



**CORE 107
Family Preservation**

A Training Curriculum

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Agenda for 6 hour curriculum in Family Preservation

Competencies 107-1, 107-2

Overview of Curriculum **1**

Background for Trainer **The 7 Values of Family Preservation** **2**

- I. Family Drives the System
- II. All Children Need Their Families
- III. Model is Family Strength
- IV. Immediate Response
- V. Leave the Power Within the Family
- VI. You Need to be Culturally Competent
- VII. 1st Concern is Safety for the Children

Training Agenda

20 minutes **Introduction** **7**
What I Want to Accomplish Today (Exercise)

Module 1: **What is Family Preservation** **10**
60 minutes

- A. "What do I know ..."
- B. Overview of Family Preservation Services and Establishing Pennsylvania Family Preservation Programs (ACT 35)
- C. Goals of the Pennsylvania Family Preservation Programs (OCYF Bulletin 3150-92-0)
- D. Understanding the differences between Family Preservation Services in Pennsylvania and traditional Child Welfare Services

Module 2: **Strengths Focused Model** **20**
40 minutes

- A. Concepts of a strengths focused service delivery model
- B. Implementing a strengths focused model

Module 3: 2.5 hours	The Seven Values of Family Preservation Services in Pennsylvania	24
	A. Family Systems	
	B. The Seven Values of Family Preservation -- Family 1st	
	1. The Family Drives the System: The Power for Change Resides with the Family	
	2. All Children Need Families	
	3. Model Family Strengths: Doing the Best You Can, with the Resources Available	
	4. Immediate Response: Crisis = Opportunity for Change	
	5. Leave the Power with the Family: Most Family Members Really Care About Each Other	
	6. You Must Be Culturally Competent	
	7. 1st Concern Is Safety.	
40 minutes	Action Planning	36
	A. Incorporating the Seven Values into Casework- Practice and Referral of Families to Family Preservation Services	
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20 minutes	Evaluation	38
5 minutes	Closing	

Family Preservation

Rational

This one-day training is designed to give the participants a "broad brush" understanding of the history and philosophy of the Pennsylvania model of Family Preservation Services (FPS), and to become familiar with the seven basic values that are the building blocks of Family Preservation Services. The competencies taught in this CORE curriculum address the fundamental attitudes, knowledge and skill for Child Welfare Professionals delivering services to families and children. The competencies include:

- The Child Welfare professional understands the historical and philosophical basis of family preservation and family-centered Child Welfare practice, including family systems theory; and can apply his/her understanding to case planning and service delivery.
- The Child Welfare professional understands the seven values of Pennsylvania's Family Preservation program, and knows how family preservation fits in the continuum of Child Welfare services.

Target Audience

Newly employed Child Welfare caseworkers, supervisors and experienced staff who have not had formal training in family preservation services and Family Preservation workers hired by private providers.

Expectations of Trainer

To train this material effectively, the trainer must have a personal belief system that is compatible with the philosophy of Family Preservation. Family Preservation is as much a philosophy as it is a program to work with high-risk children and their families.

Simply stated, the trainer must believe:

- ☞ People are basically good.
- ☞ People are doing the best they can with the resources they have.
- ☞ Children need their families.
- ☞ Children have the right to a safe and secure environment.
- ☞ It is not the worker's role to replace the parent, or to take charge of the child and family.

- ☞ This training session must model the Family Preservation intervention process. The trainer must empower the participants and facilitate their knowledge by building on their strengths, just as caseworkers will do with the families they provide services to.
- ☞ Families need a chance to learn to resolve their problems together.
- ☞ The power for change rests in the family.
- ☞ You must respect the values and beliefs of the families receiving services from the Child Welfare system.

Additionally, the trainer must be able to communicate the seven values of Family Preservation, consistent with the State's philosophy, applicable laws and regulations, and the recommendations of the Family Preservation Quality Assurance Committee.

I. Family Drives the System

Many families seen by Family Preservation services have very little trust in the Child Welfare system or other social service systems. They lack the hope that their life can change for the better. They are often dependent on social service systems and feel powerless. They lack confidence in themselves and are unable to take charge of their own lives.

It is important for the worker to instill a sense of hope in the family that "crisis" in the family can be resolved and life can get better. The worker should emphasize that the Family Preservation programs are different from more traditional services. The worker is ready to come to the family home and work with the family schedule, such as at night and weekends.

Empower the family

Empowerment is a process in which the family begins to understand and start using its own power to take charge of its own life and become less dependent on the system. This process needs lots of time. Usual high caseloads prevent caseworkers from spending much time with the families and developing strong relationships and trust. In Family Preservation services, workers carry a caseload of two to five cases at a time that allows the worker to spend more time with the families.

The following techniques may be used:

- 1) **Family contribution:** What is the change the family wants to make the most? The family decides what objectives they want to accomplish. The worker should be very attentive to the details of what is important to the family.

- 2) Do not fix it, if it is not broken. Most of the families in Family Preservation are having several problematic situations; e.g., a single mother with no support, unemployed, cocaine user, no money, three children, two in placement and a 3-month-old newborn baby wants her other two children back, and wants to find a job and live in her own house. When a worker writes a Family Preservation plan, it should be written with family participation where family members choose the objective. The worker should always keep in mind the child's safety is the first concern. The worker also should guide the family in choosing realistic objectives.

II. All Children Need Their Families

It is a basic assumption that children grow better where they feel they belong. Long term emotional stability is best nurtured by the solid sense of identity gained from being reared in one's own home; e.g., An 11-year-old boy was severely beaten by his father while the father was under the influence of alcohol; the child had a broken arm, black and blue marks and bruises all over his body; the child was temporarily placed in a foster home; the child was not ready to leave his father; he cried and kept on saying "My father is not bad. He loves me very much. He can't help himself when he's drunk. Please let me stay with him." The love/ bonding between father and son was a very positive strength. The worker used that strength to keep the family together by utilizing Family Preservation services. The worker sat with the family members, grandmother, two sons, ages 11 and 13, and the father. They decided to work on the following goals: a) father gets a D/A evaluation, b) grandmother promised to help the children, c) children were enrolled in an after-school program, and d) the whole family got involved in counseling.

Everyone worked on the objectives. Father completed a D/A inpatient rehabilitation program, and enrolled in an outpatient counseling program. He also got a part-time job. Both children go to an after-school program, and the grandmother took care of the kids when the father was in the rehabilitation program. The rest of the family members help the grandmother whenever possible.

III. Model Is Family Strength

The worker should be very positive toward Family Preservation ideology. The worker has to believe that each family has some strengths. Crisis is an opportunity for change. When a family is undergoing a very stressful situation such as unemployment; health problems such as AIDS, cancer, death in the family; D/A problems; and a newborn baby, it is very difficult to lead a "normal" (whatever it may be seen by that family) life. STRESS CAN CAUSE HIGHLY UNUSUAL BEHAVIORS, e.g., an excessive use of alcohol or physical power results in child abuse/neglect. The worker's emphasis should be on strengths instead of deficits. For example, family members should be assured that they are doing the best they can at this time. At this time, they are more receptive to change. The power for these changes resides in the family. The family knows best what they need. It is the Family Preservation worker's responsibility to empower them, assure them of their strengths, and help them identify and focus on them.

