



HELPING SKILLS EMBEDDED EVALUATION BOOKLET

MODULE FIFTEEN (15)
APPLYING KNOWLEDGE AND SKILLS TO ACHIEVE OUTCOMES

CHARTING THE COURSE TOWARDS PERMANENCY
FOR CHILDREN IN PENNSYLVANIA:
A Knowledge and Skills-Based Curriculum

Developed by:
The Pennsylvania Child Welfare
Training Program

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Purpose:

The purpose of this exercise is to assess your recognition and understanding of the effective use of the 9 key Interactional Helping Skills taught in “Charting the Course towards Permanency for Children in Pennsylvania. You will view a video demonstration of a General Protective Services initial interview and then be asked to identify the use of key skills across the Preparation-Beginning-Middle-End phases of the interview.

Instructions:

Please be sure to answer each question to the best of your ability. There is to be no discussion among participants during the embedded evaluation. If you have a question, please raise it to the trainer and he/she will answer your question in large group format, when possible.

1. Turn to page 10 of this booklet;
2. Write your name at the top of the page;
3. Watch each video clip. After each clip, enter your answers to the questions by circling one of the answer choices on page 10. You will have a few minutes to think about your answers each time. A written script of the video dialogue is also provided to you on pages 2-8 of this booklet.
4. Wait for your trainer’s instruction and turn in your entire evaluation booklets to the trainer upon completion of the evaluation.

GOOD LUCK!

Interactional Helping Skills Interview Script & Questions

Preparation Phase of Interview: Video Clip #1

(Worker voice over): “hmmm... wonder if this guy’s like that man next door to us when I was a kid? I never liked him! He was so cruel to his kids when he was drunk.”

”... Wait a minute... if I start thinking about Mr. Kelly like that, I’m gonna get too angry and won’t even give him a chance.”

“... I need to take a couple of deep breaths to calm myself down.”

“...I need to figure out what I’m going to say to Mr. Kelly so I can get this interview started right. OK. Here I go.”

QUESTIONS:

- 1) Did the worker reflect on what she was feeling?
- 2) Did the worker address how her reaction would affect her actions?
- 3) Did the worker reflect on the purpose of her visit with the client?
- 4) Did the worker identify what she needed to do with her own reaction?

TURN TO PAGE 9 AND COMPLETE ANSWER SHEET FOR QUESTIONS 1-4

Beginning Phase: Video Clip #2

Worker standing on front porch. Worker knocks on door; after 5 seconds, she knocks again harder. A man opens the door.

Worker: “Mr. Kelly?”

Mr. Kelly: (slightly irritated) “Yea, I’m Bill Kelly... so what are you sellin’?”

Worker: (Shows ID badge to parent) I’m Claudia Martin, an intake worker with Andrews County Children and Youth services. I’m responsible for investigating referrals regarding children and their safety. May I come in and speak with you?

Mr. Kelly: (annoyed) I don’t think so. Umm...I don’t even know why the hell you’re here.

Worker: I’m here to talk about your daughter, Eileen. (pauses) I think I can better protect your privacy if we step inside.

Mr. Kelly: Come in and say what ya hafta say then. (opens door and let worker inside)

Mr. Kelly: So what’s this all about anyway?

Interactional Helping Skills Interview Script & Questions (continued)

Worker: We got a call from someone who was concerned about your daughter... they said Eileen is often left home alone at night.

Mr. Kelly.: (angry) Dammit! Gotta be that nosey neighbor down the street... what right does she have to mess in my life anyway? She doesn't know what goes on in my house.

Worker: Sounds like you're pretty angry that we got a call about your family. That's why I'm here...to find out firsthand how you make sure Eileen is safe and is supervised at night. (looks around the room) I can see you work hard to provide a really nice place for Eileen to live.

QUESTIONS:

- 5) Did the worker greet Mr. Kelly in a manner that shows respect for him?
- 6) Did the worker state her name, job title, and the name of the agency she represents?
- 7) Did the worker show identification?
- 8) Did the worker use professional abbreviations (e.g., CPS)?
- 9) Did the worker state the reason why she was making the contact?
- 10) Did the worker state the purpose/outcome of the contact?

TURN TO PAGE 9 AND COMPLETE ANSWER SHEET FOR QUESTIONS 5-10

Work/Middle Phase: Video Clip #3

Worker: Mr. Kelly, would you tell me about your work schedule? Do you work days or nights?

Mr. Kelly.: I work a swing shift down at the plant.

Worker: Okay, so that means some days and some nights. With Eileen's young age, the agency is concerned that she's home alone at night. Do you worry that she's home alone?

Mr. Kelly: (defensively) She takes care of herself just fine. I leave food in the fridge...umm...and she has a TV to keep herself company. She can call me on the cell phone if she has any problems and she can even call the plant phone if she has to. My supervisor's really good about that.

