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

MODULE FOUR (4)
OVERARCHING FRAMEWORK FOR PRACTICE

Standard Curriculum

Developed by:
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Module 4: Overarching Framework for Practice

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Agenda for One-Day Workshop on
Module 4: Overarching Framework for Practice

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Section I: Introduction

Estimated Length of Time:
25 minutes

Learning Objectives:
Participants will be able to**:**
- ✓ Recognize the feeling families may experience when child welfare attempts to intrude in their lives.
- ✓ Identify the competencies and learning objectives for the Overarching Framework for the Casework Relationship.

Methods of Presentation:
Lecture, Individual Activity, Large Group Discussion

Materials Needed:
- ✓ Name tents
- ✓ Colored markers
- ✓ Overhead Projector and Screen
- ✓ **Overhead #1 (Learning Objectives)**
- ✓ **Overhead #2 (Agenda for Module 4)**
- ✓ **Handout #1 (Participant Demographics Survey)**
- ✓ **Handout #2 (Learning Objectives and Competencies)**
- ✓ **Handout #3 (Agenda)**

Outline of Presentation:
- Prepare the training room
- Welcome trainees to Charting the Course for Children in Pennsylvania
- Introduce himself/herself to the group
- Facilitate trainee introductions
- Review the learning objectives for the session using **Overhead #1 (Learning Objectives).**

Section I: Introduction

Trainer Note: Prepare the training room in advance by placing name tents, markers, and handout packets (if using) at each table. As participants arrive, greet each one.

Step 1: (5 minutes)
Lecture

Trainer will welcome everyone to the training and take care of "housekeeping details." If this is a cohort, this part is a brief overview. If this is not part of a cohort group the trainer will need to complete all of the steps in the introduction section. The trainer will pass around the sign-in sheet or have it available for signing during breaks on a table or podium at the side or back of the room. If the sign-in sheet is located in a specific location, it is a good idea to mark that with a poster on the wall to signal its location.

Trainer Note: If you are working with a cohort this step may be skipped.

The trainer starts this segment by covering the following points:

- Introduce the trainer
- Have participants complete name tents
- Refer participants to the Training Room Cultural using the poster on the wall
  Be on time -15 minute rule
  Training Schedule – 9:00 to 4:00 with Breaks
  Document your presence -sign-in sheet
  Provide Constructive and Motivational Feedback
  Respect
  Risk taking
  Practice makes permanent
  Focus on Learning - No cell phones & only contact office for emergencies

Step 2: (5 minutes)
Individual Activity

If this is training for a cohort group, participants will have already completed their name tents and this step may be deleted. If this training session is not a cohort, guide participants through the completion of their name tents.

The trainer instructs participants to write the county in which they work in the top right corner of the nameplate. The trainer instructs participants to write their position in the agency in the top left corner.

The trainer asks participants to write the amount of time they have been in their position in the bottom left corner. The trainer asks participants to write the amount of experience they have in child welfare in the bottom right corner.

When the name and four corners are complete, the trainer asks participants to stand their name tent in front of them.

The trainer asks participants to share introductory information from their nameplates with the others seated at their table

Step 3: (10 minutes)
Individual Activity, Large Group Discussion

Trainer Note: Because there is a benefit to a certain amount of "shock" or "surprise" factor to this activity, remove **Handout #1 (Participant Demographics Survey)** from the handout packets. The purpose of this activity is to impress on the participants that by asking personal, probing, and sometimes embarrassing questions to the clients, they can expect a range of reactions from nervous giggles to outright hostility.

Participants should be instructed to read the instructions printed at the top of the page and to complete the form as completely, honestly, and legibly as they can. The purpose of the form should be explained as a way to gather some important information about the participants to assist the training program in evaluating the effectiveness of "Charting the Course." Any questions about the form should be answered in a very curt, all-business-like manner. If there is any laughing or giggling or distracting or defiant behavior, the trainer should adopt an authoritarian manner with those participants. Discuss the sensitive nature of the questions in the Survey and do not reinforce the "giggling, and laughing" which may be expressions of personal discomfort, rather than defiant or distracting behaviors.

When the first participant stops writing or refuses to write or asks the appropriate resistive question, the trainer can call a halt to the activity and ask the participants to pause for a moment to use their "Tuning in to Self" skills to identify what they were feeling.

The trainer should then invite the group to state their feelings verbally in a brainstorm fashion without any writing. The trainer should repeat the stated feelings to be sure they are heard by everyone and may check by a show of hands the number of times that feeling was felt in the class.