IV. Immediate Response

When a referral comes to the Family Preservation program, the key is to respond immediately. The Family Preservation worker should usually contact the family within 24 hours. Sometimes the response may be needed even earlier. The worker should use his own program guidelines.

V. Leave the Power Within the Family

It has been observed that the Office of Children and Youth is usually involved when a family is referred to a Family Preservation program. Family Preservation services are offered to the family instead of placement of the children. Therefore, it is very important for the Family Preservation worker to explain the Family Preservation program's main objective to the family, that is, to "keep the family together" and help the family accomplish that goal. It is the family who decides the goals, and how to accomplish those goals. The Family Preservation worker is there to help them if they need help. The Family Preservation worker encourages the family to identify problems they want to resolve, set the priorities, and comply with the Children and Youth Agency's concern for the children's safety.

VI. You Need to be Culturally Competent

It is very important for the Family Preservation worker to be aware of cultural differences. Home is each person's fort. A person feels safe and relaxed in his or her own home. The worker must be aware of intruding in family territory. The Family Preservation worker must clear it with the family for the first visit. Family members should be referred to by their last names, such as Mr. Jones or Ms. Smith, unless specifically told otherwise. The worker should not enter the house unless asked to come

in. It is a good practice to ask the family members to inform you of any specific house rules or cultural habits.

VII. 1st Concern is Safety for the Children

The safety of the children must be a primary concern of the worker. No family can be preserved at the cost of the safety of children. Necessary evaluations like "RISK ASSESSMENT" must be completed before accepting a family for the program. The Family Preservation program should be only implemented if children are safe in the home. The Family Preservation program is a part of Child Protective Services. Child protection and safety are the foremost important goals of Family Preservation services. Therefore, initial assessment of the crisis situation is very important. The perpetrator cannot be left in charge of the children. It must be assured by the family, that children will not be at risk of another incident of child abuse/neglect. The Pennsylvania Risk Assessment Model must be used to assess the situation and assure the safety of the child. If the risk assessment concludes that the child is safe at home, only then should the Family Preservation program be offered to the family.

In addition, it is very important for the Family Preservation worker to understand how the Family Preservation program fits in the continuum of Child Protective Services.

The Family Preservation program is one service provided by Child Welfare agencies (mostly by Children and Youth agencies). These services are offered to the families by Children and Youth Agencies (local Government agency). The actual services are provided by a contracted, private service agency. The families are selected by C & Y workers for Family Preservation program services. Family Preservation program services are a public agency's last effort to keep a family together. It has been observed that children do better living with their own families. It is an effort to minimally disrupt the family lives of the children who are already experiencing crisis situations. The services are provided in their own homes. Therefore, families' willingness to participate in the Family Preservation service plans has increased considerably. The plan is to give the family an opportunity to get their life together and to take charge of their life. Several intensive services are offered, a support system is built, and services are coordinated so that the family can get a jump start. This is an attempt to make these families take care of their children and provide safer environments for the children. This is an attempt to reduce the unnecessary placement of the children and, to reduce the dependence of these families on the Public Welfare system.

It is important to realize that the Family Preservation program is cost effective. In the "surviving" days of reduced budgets and diminishing services, Family Preservation programs become more important because they reduce costs drastically. For example, a typical Family Preservation case has a one-time cost of \$4,000 to \$4,500, compared with \$10,000 to \$15,000 per year for foster care and up to \$100,000 a year to institutionalize a child.

In conclusion, Family Preservation programs are a short term, intensive, cost effective, in-home service to the families where children are at imminent risk of placement, to avoid unnecessary placement and keep families together.

Trainers interested in obtaining specific information of Pennsylvania Family Preservation Programs can contact Michael Kovacevic, Shippensburg University, Old Main, Shippensburg, PA 17257. Trainers interested in obtaining information about Family Preservation on a national level can contact IFPS National Network, Center for Study of Family Policy, Hunter College, 695 Park Ave., Room E1289C, New York, New York 10021.

Introduction

Rational Group trust and cohesiveness assist in creating a positive environment for learning. When the trainer starts a workshop with an opening activity that engages participants, promotes the development of relationships, and makes a point that relates to the training topic, participants will be encouraged to interact, thereby initiating the development of group trust and cohesiveness. This exercise is designed to have the participants "buy into" the process, so they will own it and therefore be more interested in participating in the workshop.

Objective The participants will engage in an activity to interact with their small groups, become familiar with the workshop learning objectives, and identify their training needs.

Time 20 minutes

Method Presentation and group activity

Materials

- ✓ Markers for each table
- ✓ Flip charts with paper
- ✓ Note cards for all participants
- ✓ Strips of paper for each table
- ✓ Tape

Activity **What I Want to Accomplish Today**

Trainer Note:

Before starting the opening activity, the trainer should review the agenda, learning objectives, and competencies for the training, distributing the Pre-training Handout, "Family Preservation Competencies." The trainer should also review the "15 minute rule" with participants.

The Trainer should also explain that Family Preservation services are part of a continuum of services available to families, and that it is not appropriate for every family. CORE 107 Family Preservation is designed to assist the Child Welfare professional in developing an understanding of the values and goals of Family Preservation in Pennsylvania. The trainer should be careful not to enter into a debate with participants about Family Preservation services, but rather provide information about what Family Preservation services are in Pennsylvania. The goal for the training is for the participants to understand what Family Preservation services are, who is an appropriate referral, and how to make a referral to Family Preservation.

Activity **What I Want to Accomplish Today**

Step 1

Participants should be arranged in small groups of 4 - 5 participants per group.

Step 2

Provide each participant with an index card. Instruct each participant to write down the top two things they want to accomplish during the training.

Step 3

Participants should pass their cards to the group members on their right. The group members should read the statement on the card and place a check mark on the card if the statement reflects a learning need for them. Cards should continue to be passed around the table until each group member has had the opportunity to read each card.

Step 4

Each table selects a spokesperson. The small groups should review all of the cards, identifying one or two statements from the group that have the most check marks. The top three from each table should be written on strips of paper and put on the wall.

Step 5

The statements should be read out loud by the small group member to the larger group.

Trainer Note:

The trainer should prepare two flip charts prior to the start of training:

1. "What I want to learn today"
2. "What I learned today"

Participants should place the strips the "What I want to learn today" flip chart during the opening session. Prior to breaks, participants should be asked to review the statements, and move statements that reflect learning which has occurred during the workshop to the flip chart titled "What I learned today". This will symbolize the learning taking place in the training, providing the trainer with information on the participants understanding of the content.

Module 1

What Are Family Preservation Services?

Rational A range of activities, in the continuum of Children and Youth services, focuses on helping families with children stay together, independently meet their own needs, or access services that meet their own needs, and thereby avoid unnecessary out-of-home placements. The common factors that define how these services are delivered are a set of values and beliefs about families and their importance in rearing and nurturing children. It is essential for all Child Welfare professionals to understand these values and know how to incorporate them into their work with families and children.