Worker: Has she called you at work before?

Mr. Kelly: A time or two.

Worker: And how did that work out for the both of you?

Interactional Helping Skills Interview Script & Questions (continued)

Mr. Kelly: It was just fine. She just was a little scared that's all...umm...she was watching some stupid monster movie and thought she heard some noises outside. I just told her, go to bed and she was fine.

Worker: Okay, was there a time when you were out that you were worried about Eileen?

Mr. Kelly: Yeah, but I wasn't at work.

Worker: Please, tell me what happened.

Mr. Kelly: It was nothing serious. She burned her hand on the space heater while I was out with my buddies....Umm...She called me, I came right home, she really was fine.

Worker: About how many nights a week do you go out with friends Mr. Kelly?

QUESTIONS:

- 11) Did the worker ask questions one at a time?
- 12) Did the worker appear to listen to Mr. Kelly's responses?
- 13) Did the worker use open-ended questions?
- 14) Did the worker use closed-ended questions?
- 15) Did the worker use a question to move to a new topic?
- 16) Did the worker use questions to get Mr. Kelly to elaborate?
- 17) Did the worker use "miracle" questions with Mr. Kelly?
- 18) Did the worker use scaling questions with Mr. Kelly?

TURN TO PAGE 9 AND COMPLETE ANSWER SHEET FOR QUESTIONS 11-18

Mr. Kelly: (angry and loud) What business is it of yours how many nights a week I go out with my friends? (stands up facing worker) If you think you're gonna be messing with my private life you can leave right now!

Video Clip #4

Worker: Mr. Kelly, I can see you are very upset... I would be mad too, if someone that I didn't know was asking me these personal questions. But as uncomfortable as this is, I'm here to work with you to make sure that Eileen is safe... are you willing to sit down and can continue talking about Eileen?

(She waits... he finally sits down. She gives him a little time to collect himself.)

Interactional Helping Skills Interview Script & Questions (continued)

Worker: “Are you ready to continue talking?” (She pauses, looking at him, he nods.)
Mr. Kelly, I can see that you love Eileen very much and work very hard to be a good father to her.

Mr. Kelly: “You have no idea. I work damn hard and it hasn’t been easy to take care of Eileen all by myself. I don’t need you or anybody else coming in here and tell me how to take care of my kid.

QUESTIONS:

- 19) How did the worker display her comfort with Mr. Kelly’s silence?
- A. Sitting calmly without talking.
 - B. Maintaining non-threatening eye contact and body posture.
 - C. Tuning into Mr. Kelly’s non-verbal behavior.
 - D. All of the above.
 - E. None of the above.
- 20) The worker encouraged Mr. Kelly to resume talking by using what skill(s)?
- A. Silence without questioning
 - B. Silence, questions, and protective authority
 - C. Protective authority and questions
 - D. Silence, questions, and Tuning into Others
 - E. Silence and Tuning into Others

Did the worker use these skills to manage her protective authority?

- 21) Acknowledging any expressions of Mr. Kelly’s dissatisfaction
- 22) Tuning in to Others to assess the client’s understanding and cooperation.
- 23) Helping Mr. Kelly manage his anger during the interview.
- 24) Clarifying her desire to work together to achieve the safety of his child?

TURN TO PAGE 9 AND COMPLETE ANSWER SHEET FOR QUESTIONS 19-24

Video Clip #5

Worker: I’m here to make sure that Eileen is safe and has a responsible adult to supervise her. You must come up with a plan that shows Eileen will have a safe adult watching her while you are out with your friends or at work. It’s vital that you know that Children and Youth Services is mandated, by law, to work with families to ensure children’s safety. That’s why it’s important that you and I continue to talk, so we can do this together. Are you willing to do that?

Mr. Kelly: Let’s just get this done.

Worker: First, there needs to be a Safety Plan that you agree to follow to make sure Eileen is supervised at night.

Interactional Helping Skills Interview Script & Questions (continued)

Mr. Kelly: She can't stay by herself at all? Are you crazy or what? I can't afford to hire a babysitter for my 10 year old daughter every time I have to go to work! Who's gonna pay for that, huh?

Worker: Let's slow down a bit, Mr. Kelly. There may be some times that Eileen can stay by herself, but let's take one thing at a time and come up with a plan together. You have some neighbors around. Do you and Eileen know any of them well enough to ask if she could stay with them while you're working nights? Or perhaps they can check in on her, or be available if she needs something? Maybe there's several of them that she can use as a back-up plan in case if she can't get in touch with one of them.

Mr. Kelly: Well Eileen spends some time with the Murphy's down the street. They're nice enough people and their kids are really good. Ah...but aside from them there's really nobody else. Ah...Eileen's mom had made some friends in the community but with me working all the time I really didn't get friendly with them

Worker: Would you be willing to speak with Mrs. Murphy.