The trainer should then ask, "What does this activity have to do with the child welfare casework relationship?" This is the question that focuses on the key learning point of this activity: Without a trusting relationship, intrusion into private matters is met with resistance, often angry resistance, and this is a normal and healthy human response. When we knock on the door of a client's home, especially for the first time, we should expect to get some resistance and probably some anger, reflecting back to the way we felt this morning when our privacy was intruded upon.

If the participants are a mixture of participants from the cohort and new participants, the trainer might compare and contrast their feelings based on the strength of the relationship with the trainer who led this activity. Typically, if the trainer is known and liked by the participants, they will go along with the activity longer or jokingly ask, “what’s this about?” when they start to feel uncomfortable with the level of intrusion by the questions being asked on the survey.

When the exercise is over, the trainer must reiterate the reason for her/his authoritarian manner and its value to the exercise, which is to demonstrate how some clients may feel when a CYS worker comes into their homes with an authoritative attitude and asks them personal questions. The purpose of this activity is to impress on the participants that by asking personal, probing, and sometimes embarrassing questions to the clients, they can expect a range of reactions from nervous giggles to outright hostility.

Additionally, the trainer tells participants that the surveys will NOT be collected and they can dispose of them as they wish.

Step 4: (5 minutes)
Lecture

The trainer should transition from this activity to the introduction of the framework of the casework process by mentioning that when we are knowledgeable about the casework process in all of its stages and the outcomes of each stage, we are better prepared to use our helping skills to assist client families in expressing and managing their strong feelings about our presence in their lives. If we don’t understand the stages of the relationship and the desired outcomes of each stage, we can easily get lost in the process, feeling overwhelmed and ineffective.

If we cannot see how each stage assists us in assuring safety, arranging for timely permanency and meeting the child’s physical, emotional, and educational well-being needs; we will likely not be effective in either explaining each of the stages of the casework relationship to our families nor be effective is assisting them to move with us from one to the other. Show **Overhead #1 (Learning Objectives)**, and distribute **Handout #2 (Learning Objectives and Competencies)**. Point out that we will show how we are going to do this in Module 4. Show **Overhead #2 (Agenda for Module 4)** and distribute **Handout #3 (Agenda)** to alert participants to the second part of Module 4 – learning two helping skills that will assist them in forming effective casework relationships: Clarifying Purpose and Role and Managing Issues of Authority. Each of these will be taken to the practice level since they are critical skills for caseworkers to be able to use with families.

Module 4: Overarching Framework for Practice

Section II: The Helping Skills Model in Child Welfare

Estimated Length of Time:
1 hour, 10 minutes

Learning Objectives:
Participants will be able to:
- ✓ Sequence the stages in the casework relationship in the proper order
- ✓ Identify at least one outcome for each stage in the casework relationship

Methods of Presentation:
Lecture, Small Group Activity, Large Group Discussion

Materials Needed:
- ✓ Masking tape
- ✓ Colored markers
- ✓ Blank flip chart pads
- ✓ **Handout #4 (Phases of Casework Practice: Navigational Guide)**
- ✓ **Handout #5 (The Casework Relationship/The Casework Interview)**
- ✓ **Handout #6 (Using the Interactional Skills to Engage Families in Child Welfare)**
- ✓ **Handout #7 (Case Examples [Determine the Phase of the Helping Skills Model])**
- ✓ **Handout #8 (The Four Phases of the Helping Skills Model)**

Outline of Presentation:
- Explain the connection between the casework process and the casework relationship.
- Conduct an activity using **Handout #7 (Case Examples: Determine the Phase of the Helping Skills Model)** so that participants can identify various stages of the Helping Skills Model.
- Process out the activity with the group.

Section II: The Helping Skills Model in Child Welfare

Trainer Note: Inquire of the participants who completed their TOL assignment to practice the skill of Tuning in to Others. Under what situation did the participant practice? Was the use of the skill successful?

Step 1: (15 minutes)
Lecture

Use **Handout #4 (Phases of Casework Practice: Navigational Guide)** (this chart has been introduced several times since Module1), to discuss with participants that we can represent the life of a case from beginning to end in a pictorial way. Review the four phases of the Helping Skills Model, by asking participants to follow along on **Handout #5 (The Casework Relationship/The Casework Interview)**.