Learning Objectives Participants will be able to:

- know how Family Preservation services programs fit into the continuum of Child Welfare services,
- understand how Family Preservation services were established in Pennsylvania,
- know the goals of Family Preservation services in Pennsylvania.

Time 40 minutes

Method Presentation by trainer and individual activity

Materials Handout # 1 *"What do I know ...?"*, Handout # 2 *Continuum of Child Welfare Services: A Selective Legislative Time Line*, Handout # 3 *Act 35*, Handout # 4 *Family Preservation Services Goals*, Handout # 5 *Service Delivery Contrast* and Flip Chart, Markers

Module 1: What Is Family Preservation

A. "What do I know...?"

Trainer Note:

The trainer will start this section with assessing what the participants already know about Family Preservation services. The trainer should note that many of the participants will be unfamiliar with Family Preservation services, and may find the assessment tool to be challenging. The trainer should set the stage for the completion of the tool by explaining to the participants that they are not expected to know all the answers, and the results of the assessment will be used to assist in the delivery of the training. The trainer should encourage participants to complete the instrument to the best of their ability. Encourage participants to share their answers. This will set the stage for future discussion on collaboration. Talk about how "professionals" need to learn how to work in collaboration with each other, so that they can learn how to work in collaboration with families.

Trainer Note:

In January 1997, it is anticipated that this activity will be removed from the Training and the "What Do I Know..." handout will be placed in the Orientation, Training and Resource Manual (OTRM). Participants will complete the handout prior to training and the results will be provided to the trainer prior to training. All CORE Family Preservation trainers will be notified in writing when the handout has been placed in the OTRM. Trainers will also be provided with an alternate activity for this section of the curriculum. Please contact the RTC or State Training Consultant with questions.

Activity "What do I know...?"

Step 1

Distribute Handout # 1 "*What do I know ...?*" to participants. Request all participants complete the handout according to the directions on the handout. Allow approximately 15 minutes for completion of the handout.

Step 2

Quickly provide the answers to the participants. Collect the handouts from the participants, indicating that the handout will be reviewed in more detail later in the training.

B. Overview of Family Preservation Services and Establishing Pennsylvania Family Preservation Programs

Content of Presentation and Discussion (Lecture notes for the trainer)

Family Preservation Services is part of a continuum of Child Welfare Services available in Pennsylvania. The Family Preservations services are available as a result of legislative action. Handout # 2 *Child Welfare Services: A Selective Legislative Time Line*, provides the trainer with detailed information on the time line from a federal perspective. Handout # 3 *Act 35* has also been provided.

The trainer should present the following historical facts, stressing that funds for services are guided by political forces and public law. The trainer should be aware that the historical time line is explained in depth in *CORE 101 Child Protective Services*, therefore, the trainer should review the beginning of this time line briefly, and then focus on how, when and why Family Preservation services first started.

INTRODUCTION AND OVERVIEW OF THE HISTORY OF FAMILY PRESERVATION

- APPRENTICESHIP and INDENTURE were instituted during the reign of Queen Elizabeth in the 1600's. Under this system, a child was bound to another person or family, sometimes as early as infancy. This family would provide the essentials of life to the child, allow him to apprentice in order to learn a trade, and then the child would be allowed to return to his family of origin after a designated number of years. This practice spread to the U.S. as a way to deal with children whose parents were financially unable to care for them.
- OUTDOOR RELIEF was the first in-home assistance provided to families in early colonial times. This was done by private citizens to help very poor families those children were being neglected.
- ALMSHOUSES appeared in the 1700's in the colonies and multiplied most rapidly in the big cities of New York, Boston, and Philadelphia. These "poor houses for children" were without adequate sanitation, or diet, and provided the minimum of instruction, leaving the youngsters with inadequate skills with which to support them selves. With the growth of almshouses, outdoor relief diminished.

There was disagreement in the colonies regarding whether it was better to give poor families relief or to take their children from them and put them in the almshouses.

- The philosophy of CHILD WELFARE began to emerge more as AN EFFORT TO RESCUE AND SAVE CHILDREN hurt, neglected or abandoned by their

parents. The responsibility for caring for children overshadowed attempts to strengthen families or to intervene when problems were just starting.

➤ **SPECIALIZED INSTITUTIONS** began to emerge in the 1800's such as the Hartford Institution for the Deaf (1817) and the Massachusetts Institute for the Blind (1831). These were vast improvements over the almshouses since they recognized the specialized needs of children and sought to teach and develop instead of just warehouse needy children.

➤ **STATE SCHOOLS** were developed in Massachusetts and Michigan in the mid-1800s. Children who were abandoned by their parents could be housed here for only 60 days before their cases were reviewed as to why they had not entered private foster care homes. There was beginning to be some recognition that children thrived better in a family environment.

The situation in the cities for poor children remained difficult, with many of them subjected to the continuing inhumanities of the almshouses. In 1853, the Children's Aid Society withdrew thousands of children from city streets and put them in suitable homes in rural environments.

In the late 1800's was the first public funding of private institutions, but there were no regulatory measures to ensure consistent, adequate care.

In 1869, Massachusetts instituted the first public sponsorship that lead the way for states to pay for foster care in private homes rather than in state institutions.

In 1879, almshouses were outlawed. Shortly afterwards the state institutions were also abolished in favor of caring for children in foster homes instead of institutions.

➤ In 1909, the first **WHITE HOUSE CONFERENCE**, under Theodore Roosevelt, set forth the principle that home life is the greatest product of civilization, and the molding force of mind and character. **CHILDREN SHOULD NOT BE DEPRIVED OF THEIR FAMILIES EXCEPT FOR CLEAR AND COMPELLING REASONS.** A Children's Bureau was established to investigate and report upon all matters pertaining to children among all classes of people.

➤ Largely because of the support generated at the First White House Conference, the **MOTHER'S PENSION** (1911) was established. It provided financial aid to widows in order to preserve families. While this was an important step for family preservation, it presumed that most children were placed because their parents did not have enough money, rather than acknowledging that children may need placement due to parental incapacity or due to the special needs of children which produce major challenges to parenting.

➤ Subsequently, White House Conferences of 1919, 1930, 1939, and 1950 continued to advance health and welfare standards for children through supporting

the use of tax dollars for services, and philosophical support for children to remain in their own homes, if possible.

- The Social Security Act of 1935 established Aid to Dependent Children, which was an expansion of the Mother's Pension. "Immoral" mothers of "bad character" could be barred from assistance.

During the 1940's and 1950's, most of the child welfare dollars and services went into the maintenance of children in foster care, even though there was a philosophical commitment expressed by government to keep children in their own homes.

A large national research study by the Child Welfare League of America, conducted in 1959, concluded that there were serious weaknesses in the system. These included: 1) foster children had biological parents who seldom visited, and there was no plan for the children's return, 2) the agencies had no defined, permanent plan for the child, and 3) two-thirds of the children placed temporarily, never left foster care.

