, they should direct all questions or statements toward the worker, not the client. The intent of this rule is to allow the worker opportunities to use the feedback gained from fellow group members to have a successful practice experience. If the worker chooses to, she or he may invite the person giving feedback to direct a question toward the client, but then the interaction continues between the client and the worker.

Rewind

This feature allows the worker to go backwards in the interaction with the client and restate a question, ask a different question, change tactics, use a tool, or go in a different direction. It allows the worker the freedom to have a successful experience and to “fix” things when he or she is dissatisfied with the results of a particular interaction or question.

Help

Any participant playing the role of the worker should use this function if she or he feels stuck. It indicates that the worker needs some suggestions or discussion around what is happening in the interaction and how to best improve the situation.

Observers responding to the Help command are encouraged to phrase their feedback as an “I wonder. . .” statement. For example, “I wonder if the fact that she has been involved with DSS before may be contributing to her suspicion.”

Satellite Assistance

This feature allows the group to ask one of the trainers to come over to clarify questions, give suggestions, or consult about the use of a tool.

Skills Practice #1: Initiating a Partnership Planning Sheet

Putting the Principles Into Practice	Suggestions for Putting the Principles into Action
Everyone Desires Respect	
<ul style="list-style-type: none"> • Being honest and straightforward 	
<ul style="list-style-type: none"> • Demonstrating that it's OK to disagree 	
<ul style="list-style-type: none"> • Recognizing the client's point of view 	
<ul style="list-style-type: none"> • Working with resistance 	
Everyone Needs to be Heard	
<ul style="list-style-type: none"> • Being fully present (mentally & physically) 	
<ul style="list-style-type: none"> • Being genuinely curious (open to new information and perspectives) 	
<ul style="list-style-type: none"> • Listening and acknowledging others' ideas 	
<ul style="list-style-type: none"> • Being aware and managing inner voice 	
<ul style="list-style-type: none"> • Using "I wonder" questions 	
Everyone Has Strengths	
<ul style="list-style-type: none"> • Identifying and recognizing strengths 	
<ul style="list-style-type: none"> • Using praise and empathy 	
<ul style="list-style-type: none"> • <u>Tool Practice</u>: Exception finding questions 	

Skills Practice #2: Discovery and Beyond Planning Sheet

Putting the Principles Into Practice	Suggestions for Putting the Principles into Action
Judgments Can Wait	
<ul style="list-style-type: none"> • Being cautious and aware of assumptions 	
<ul style="list-style-type: none"> • Looking for alternative explanations 	
<ul style="list-style-type: none"> • Taking a “not knowing” stance 	
<ul style="list-style-type: none"> • Asking open-ended questions 	
<ul style="list-style-type: none"> • <u>Tool Practice</u>: Scaling Questions 	
Partners Share Power	
<ul style="list-style-type: none"> • Exhibiting flexibility 	
<ul style="list-style-type: none"> • Using the client’s language 	
<ul style="list-style-type: none"> • Focusing on solutions rather than problems 	
<ul style="list-style-type: none"> • Soliciting solutions from the client 	
<ul style="list-style-type: none"> • Incorporating client strengths in solutions 	
Partnership Is a Process	
<ul style="list-style-type: none"> • Creating a sense of connectedness 	
<ul style="list-style-type: none"> • Being willing to be wrong and apologize 	

Skills Practice #2: Observer Sheet

During this practice session, your task is to identify ways the worker continues to build a partnership with the client while trying to discover as much as he or she can about her situation.

- How does the worker continue to show respect, seek to understand and recognize and validate strengths?
- How does the worker demonstrate the “not knowing stance?”
- How does the worker share power with the client?
- What scaling questions does the worker use?

Ideas for Action Worksheet 3

- What struck you most about these practice exercise? What sticks out in your mind as you think back over the activities, group discussions, and conversations at your table?

- When were you most interested and engaged? Did you find your attention wandering? If so, when?

- What insights or learning will you take away from these practice exercises?

- What is one small thing you might do differently or one new approach you might try with families as a result of these practice sessions?

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The Six Principles of Partnership Pocket Reminder

Instructions

Photocopy this page onto cardstock. Cut out the card below and keep it somewhere you can easily refer to it to remind yourself to apply the six principles of partnership to your work with families.

<p>1. Everyone Desires Respect</p> <ul style="list-style-type: none">● Being honest and straightforward● Demonstrating that it's OK to disagree● Recognizing the client's point of view● Working with resistance <p>2. Everyone Needs to be Heard</p> <ul style="list-style-type: none">● Being fully present (mentally and physically)● Being genuinely curious (open to new information and perspectives)● Listening and acknowledging others' ideas● Being aware and managing inner voice● Using "I wonder" questions <p>3. Everyone Has Strengths</p> <ul style="list-style-type: none">● Identifying and recognizing strengths● Using praise and empathy	<p>4. Judgments Can Wait</p> <ul style="list-style-type: none">● Being cautious and aware of assumptions● Looking for alternative explanations● Taking a "not knowing" stance● Asking open-ended questions <p>5. Partners Share Power</p> <ul style="list-style-type: none">● Exhibiting flexibility● Using inclusive language● Focusing on solutions rather than problems● Soliciting solutions from the client● Incorporating client strengths in solutions <p>6. Partnership Is a Process</p> <ul style="list-style-type: none">● Creating a sense of connectedness● Being willing to be wrong and apologize<ul style="list-style-type: none">– Use of Tools, Miracle Question, Scaling
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