The Helping Skills Model has four sequential phases. These are:

1. Preliminary or Preparatory (Preparing for the Work)
2. Beginning or Contracting (Beginning the Work)
3. Middle or Work (Doing the Work)
4. Ending or Transition (Ending the Work)

Discuss the following: Each phase has specific outcomes that are accomplished through the use of the helping skills to engage the family and assist the worker and family to assure that the mission of child welfare is achieved for each child receiving services. A good client/caseworker relationship is crucial to the caseworker performing necessary case management tasks to assure the safety and well-being of the children. The individual interactional skills are the tools used to accomplish these outcomes in each phase. Typically, some of the skills are used more often in one phase or another, but all of the skills can be used in each phase to contribute to the achievement of the outcomes of safety, permanency and well-being.

Remind participants that they were introduced to all of the interactional skills in Module 2. Review by distributing and reviewing **Handout #6 (Using the Interactional Skills to Engage Families in Child Welfare)**.

Tell the participants that the Helping Skills Model has four phases. Tell them that the model serves as a map that they can use to guide them through the four phases of their work with families, making sure that they achieve the key outcomes of each phase before moving on to the next. If an outcome is NOT achieved, we usually find that we must return to that phase again before we can successfully complete the entire process of achieving mission-critical outcomes of safety, timely permanence, and well-being for children.

Step 2: (35 minutes)
Small Group Activity, Large Group Discussion

Trainer Note: In order for the child welfare professionals to fully understand how to do this activity, the trainer should do one of the case examples as a large group discussion. There are six case examples on **Handout #7 (Case Examples [Determine the Phase of the Helping Skills Model])**

Ask participants to locate **Handout #7 (Case Examples [Determine the Phase of the Helping Skills Model])** and **Handout #8 (The Four Phases of the Helping Skills Model)**. Explain that **Handout #7** delineates the case examples for the activity and **Handout #8** can be used as a reference in the case examples. Assign each table group one or more of the examples to read and follow the instructions below. Distribute blank flip chart paper to each group to record their answers.

These are the Instructions for the small group:

1. Read the case assigned to your group.
2. Determine which phase of the Helping Skills Model is being described—both for the worker and for the family/case, which may be different.
3. What are some of the tasks that the caseworker needs to do next?
4. What skills will he/she be using?
5. Ask any questions you have about doing the work of this phase in cases like the ones in your example or from others in your casework experience.

After groups have answered the questions for their case example, have each group report out. Facilitate a large group discussion using the answers below. As each small group presents their case example and answers to the large group, tell the participants any of the information on **Handout #8 (The Four Phases of the Helping Skills Model)** that has not been covered by the small group's presentation and answer.

It is important, that by the end of this section, the trainees understand each of the phases in the Helping Skills Model and could explain:

- what the goal for each phase is;
- the way that this phase addresses the mission of child welfare; and
- the specific steps we can follow to accomplish the work of the phase.

Case examples:

- <u>Example #1:</u> Jim was recently hired as a new caseworker in the General Protective Services Unit. He has been assigned to work with the Thompson family, who has been receiving GPS services for lack of supervision of their pre-school children for the past two years. Another referral was received over the weekend alleging that there is no food in the house. Jim needs to go out to the house to verify the food supply and to meet the family for the first time.
  <u>Answer:</u> This worker is meeting the family for the first time. He is in the Preparatory Phase and should use his Tuning in to Self skills to check his own

feelings about the Thompson family and their situation and his Tuning in to Others skills to assess how the Thompson's may feel about getting a new caseworker after being receiving services for two years. Since their case has been opened for two years with the agency, the case is in the Middle or Work Phase.

- Example #2: The Moreno family has been receiving post-adoption services for the past 18 months, since finalizing the adoption of a sibling group of three teen children. During this time, there has been no indication of emotional distress in any of the children. Mr. & Mrs. Moreno express continuing delight about the progress the children are making in school and their physical development. Answer: This case is in the Ending or Transition Phase. The task is to celebrate the successful adoption and to assure that the Moreno's have support services in the community and no longer need the agency's services. If the worker has been the Child Welfare Professional working with them for a long period of time, there will be a need to address the grief and separation issues as the case is closed and they no longer have contact with each other.

- Example #3: The Ying family has met with you on one other occasion. You went to their home to assess whether or not General Protective Services would be needed to assist them in meeting the special needs of their newborn, who was diagnosed with Down's syndrome. The hospital had referred the family after Mr. Ying expressed regret that the child was "defective" and a girl. He had been hoping that his first-born would be a son. The Ying's have been living in your community for only a few months, having come to the county through a Hmong resettlement program. Mr. Ying assured you that his family did not need services and that he would take care of any problems.