Despite this research, continued expansion of social services, and increased professionalism of staff, no real systemic changes were made to implement the concept of family preservation as expressed by the initial White House Conference of 1909.

FACTORS THAT INFLUENCED THE DEVELOPMENT AND EXPANSION OF FAMILY PRESERVATION SERVICES

A. GROWING BODY OF RESEARCH

Mass and Engler (1971), Fanshel and Shinn (1978), Gruber (1978), and Wiltse and Gambill (1974), showed the deficits of the foster care system and the need for restructuring of the child welfare system to include family preservation, renunciation and adoption services.

B. SUCCESSFUL PROGRAM MODELS

1. Home Builders was initiated in the State of Washington in 1974 and had a 96% success rate at the one year follow up.
2. In Minnesota, the Mendota Mental Health Institute initiated a home and community treatment program, which showed home-intensive intervention and parenting skills education constituted effective treatment for children with emotional problems.
3. The Child Guidance Movement, the real beginning of the movement to work with the entire family in a therapeutic environment, reinforced the notion that families are most able to make changes when supported during a crisis.

C. INCREASED NUMBERS OF CHILDREN IN FOSTER CARE

In 1961, 177,000 children were in foster care. By 1978, the number grew to 503,000.

D. FEDERAL LEGISLATION

1. The Child Abuse Prevention and Treatment Act of 1974 dramatically increased the number of cases coming to the attention of Child Welfare, by requiring statewide systems of reporting and investigating child abuse and neglect complaints.

2. The Juvenile Justice and Delinquency Prevention Act of 1974 encouraged improved conditions in the juvenile justice system and alternatives to incarceration.

3. Public Law 96-272: The Adoption Assistance and Child Welfare Act of 1980 required that REASONABLE EFFORTS be applied to each case to prevent or eliminate the need for removal of children from their homes, and to make it possible for them to return home.

Trainer Note:

The trainer should stress the importance of P.L. 96-272 and the requirement for **reasonable efforts**. Family Preservation is one service which assists in the prevention of the need for removal of children from their homes.

4. States passed statutes enabling and encouraging Family Preservation services. In Pennsylvania, Act 35, The Family Preservation Act, provided for the creation of Family Preservation programs funded by the State Department of Public Welfare which enabled counties to set up programs to prevent placement for children at risk by providing intensive, short-term, in-home services. The first round of these funded grants began in 1989, with new grants being funded every year since then.

On July 7, 1989, then Pennsylvania Governor Robert Casey signed Act 1989-35, which provided for "the establishing of a Family Preservation Program by the Department of Public Welfare, providing grants to counties for programs enabling children who would otherwise be subject to out-of-home placement to remain at home."

Section 4(b) "Purpose-The Family Preservation Program shall be designed to preserve families through the creation, within families, of positive, long-term changes which will

enable children who are victims of neglect or abuse or whose parents lack the ability to control their child's behavior without in-home support to remain with their families, thereby reducing the more expensive and potentially psychologically damaging incidence of out of home placement in foster care of group homes." *direct quotes from PA Act 1989-35*

The philosophy of Family Preservation is about working with and strengthening the abilities of families who are experiencing events that may lead to the placement of their children. Through this basic philosophy of empowerment and strength, focused interventions, which are the basis for Family Preservation, can be applied to any family . . . or any situation, including the participants work environment or home.

The target population for Family Preservation is any child under the age of 18 who is identified by the Office of Children and Youth as appropriate for the program. The children may have a high risk for placement because of any number of issues, which may include: parent-child conflicts, runaway, truancy, and behavioral problems, as well as a history of abuse and neglect. This program is designed to empower families with outreach services that are home-based, time-limited, crisis-oriented, and intensive with maximum utilization of community resources.

Overall, the values of Family Preservation represent basic casework philosophies that all Child Welfare workers should incorporate into their day-to day interaction with families and children. The trainer should stress this point throughout the training with the new workers, so that they develop an understanding of how the values of Family Preservation relate to them as Child Welfare workers.

Trainer Note:

The trainer should choose one of the following activities to assist in the lecture on the history of Family Preservation services in Pennsylvania. If time permits, the trainer could complete both activities.

Activity # 1 What Do You Know About the Historical Perspective of Family Preservation?

Activity # 2 Family Preservation Jeopardy

Activity # 1 What Do You Know About the Historical Perspective of Family Preservation? (Brainstorming)

Step 1

Participants should complete this activity in their small groups. Ask each small group to list one thing they currently know about how Family Preservation has developed. Have each group list factors or events they believe have been significant in developing the current Family Preservation philosophy reflected by current state and national Child Welfare policy. The group should answer the question "What do you know about the historical perspective of Family Preservation?" Group members should record their responses on flip chart paper. Allow approximately 10 minutes for small group discussion.

Step 2

Each small group should present their list to the large group.

Step 3

Summarize points made by the small groups. Provide information on the legislative Time Line. Distribute Handout #2 *Child Welfare Services: A Selective Legislative Time Line* and Handout # 3 *Act 35*.

Activity # 2 Family Preservation Jeopardy

Trainer Note:

Upon completion of this activity, the participants will understand the early roots of Family Preservation and the historical and political factors that have contributed to the current expansion of Family Preservation services.

Prior to the training session, the trainer will need to prepare "Historical Jeopardy" materials, including a flip chart with a Time Line, and note cards with historical facts from the lecture notes above.

Step 1

Divide the group into small groups of 4 - 5 participants. Instruct the groups that a game of Jeopardy will be played, with each small group participating as a team. The trainer should explain that an historical fact will be read by the trainer. The small group that knows where the historical fact should be placed on the Time Line, should raise their

hands prior to answering the question. (Most participants are familiar with the Jeopardy game and how it is played.)

Step 2

Using the prepared flip chart and note cards, trainer should read each fact, and the table that raises their hands first gets a chance to place the event into the correct "spot in time." If the group is correct, a point is awarded to the group. If the group is not correct, give one other table a chance to answer. If neither table is correct, go on to the next question, until all the questions have been answered correctly.

Step 3

After all questions have been answered correctly, the team with the most points wins the game. The trainer should briefly summarize the Time Line and provide Handout # 2 *Child Welfare Services: A Selective Legislative Time Line*, and Handout # 3 *Act 35*.

C. Goals of the Pennsylvania Family Preservation Programs

Content of Presentation and Discussion (Lecture notes for trainer)

A range of activities, in the continuum of Children and Youth Services, focuses on helping families with children stay together, independently meet their own needs, or access services that meet their own needs, and thereby avoid unnecessary out-of-home placements. The common factors that define how these services are delivered are a set of values and beliefs about families and their importance in rearing and nurturing children.

As will become evident in this training, Family Preservation services are only one component in the range of services which may be resources for families in the Child Welfare system. The training will compare and contrast traditional Child Welfare case management philosophy with those of Family Preservation.

The goals of the Pennsylvania Family Preservation programs as stated in OCYF Bulletin 3150-92-01 are:

- to reduce the need for out-of-home placements for children who are considered to be at imminent risk of placement,
- to promote positive changes within the family in order to strengthen and maintain the family unit,
- to increase the life skills and coping capacities of each family member.