Mr. Kelly: Well I can give her a call, but I ain't promising nothing... what if she says no?

Worker: Most times neighbors are willing to give out a hand, and we can start by asking her. When do you think you can get in touch with her?

Mr. Kelly: Uh...I don't know...I can give her a call after you leave. Umm...today is the first of my 4-days off, and then on Monday I start 7 to 3 so I will be on daylight for a week. And then next Monday I start evenings again. So that gives me some time, right?

Worker: Yes, it does. And when you check with Mrs. Murphy, you can give me a call and see how everything work out with her? And also is there's anyone else you can think of that might be a help. Umm...someone in your family or maybe your wife's?

Mr. Kelly: My sister Katie could probably help. Oh, my wife's sister who lives couple blocks down the way could probably help. Eileen goes there sometimes, but I haven't spoken to her much since my wife died. Umm...I'm sure she'll be willing to help along as she doesn't get involved with my business or start telling me what to do.

Worker: Okay, well that sounds great. But before I leave I do need to meet Eileen. Maybe she has some more suggestions on how she can be safe. Can I speak with her?

Mr. Kelly: Sure, EILEEN!!

Interactional Helping Skills Interview Script & Questions (continued)

QUESTIONS:

Did the worker use these skills to manage her protective authority?

- 25) Acknowledging any expressions of Mr. Kelly's dissatisfaction
- 26) Tuning in to Others to assess the client's understanding and cooperation.
- 27) Helping Mr. Kelly manage his anger during the interview.
- 28) Clarifying her desire to work together to achieve the safety of his child?

When presenting the mandated authority of her agency, did the worker:

- 29) Explain it to Mr. Kelly?
- 30) Mention it as the basis of why they should work together?
- 31) Use it as a threat for refusing to participate?

TURN TO PAGE 9 AND COMPLETE ANSWER SHEET FOR QUESTIONS 25-31

Ending Phase: Video Clip #6

Worker: Mr. Kelly, let's make sure that we're all clear about what you and Eileen are going to do by our next appointment. Before you start back on the second shift in two weeks, you're going to check with Katie to see if she's willing to come to the house to watch Eileen, or if you can drop Eileen off at her house and she'll watch her there. You'll also check with Mrs. Murphy and your wife's sister to see if they're willing to be back-up support for Eileen if Katie isn't available. And, we've discussed with Eileen that she can reach you at work or when you're out. Are you okay with practicing this a few times before your next night shift to make sure that it works for Eileen?

Mr. Kelly: Yeah, okay, I can do that.

Worker: And are you committed to making sure that someone responsible watches Eileen when you go out with your friends?

Mr. Kelly: Yeah, I'll do it.

Worker: Great Mr. Kelly. Do you have any questions on what we covered today?

Mr. Kelly: Ah, no, I guess not. So that's it then, this mean you don't have to come around again.

Worker: No, Umm...I will need to come back and check with you and your sister the week before you start second shift to make sure that everything we discussed is done and to make sure Eileen is supervised when you are not here. And, I need to check in with Eileen to make sure that she's okay with the plans and that she knows how to reach you.

Interactional Helping Skills Interview Script & Questions (continued)

QUESTIONS:

When the worker Summarized and Identified Next Steps:

- 32) Was she specific, clear, and to the point?
- 33) Did she ask Mr. Kelly if he understands and has any questions?
- 34) Did she clearly state the next steps and timelines?

When communicating information, did the worker:

- 35) Provide information that Mr. Kelly needs to manage his next steps?
- 36) Use the Skill of Reaching for Feedback to check for understanding and agreement?
- 37) Give Mr. Kelly an opportunity to ask questions and express feelings about what he needs to do?

TURN TO PAGE 9 AND COMPLETE ANSWER SHEET FOR QUESTIONS 32-37

Helping Skills Embedded Evaluation Answer Sheet

Name: _____ CPS #: _____

Please **circle** only one answer for each question.

QUESTION

- 1. YES NO
- 2. YES NO
- 3. YES NO
- 4. YES NO
- 5. YES NO
- 6. YES NO
- 7. YES NO
- 8. YES NO
- 9. YES NO
- 10. YES NO
- 11. YES NO
- 12. YES NO
- 13. YES NO
- 14. YES NO
- 15. YES NO
- 16. YES NO
- 17. YES NO
- 18. YES NO
- 19. A B C D E

QUESTION

- 20. A B C D E
- 21. YES NO
- 22. YES NO
- 23. YES NO
- 24. YES NO
- 25. YES NO
- 26. YES NO
- 27. YES NO
- 28. YES NO
- 29. YES NO
- 30. YES NO
- 31. YES NO
- 32. YES NO
- 33. YES NO
- 34. YES NO
- 35. YES NO
- 36. YES NO
- 37. YES NO