  He agreed to call the local Office of Mental Retardation to enroll the baby in Infant Stimulation Services, but a check with that office, four weeks after the visit, indicated that no call had yet been received. A check with the local medical clinic indicated that the Ying's also missed the first well-baby check-up last week.

  Answer: Mr. Ying does not seem to have agreed wholeheartedly to be a client of the agency and to receive services. His lack of follow-through indicates his reluctance. This case is in the Beginning or Contracting Phase. The worker needs to be clear about the agency's concerns and if necessary use/manage protective authority effectively to engage Mr. Ying in services. Reaching for Feedback is one way of attempting to engage him in the process and to assure that the worker understands his feelings as a member of a different cultural group confronted with a challenging parenting situation that might have resulted in very different outcomes in his own native country.
  The Hmong are a dominant cultural group from VietNam and Southeast Asia. A child with special needs might have been sent away to an orphanage for adoption or been allowed to die. His preference for a son and a child without

special needs would be clearly understood in his own culture but might be seen by a child welfare worker to be cruel, sexist and uncaring.

- Example #4: You have been working with the Diminster family since you began as a General Protective Services caseworker in your agency 3 months ago. They are quite welcoming when you visit them, although they have not followed through on attending the parenting skills classes indicated on their Family Service Plan. Mrs. Diminster says it is just too hard to get all of the 4 children ready after dinner to be picked up by the van. She is concerned that the late bedtime after the 9 p.m. end of class and the half hour ride home creates too late a bedtime for Jimmy, the 5 year old who attends morning kindergarten.
  Answer: This case is in the Work or Middle Phase. There may be a need to re-Clarify the Purpose of C&Y involvement and the agency's Authority Issues and role, along with empathizing with the mother's challenges as a single parent and helping to find workable solutions. The use of solution-focused questioning skills and communicating information can be helpful in this process.

These cases may be assigned if there are more than 4 groups in the session:

- Example #5: As a new caseworker in the Placement Unit, you have been assigned to work with the Alexander family. You supervisor tells you that the Alexander family has two children in kinship care, living with their maternal aunt. They have been in care for the past eleven (11) months.

  The parents continue to struggle with maintaining their sobriety and meeting the objectives on their Child Permanency Plan. Mr. Alexander recently lost his job after his third DUI arrest caused him to lose his license and he could not find a ride to work. Mrs. Alexander has been attending Alcoholics Anonymous meetings and keeping all of her appointments with her rehab counselor. She has been sober for three months, but recently, her anxiety has increased and she was arrested for disorderly conduct after fighting with the manager of the apartment complex when he threatened to evict them for being behind on their rent.

  She expresses anger at Mr. Alexander for continuing to drink and for his recent arrest. She has threatened to leave him and to try to create a more stable environment so the children can come home, but she has not made any steps in this direction. The aunt has stated that she would be willing to provide a stable home for her sister's children, but she is not interested in adopting them. Your supervisor asked you to contact the Senior Adoption Worker to arrange a home visit to discuss permanency planning with the Alexander's.
  Answer: The worker is new to this family, so is in the Preliminary or Preparatory Phase, although the Alexander's have been in the Work Phase. As a result of ASFA timelines, the new worker is going to have to establish a working relationship with the family in order to assist them to make the needed changes as soon as possible or to assist them in adjusting to the change in the permanency goal for the children. This case represents one of the challenges of

child welfare casework, in that the family is often at a different stage of the work than the worker is in their relationship with the family.

- Example #6: You've been a Child Welfare Professional for two years in the General Protective Service Unit. You are going to make a home visit to the Miller family today. The family has been on your caseload since you started with the agency. They continue to struggle with general neglect issues. Each time they seem to be successful in achieving the objectives on their Family Service Plan and maintaining adequate care of the children for six months to a year, something seems to happen, causing the physical standards of their home slip just below acceptable community standards. Yesterday someone called the agency to report that the children are without food, that the electricity has been shut off and that the children were seen to be playing outside unsupervised at dusk and in the street where they could be hit by passing cars. They have missed their last three weekly appointments with the Parent Aide who has been trying to work with them on budgeting and parenting skills.
  Answer: This case is in the Work or Middle Phase. There is a need, though, to return to the tasks of the Beginning or Contacting Phase to re-engage the parents in the tasks of providing safety, permanency, and well-being for their children and working towards "permanent" solutions rather than band-aids.