A copy of the bulletin is included in the appendix for the trainer's reference.

The Family Preservation Quality Assurance Committee (QUAC), identified the following "best practice" standards with regard to the goals:

1. To empower families, currently being serviced by, and in danger of having their child(ren) placed in foster care by the Office of Children and Youth, to meet the demands and needs of their children through education, crisis intervention, and therapeutic interventions.
2. To reduce the incidence/likelihood of identified dependent children requiring unnecessary child placement services outside their own homes.
3. To reduce the intensity and incidence of factors which typically lead to child placement including runaway behaviors, truancy, incorrigibility, crisis, and parental inability to care for children.
4. To establish and encourage a mutual-aid support system for parents experiencing difficulties with children which may contribute to child placement.

In presenting the goals of Family Preservation programs, the trainer will answer the question -

How is Family Preservation different from what the participants are currently experiencing in their work environments i.e., "traditional" Child Welfare/probation/psychoanalytic approaches?

The trainer should ensure the following key points are covered in the discussion.

In the "traditional" approaches, the professional is taught that he or she has the answers and the power necessary to make changes.

For example:

The truancy worker shows up each morning to take the child to school. He is exerting the force necessary to make a momentary change in the child's behavior, but is actually disempowering the parent, which has the long-term effect of creating dependency on the system.

Once an external force is gone, behavior will revert back to whatever will most reinforce the individual (truancy). Human nature dictates that people will repeat that which is reinforced.

In Family Preservation services, the worker is taught to first assess the particular strengths this family/individual possesses. A universal strength is the culture of the family. We can only assume some very common, basic strengths that most people possess, just because they belong to the human race. Family Preservation workers need to become aware of a family's/individual's strengths. In order to find strengths in others, though, we need to be able to identify our own strengths first.

The trainer should distribute Handout # 4 *Pennsylvania Family Preservation Services Goals*, and Handout # 5 *Service Delivery Contrast* following the lecture. The trainer should use Handout # 5 *Service Delivery Contrast* to ensure all key points are covered.

The trainer should develop a flip chart or overhead with the goals and service delivery contrast to assist with the lecture.

Module 2

Strengths Focused Model

Rational Focusing on the strengths of a family and/or individual reinforces the positive things people already do or know how to do. A basic characteristic of human nature is for individuals to repeat behavior that is reinforced. Child Welfare professionals need to focus on the strengths of the families they provide services to, ensuring continued use of these strengths by the families.

Learning Objectives Participants will be able to:

- know the concepts of a strengths focused, service delivery model
- know how to assist families in identifying their strengths

Time 40 minutes

Method Presentation by trainer and group activity

Materials

- ✓ Markers for each table.
- ✓ Flip charts with paper.
- ✓ Tape to put paper on the walls
- ✓ Handout # 6 *A Case Study*

Module 2: Strengths Focused Model

A. Concepts of a Strengths Focused Service Delivery Model

Content of Presentation and Discussion (Lecture notes for trainer)

A basic characteristic about human nature is that what people repeat is what is reinforced. We all respond best when our strengths are built upon. Whenever you have been successful in an intervention or in any interaction with people, you have been building on strengths. When we talk about strengths focused, we are talking about working with people in a way that reinforces the positive things that they already do, or know how to do, and using this as the basis for future growth.

Strengths focused intervention is successful when you consider the following thoughts:

- ❖ Think about the types of people that you would choose to work with on a project at work.
- ❖ What characteristics attract you to that person?
- ❖ People like working with people who help them feel good about themselves.

If you want families to try something new, they have to be comfortable enough to let go of their old patterns of behavior first. By identifying the family's strengths, caseworkers are helping to build self-esteem and identifying concrete skills that can be developed.

Activity - Writing a Group Resume

Trainer Note:

This unit is designed to have the participants at each table help identify their strengths.

Step 1

Divide participants into small groups, 4 -5 participants per group. Each small group will be instructed to develop a "table resume" that reflects the strengths of the individuals at the table. Hand out a sheet of flip chart paper with "Resume" at the top to each small group. Give minimal instructions about how to do the activity. Each table should decide for themselves what to include and how to structure their resume. This is an opportunity to model for the participants how to be strengths focused.

Step 2

Upon completion of the exercise, each group should post their resume on the wall and present the resume to the large group.

Step 3

Following the presentation of the resume, the trainer should facilitate a discussion on how it felt for group members to develop the resume. Did all group members have strengths that could be added to the resume? What techniques/strategies were used to assess the strengths of each group member?

Step 4

The trainer should process the activity by relating the methods group members used to assess strengths, to methods similar to those used to assess the strengths of family members.

B. Implementing a Strengths Focused Model

Content of Presentation and Discussion (Lecture notes for trainer)

In order to implement a Strengths Focused Model, workers must ensure the following:

- ◆ Determine what motivates the family members. Remember every individual is motivated differently.
- ◆ Relate the Family Service plan to the strengths and needs of the family. Workers must identify, understand, and build on the strengths of each family member. The worker must also treat each family as a unique individual. The family must feel they are receiving services that are beneficial to them.
- ◆ Families enter into an agreement, a relationship, with a worker they do not know, in order to derive some benefit from the experience. Trust must be formed through mutual respect. The worker must show respect for the strengths that the family brings to the relationship. The worker demonstrates how to build on strengths in order to facilitate growth within the family.
- ◆ In order for this type of intervention to assist families, the workers have to be able to facilitate families defining their own motivations, and to then help them to use that energy to create the positive growth and change necessary for their child(ren) to remain at home.

The analogy of a "cost benefit analysis" can be used to describe a process common to most people when thinking about making a change. Common sense says that we often decide to do things based on whether the perceived cost associated with a change is greater or less than the perceived value or benefit. Part of the work done in Family Preservation is to explore what the family feels are the costs associated with new patterns of behavior, and compare this with their perceived benefits. This is also helpful when working with "resistant" individuals or families.

Activity - Assessing Family Strengths: A Case Study

Step 1

Divide participants into groups of 5-6 participants per group. Distribute Handout # 6 A *Case Study*. Also provide the groups with pre-cut strips of paper to record information from their discussions. Instruct the participants to review the case study and identify strengths within the family. Each group should be instructed to record the identified strengths on the provided strips of paper. Allow approximately 15-20 minutes.

Step 2

Participants should post their responses on the wall. The trainer should facilitate a dialogue on the methods used by group members to assess strengths within the family.

Module 3

The Seven Values of Family Preservation in Pennsylvania

Rational Many families working with the Child Welfare system have little trust in the Child Welfare system and/or other social services systems. Families often lack the hope that their lives can change for the better. Often, families have become dependent of the Social Service system and feel powerless, and lack confidence in themselves to take control over their lives. Family Preservation services, in Pennsylvania, are based on a set of seven values which look at the family as a system and that the family, when provided with support and motivation, can make necessary changes to ensure their children remain in the home. It is essential for Child Welfare workers to understand these seven values. By understanding the values that underlie Family Preservation services, workers can ensure the referral of appropriate families for these services.

Learning Objectives Participants will be able to:

- list the seven values of Family Preservation services in Pennsylvania,
- know how to incorporate the seven values into casework practice,
- identify appropriate families for Family Preservation services.

Time 2.5 hours

Method Presentation by trainer and group activities

Materials Prepared "FAMILY 1st" flip chart, **Handout # 7 Action Plan, Handout # 8A The Consumer Maze, Handout # 8B The Worker Maze, Handout # 9A Model Word Search, Handout # 9B Strengths Word Search**, ribbon, family puzzles, and ping pong balls. Video resource: "Families First with Bill Moyers"

Module 3: The Seven Values of Family Preservation in Pennsylvania

A. Family Systems

Content of Presentation and Discussion (Lecture notes for the trainer)

A family can be defined in various ways -

- ◆ A family is a unit responsible for providing children with an environment that serves their physical and emotional needs (Anna Freud, 1973).
- ◆ Members enter the family through birth, adoption, or marriage and leave only by death (Carter and McGoldrich, 1980).
- ◆ A family is a system organized around the support, regulation, nurturing, and socialization of its members (Minuchin, 1974).
- ◆ A system of interacting parts, with the family system carrying out its function through subsystems, which are individuals or groups of individuals such as parents or siblings (Minuchin, 1974).

Activity - What is a Family? (Brainstorm)

The trainer should instruct the large group to consider how the family is a system. The trainer can encourage group discussion by asking group members to think about other systems that they are familiar with, such as a car, or business, or an ecological system such as the ocean or forest. The trainer should ask the question, "What are some common characteristics of systems?" The trainer should list responses on newsprint.

The following key points should be made about the family as a system:

- A change in any one member affects other members, and the group as a whole.
- The interrelationships of the family members create a whole that is greater than the sum of its parts.
- Stresses, both inside and outside the family, upset the balance of the whole family system.

Families have boundaries that may be very open, accepting all members as well as new ideas; or very closed, rigidly excluding members that are not its own and rejecting all ideas that are in conflict with its own views. Most families fall between these extremes.

The lack of clear boundaries within families may result in excessive closeness and a lack of role definition termed "enmeshment" (Minuchin, 1974). The reverse of enmeshment is

disengagement, where boundaries are too rigid, e.g., where there is no responsible parent or demonstrated concern for the problems of a child.

Every family has a unique pattern of communication, with all members conveying information both verbal and nonverbal. Lack of clear communication will create an atmosphere of mixed messages and a "double bind" for the child who is trying to please that parent.

All families have structures that consist of repeated interactions between two or more family members. Within this structure, all family members take on roles so that the social and emotional needs of the family can be met. A role refers to socially expected behavior ascribed to family members, such as a peacemaker, scapegoat, or problem solver.

Activity - Family Systems

Trainer Note:

This activity will assist the workers in understanding the content provided on family systems. This is important background that will help the participants to understand the seven values of Family Preservation. The participants will understand the importance of viewing the family as a system, particularly in the context of the Family Preservation Model.

Step 1

Begin by asking for a volunteer family - a mother, father, sister, brother, and grandmother. Instruct the volunteers to form a circle. Inform the group of volunteers that they will role play a family.

Step 2

Tie the two ends of a large ribbon or string together. Instruct the "family members" to hold up the string maintaining the shape of a circle. The goal of the exercise is for each person to be connected by the string to every other person. This can be accomplished by having persons standing opposite one another come to the center of the circle and hand one another a piece of the string, and then have them step back to their original positions. After all members have connected with one another, what appears is a complex web of connections.

Step 3

The trainer should process this activity by explaining that just as the string forms a complex web, so do families, due to their interdependence. Participants need to remember the complexity and interdependency of a family when providing services.

B. The Seven Values Of Family Preservation - Family 1st

Content of Presentation and Discussion (Lecture notes for the trainer)

The trainer will present an overview of the seven values of Family Preservation services in Pennsylvania. The values are listed below:

1. Family drives the system: The power for change resides with the family.
2. All children need families.
3. Model family strengths. Everyone is doing the best they can, with the resources they have.
4. Immediate response: crisis = opportunity for change. Not all problems need to be addressed.
5. Leave the power with the family. Most family members really care about each other.
6. You must be culturally competent.
7. 1st concern is safety.

Activity - The Seven Values of Family Preservation

Step 1

Prior to training, prepare a flip chart page with "FAMILY 1st" written vertically, as shown above. Also prepare on strips of paper, the rest of each phrase list above. Cut each strip into two or three word phrases.

Step 2

Participants should be divided into small groups of 2-3 participants. Each small group should be given one of the phrases which has been cut apart. Instruct the group to reassemble the phrases on the prepared flip chart paper, creating the "Seven Values of FPS."

Trainer Note:

The curriculum is now separated into a series of activities. The trainer should allow approximately 20 minutes to complete and process each activity. The activities demonstrate the

seven values in an experiential fashion. Each of the seven values will be a separate activity requiring group participation. As a way of modeling, the participants will be actively involved in the learning process, just like the casework services provided to families. The trainer should distribute Handout # 7 *Action Plan*, and instruct the participants to complete the Handout as the seven values are discussed.

The activities currently in the curriculum were developed by the Quality Assurance Committee. As trainers review and present the curriculum, they may develop other activities which assist the participants in understanding the values presented, and/or there may be activities which are not consistent with their training styles. If you are interested in developing an activity and/or would like assistance in developing an activity that is more consistent with your training style, please contact the State Training Consultants at Shippensburg University. This curriculum will be reviewed, following one year of use, by the Quality Assurance Committee, and all new training ideas will be considered for inclusion in the curriculum.

"F" The Family Drives the System: The Power for Change Resides with the Family

Content of Presentation and Discussion (Lecture notes for the trainer)

When working with families, it is important for workers to remember they are working with a family system, complete with a hierarchy and power structure that can be used to effect change. The key point for workers to remember is a family unit has primary responsibility for the welfare of its members (not an external government body like CYS). Workers cannot expect the family to exercise that responsibility, without the necessary power to do so. Therefore, if a worker wants the family to take responsibility, the family must feel ownership and empowerment.

Activity - "F" The Family Drives the System: The Power for Change Resides with the Family

Trainer Note:

This activity is designed to simulate what happens when someone from outside the system (FPS worker), attempts to "drive the system," instead of the family that knows the workings of their family best.

Step 1

Divide participants into groups of two. One participant in each pairing will be the "consumer" and the other is the "worker".

Group members are provided with Handout # 8A, *The Consumer*, or Handout # 8B, *The Worker*, according to their assigned roles.

The "consumer" handout includes a set of instructions for how to navigate a maze that has been given to the "worker". The "worker" has instructions on his maze saying "start in corner 'a' and go to corner 'b'." The maze looks simple enough, but on the "consumers" maze there is a barrier blocking the obvious route to corner 'b'.

The trainer should instruct the "worker" to direct the "consumer" through the maze. The trainer should state the "worker" is the only member of the pair permitted to speak. Allow the activity to proceed for about 3-5 minutes.