Step 3: (5 minutes)
Large Group Discussion

Ask what questions the group has about the model of the helping skills as a framework for understanding the whole casework relationship and the individual interview. If there are no questions, and there is remaining time, ask one of the participants to share a case example from his/her own caseload for Phase 1. Ask for an example for Phase 2, etc. until the time is used.

With each case, ask for identification of casework tasks and how these will achieve the outcomes. Another option is for you, the trainer to share additional case examples from your own practice, asking the large group to identify the phase and the specific tasks the Child Welfare Professional needs to accomplish before moving forward to the next phase. Close the activity by reminding participants that this model serves as an internal "map" for us in our work, keeping us oriented to what we are doing and what we need to do next and how each phase relates to the outcomes we must achieve.

Module 4: Overarching Framework for Practice

Section III: Interviewing: Purpose, Process, and Phases

Estimated Length of Time:
45 minutes

Learning Objectives:
Participants will be able to:
- ✓ Identify the stages of the interview.
- ✓ Identify the purposes of interviewing.
- ✓ Explain how interviewing is a dynamic process between the interviewer and the interviewee.

Method of Presentation:
Lecture, Small Group Activity, Large Group Discussion

Materials Needed:
- ✓ Overhead Projector and Screen
- ✓ **Overhead #3 (Interviewing Skills: Purpose)**
- ✓ **Overhead #4 (Interviewing: A Dynamic, Interactive Process)**
- ✓ **Overhead #5 (The Phases of an Interview)**
- ✓ **Handout #5 (The Casework Relationship/The Casework Interview)**
- ✓ **Handout #9 (Interviewing Skills: Purpose, Process, Phases)**
- ✓ **Handout #10 (The Phases of an Interview)**

Outline of Presentation:
- Conduct a small group activity on interviewing.
- Explain the purpose, process, and phases of the interview.

Section III: Interviewing: Purpose, Process, and Phases

Step 1: (10 minutes)
Small group activity

The trainer asks participants to work in their small groups. Within the group, the person who worked the longest at their agency will go first. This person will “interview” the person with the least experience at their agency for the next 2-3 minutes. The others in the group will observe the process and be prepared to comment on it. Without any additional instruction, the trainer should say, “Begin.”

Undoubtedly, someone will ask, “What should we interview them about?” or “What is the purpose of this interview?” Answer vaguely, such as “find out as much as you can... now get started”. If no one asks any questions, the trainer should allow the interviews to proceed and then interrupt after a few minutes, asking questions such as:

- ✓ “How did that work?”
- ✓ “Who had a ‘successful’ interview?”
- ✓ “How did you start?”
- ✓ “What would have made this experience more successful?”

The expectation is that participants will describe some frustration about not being clear about outcomes or purposes or where to begin, etc. The learning point is to get them to discover that without a clear purpose or without knowing what framework to follow; it is hard to interview and to experience “success” with this task. For those participants who felt they did a goods job of interviewing, ask, “Where did the purpose of your interview come from?”

Step 2: (10 minutes)
Lecture

Distribute **Handout #9 (Interviewing: A Dynamic, Interactive Process)** display **Overhead #3 (Interviewing Skills: Purpose)** and review the three purposes of an interview.

The three purposes of an interview are:

- Provide or gather specific information;
- Initiate or maintain purposeful engagement with the client/family or collaterals;
- Initiate or maintain solution-focused movement toward goals.

The trainer could ask the participants what specific information could have been gathered during the “children and youth experience” interview. They could also be asked to identify what sorts of strategies, if any, the interviewer used to “initiate purposeful engagement” with the interviewee.

A final question could be asked to determine what "solution-focused movement" might look like in this context (such as identifying steps to starting a job at children and youth or what is important to learn in your first month or two of training).

Remind participants that we briefly discussed "solution-focused" work in Module 1 Introduction and will revisit this in Module 6, Safety and Family Assessment and Module 11, Family Service Planning when we talk about safety assessments and service planning. "Solution-focused" movement towards the goals simply means helping families to get "unstuck" from their problem focus ("Gosh, isn't this awful!") and moving towards a positive solution ("What can we do today to make this situation better/safer?") The question, "What would have made this experience more successful?" is a solution-focused question that would help someone to think about what might be done to improve the situation the next time.