Step 2

The trainer should then process how it felt to be the "consumer", and the "worker". Participants will most likely indicate some level of frustration due to an inability to instruct the "consumer" in completing the maze. The trainer should equate this to the relationship between the worker and a family, when the input from the family is not asked for or listened to.

Step 3

The trainer should then instruct the pairings to continue the activity. This time, both members of the group are allowed to talk to each other. The pairs will most likely finish the maze quickly. The trainer should process the activity by explaining how it illustrates the need for the worker to allow the family to assume responsibility for the family system, and to be empowered to actively participate in the change process. The worker will learn that even if he knows where the goal may lie, he does not know the path to get there as well as the family, and must enlist the family "consumers" to become active participants, if they want success.

"A" All Children Need Families

Content of Presentation and Discussion (Lecture notes for the trainer)

According to the Behavioral Sciences Institute, developers of the nationally instituted "Home builders" Model of intensive, in-home services [Reaching High-Risk Families: Intensive Family Preservation in Human Services (1990)], "there are many benefits for the child, the family, and the community when families remain intact and problems are solved in the context of the family, rather than through placement. Children who are separated from their families can miss out on significant portions of family history, which makes it difficult for them to ever regain their original firm sense of belonging and continuity . . . it is difficult to regain original strong bonding when there are fewer and fewer shared milestones. Moreover, when families participate in solving their problems together, individuals are less likely to use blaming, separating, and giving up as ways to solve problems."

- ◆ An individual's natural yearning is to stay where he feels he belongs. Long term emotional stability is best nurtured by the solid sense of identity gained from being reared in one's own family.

- ◆ From birth, all of us benefit from our environment. It is where we begin to develop our personalities, coping mechanisms, and how we look at life.
- ◆ A major part of this growth is built on the feeling of safety, security, and acceptance that we generally think of as being "a strength" in any family/home. If a child is removed from a home, this natural "building block" of personality and emotional stability is severed. Can any institution take the place of this?
- ◆ Even in the best case scenario, you have created an artificial environment that for a short time approximates a nurturing environment, but everyone knows that it is a time limited experience, based on a relationship built on formal power (rather than love/nurturing found in a family of origin).
- ◆ The child and the caregivers all know that this relationship must end eventually, and the child will return to his previous environment, where the same factors may still persist.

Activity - "A" All Children Need Families - Family Puzzle

Step 1

Prior to the training session, the trainer should prepare several pictures of families. The pictures should then be cut into puzzle pieces.

Step 2

Participants should be divided into small groups of 4 -5 members.

Each group is given a set of the puzzle pieces and instructed to put the puzzle together. Each group of puzzles should contain all of the correct pieces with the exception of one puzzle piece. The extra puzzle piece should come from one of the other groups' puzzles.

As the small groups construct the puzzles, they will discover that the pieces fit together best when the puzzle pieces are grouped together as family units.

There will be some pieces that don't have "families" to fit into. These puzzle pieces may be put together with other puzzle pieces to "join" other families or to be off on their own. What happens to these pieces can symbolize what happens when a child is placed outside of the home.

"M" Model Family Strengths: Family Members Are Doing the Best They Can with the Resources They Have

Content of Presentation and Discussion (Lecture notes for the trainer)

The major job responsibility of the Family Preservation worker is to collaborate with families in assisting the family searching for strengths. In many cases it will be difficult, but the strengths are there . . . it's the workers job to uncover them.

Activity -"M" Model Family Strengths: Family Members Are Doing the Best They Can with the Resources They Have

Step 1

The participants should be divided into two groups. The trainer should hang a poster on the wall entitled "Word Searches". The chart should contain a list of words to be found in Handout # 9A *Model Word Search*, and # 9B *Strengths Word Search*.

Step 2

Participants should be instructed to complete the word search activity as directed on the handout. Participants should work in their assigned groups. Once all the words are circled, they will see that the circled words form the words "model" and "strength".

"I" Immediate Response to Crisis: Crisis = Opportunity for Change

Content of Presentation and Discussion (Lecture notes for the trainer)

When people are undergoing high stress, they are more open to change. The "imminence" of placement is a stress producing situation that can make families receptive to change. (Even the fact of being on the Children and Youth services caseload can be seen as a "therapeutically stressful event" to facilitate change.)

The law of inertia states that things at rest remain at rest unless acted upon by a greater force. When the family is shaken up by an event, their feet are less likely to be firmly rooted in one area, and you will have the best opportunity to facilitate their moving to new behaviors.

Not all problems need to be addressed. Family Preservation workers are available to a family as a "crisis intervention, psycho-social, educational intervention to prevent unnecessary placement of children." The extent of intervention is limited to those activities that work to reduce the risk of placement.

Family Preservation workers can do lots of things, from individual and family therapy, to concrete services, to coordination of outside resources. Inherent in all tasks completed by the Family Preservation worker is the need to remain strengths-focused. The Family Preservation worker is not working with a family in order to "give fish" but to "teach how to fish." The focus is not on being the change agent, but to facilitate the family to understand and develop the necessary changes that will enable their children to remain at home.

The family needs to write the treatment plans, decide how to implement them, and evaluate their success.

Activity #1 - "I" Immediate Response to Crisis: Crisis = Opportunity for Change

Step 1

The trainer should have a handful of ping pong balls in the center of the table. Each ping pong ball should have a different concern or "problem" written on it. The participants should be instructed to pick up the balls. They are limited to the use of one hand, to both pick up and hold as many balls as possible. Allow the groups about 5 -10 minutes to try to accomplish the task.

Step 2

The trainer should process the activity by asking the participants what it was like to try to pick up and hold all of the balls. The trainer should make the point that this is similar to the families they service in Child Welfare. Instead of focusing on multiple problems that cannot be handled easily, focus on one problem that can be "handled" and managed effectively.

Activity #2 - Crisis = Opportunity for Change

Step 1

The trainer should first discuss how easy it is to make a person move if they are off balance, and conversely how hard it is to make a person move if they have both feet planted firmly on the ground.

Step 2

Divide the group into pairs. Instruct each pair to take turns trying to move each other physically. First, with both feet planted firmly on the ground, then with one foot in the air.

Step 3

The trainer should process the activity by indicating how it illustrates workers can be in a better position to facilitate change when crisis is happening, even if the "system" creates the crisis itself.

"L" Leave the Power with the Family: Most Family Members Really Care About Each Other

Content of Presentation and Discussion (Lecture notes for the trainer)

Family Preservation workers build their interventions around the assumption that most family members really do care about each other. This is the primary belief that is the beginning point for being strengths-focused. This central idea is the most basic energy from which a social service worker can work with a family. Even when a family indicates that they want their child(ren) placed, it is because the family wants what is best for the child(ren).

Activity - Leave the Power with the Family: Family First Video

Trainer Note:

The trainer will be using a segment of the Video "Families First" during this part of the training. Prior to training, the trainer should select the appropriate segment of the video. The video contains three stories about families who have received intervention from Family Preservation services. The trainer will be using the second family scenario presented in the video, which shows a woman who learns how to use a behavior management chart with her children.

Step 1

The trainer should show the identified segment of the "Families First" video.

Step 2

Following the video, the trainer should lead a large group discussion on how the worker guided the mother in using her power to effectively manage the behavior of her child. The trainer should start the discussion by asking the participants what characteristics of the mother and worker they observed in the video. Key points, that the trainer ensures are brought out in the discussion, center on how the worker provides guidance and support to the mother as she learns new skills needed to keep her family together.

"Y" You Must Be Culturally Competent

Content of Presentation and Discussion (Lecture notes for the trainer)

Due to the intense nature of Family Preservation work, and because the worker will be going into the homes of families, the worker will be challenged by the cultural diversity that he will find in this field. In order to be culturally competent, an individual must be aware of both his own cultural biases, and the need to remain objective.

Activity - You Must Be Culturally Competent (Brainstorm)

Step 1

The trainer should prepare a flip chart prior to training, listing the following heading:

How would services differ if.....?

Followed by a list of questions such as:

*the family did not speak English?
the family was from a different ethnic background than the worker?
a family member/members had a disability?
a family was from a different social economic status?*

Or similar statements written by the trainer that are relevant to the region in which the training is being held. The trainer may choose to talk with the RTC Director to obtain specific information with regard to the region.

Step 2

In a large group, have the members discuss answers to the questions. Encourage discussion within the group.

The point of the activity is to facilitate a sharing of ideas between participants. Assist the participants in forming ideas and thoughts on how to address issues of diversity, in their daily lives and in their delivery of services to families.

"1st" Safety is the First Concern.

Content of Presentation and Discussion (Lecture notes for the trainer)

Above all else, Family Preservation is about doing what's best for the individual child in the home. Providers of Family Preservation services believe that often the best place for a child is in the home with his or her parents. However, at no time will the safety of the child be compromised in the pursuit of an intervention.

Without a safe, secure environment, no child or adult will allow himself or herself to be in a position where he will trust the Family Preservation worker, to the extent where meaningful life changes will take place. This basic instinct for survival is a strength that must be recognized and built upon.

The Family Preservation programs are designed with characteristics to protect children at home (trained staff, immediate responsiveness (beepers), low caseloads, and clear guidelines regarding sexual and physical abuse).

Activity - Safety is the First Concern

Step 1

Instruct group members to form a circle. Provide a bucket of ping pong balls. The balls have words such as neglect, abuse, shelter, and safety written on them. The

participants are instructed to pass the balls as fast as possible around the circle. The trainer keeps adding more balls and instructing the group to pass them faster. Allow the demonstration to proceed for approximately 30 seconds. At the end of the demonstration the trainer should ask who has the "safety" ping pong ball. All other balls should be dropped on the floor.

Step 2

Process the demonstration by asking the participants how it felt to have the balls being passed to them. The trainer should also take note of any participant who backed away from the circle while the balls were being passed. The trainer should also ask if any participant would like permission to be removed from the circle. Most participants will fall into one of the two categories. The trainer should note that safety of the child(ren) is the most important concern. As a worker, safety is the "ball we do not want to drop".

A key point for the trainer to make is that individuals who are in a dangerous situation (like the balls being passed) will remove themselves from the situation and/or request assistance in being removed from the situation. In addition, the worker needs to process the crisis situations being "passed" to the family, always remembering that safety is the first concern.

Step 3

Initiate discussion about the worker's own feelings of safety in the home, and what constitutes the line beyond which a Family Preservation worker must report abuse to the Children and Youth Agency.

Trainer Note:

The trainer should stress the importance of worker safety as well as family member safety. The worker should never remain in a home situation in which he feels his safety is in danger.

Action Planning

- Rational** The implementation/ transfer of new attitudes, knowledge and skills learned in training at/to the work setting, is one way to measure the effectiveness of a training. Participants can utilize the Action Planning process to discuss ways in which they will commit to use information learned in training, back on the job.
- Objective** The participant will develop an Action Plan defining the seven values of Family Preservation services, stating how to incorporate them into his or her casework, defining how to identify a family which is appropriate for referral to Family Preservation services, and how to make a referral for services.
- Time** 40 minutes
- Method** Small Group Activity
- Materials** **Handout # 7 Action Plan** (completed during previous model), **Handout #1 "What do I Know ...?"** (blank copy as well as handout, completed at the beginning of the training)

A. Incorporating the Seven Values into Casework Practice and Referral Families to Family Preservation Services

Activity - Action Planning the Seven Values of Family Preservation (FAMILY 1st)

Step 1

The trainer should refer back to the Seven Values flip chart, used to introduce the seven values earlier in the training session. The trainer should ask for the group to look at the acronym FAMILY 1st and state out loud what each letter stands for. As the group states the seven values, the trainer should reveal the value on the flip chart.

Step 2

The trainer should refer participants back to Handout #7 *Action Plan*. In small groups, the participants should complete the handout, indicating how they will use each of the values in their delivery of services to families. Pending time restraints, the trainer may choose to assign each of the small groups 1 or 2 of the values, and then have them report to the large group. All groups should complete the last page of the Action Plan Handout on making an appropriate referral for services.

Step 3

Small groups should report on one of the seven values, sharing ideas on how they will incorporate the values into casework practice. Each small group should also report on the characteristics of a family appropriate for referral to Family Preservation services, and how they would make a referral for services.

The trainer should conclude the discussion by indicating that the seven values are the central philosophy of Family Preservation services. The trainer should also summarize information regarding the identification of families appropriate for referral to Family Preservation. The participants should be encouraged to talk with their supervisors upon their return to work, to determine procedures for referral in their individual counties, and to obtain a list of Family Preservation providers in their counties.

The seven values are:

- Family drives the system: The power for change resides with the family.
- All children need families.

- Model family strengths: Everyone is doing the best they can, with the resources they have.
- ImmEDIATE response: Crisis = opportunity for change.
- Leave the power with the family. Most family members really care about each other.
- You must be culturally competent.
- 1st concern is safety.

B. "What do I Know ...?"

Trainer Note:

In January 1997, it is anticipated that this activity will be removed from the training and the "What do I Know... ?" handout will be placed in the Orientation, Training and Resource Manual (OTRM). Participants will complete the handout prior to training and the results will be provided to the trainer prior to training. All CORE Family Preservation trainers will be notified in writing when the handout has been placed in the OTRM. Trainers will also be provided with an alternate activity for this section of the curriculum. Please contact the RTC or State Training Consultant with questions.

Activity - "What do I know...?"

Step 1

Distribute Handout #1 "*What do I know ...?*" to participants. Request all participants complete the handout according to the directions. Allow approximately 15 minutes for completion of the handout.

Step 2

Provide the answers to the participants. Redistribute the "*What do I Know ...*" handout, completed at the beginning of the training. In small groups, have participants identify areas they showed improvement in, and areas in which they need to continue their learning. Encourage participants to discuss the identified areas for learning with their supervisors. Participants should also be encouraged to record these identified areas on their Action Plans.

Trainer Note:

The trainer should distribute evaluations, followed by a brief summary of the goal of Family Preservation services, as part of the continuum of Child Welfare services.