Step 3: (10 minutes)
Lecture:

The trainer will show **Overhead #4 (Interviewing: A Dynamic Process)** and **Overhead #5 (The Phases of an Interview)** and distribute **Handout #9 (Interviewing Skills: Purpose, Process, Phases)**.

Discuss the following: The interview is simple in terms of structure; however, mastering the flow can require a lifetime of professional practice and coaching. Effective interviewing requires the worker to develop a range of integrated knowledge and skills in order to be able to, with practice, move through the phases of the process naturally and easily, completing the various steps in a fluid, seamless process. Skilled practitioners are able to move through the phases of an interview sequentially, sometimes without notes.

The trainer can ask the observers if the interview they observed followed this same pattern of interaction. All of these steps take place in the matter of split seconds, sometimes; while at other times, the interval between step 2 and step 4 may be minutes (or in significant relationships, sometimes days!). The trainer can also point out that these steps focus on the worker's part of the process. Before the client responds in step 2, s/he is also listening, discerning meaning and interpreting what is being said, and calculating what type of response, if any, s/he wants to make before speaking out loud.

<u>Key statement:</u> Some of the challenges in this process include the fact that we speak at about 125 words per minute; but we can listen to 300-500 words per minute. What happens in the "listening gap?" Often our minds wonder or we begin to think about our response rather than truly listening to the other person's thoughts and comments. We need to use our "Tuning in to Others" skills to actively listen to the other person. Active listening may involve using the strategies of paraphrasing to be sure that we have heard correctly or asking clarifying questions if we are confused about something.

We may “echo” or repeat verbatim what the other person has said, simply to indicate that we heard their exact words. We can also use nonverbal responses (such as head nods, facial expressions, learning in toward the speaker, etc.) to display our interest in what is being said.

Step 4: (10 minutes)
Lecture, Large Group Discussion

Distribute **Handout #10 (The Phases of an Interview)**. Participants can be asked to lay this handout side to side with **Handout #5 (The Casework Relationship/The Casework Interview) (Revisited) -**and compare the individual phases or stages on the two. They should see that some are worded exactly alike and the others—even though the wording is a bit different—follow a parallel process. Both start with preparation, often an overlooked or shortchanged step. Both use engaging to involve the client/family in the process. They both include identifying the clear purpose—one states the purpose as assessing the need for change in order to provide safety, permanence, and well-being. The other allows the purpose to be determined in each interview, but still being directed towards safety, permanency, and well-being (in child welfare). “Developing a Contract” parallels “Planning with the Family how the changes will be made.” “Supporting” and “Helping” the family to make the changes are geared towards the same outcome.

The trainer can suggest that participants post this handout in their workspace and/or carry it with them in the field to assist them in structuring interviews to follow this framework.

Some important points for the trainer to make about the various phases are: Emphasize the bolded headers and explain to participants this detail is for their use as reference material throughout their skill development process.

1. **Preparing for the work:**
    - ✓ We must know about cultural differences so we are able to greet the other person with respect.
    - ✓ We must review information already in the case record.
    - ✓ We must know the law that mandates our work, the regulations that govern it, the standards that guide it, and the ASFA outcomes to be achieved.
    - ✓ We must know what paperwork we are required to complete to document our work and have copies of that ready.
2. **Beginning the work:**
    a. **Greeting and engaging the client with respect:**
    - ✓ We must know about how to greet different people in culturally appropriate ways.
    - ✓ We must know how to engage families in the process, using a variety of strategies to meet individual differences.

    b. **Setting a clear purpose:**
    - ✓ We must know how to explain our work without using jargon.

- ✓ We must know what the purpose is for each visit.
- ✓ We must know how to help the client/family members to express their goals and needs, matching risks to safety with outcome statements that describe desired ends.

c. **Developing a contract for change:**

- ✓ We must know the stages of change.
- ✓ We must know what behaviors are consistent with each stage.
- ✓ We must know how to help the client/family members to develop a clear plan for change, identifying activities of steps that will assist them in reaching the desired outcomes.
- ✓ If the client does not "contract" with us for the change, we cannot really move out of this phase. We must learn to check for agreement and not proceed without addressing the disagreement if agreement cannot be achieved. We do not have a "client" without their agreement.
- ✓ We may need to use protective authority to take steps to protect the child(ren) if agreement is not reached—but we must be clear that we have stepped outside of the framework when we exercise this authority.

d. **Planning for how the changes will be made:**

- ✓ We must know how to help the client/family members to develop a plan to make the changes needed to assure safety, permanency and well-being.
- ✓ We must know how to document this plan in the required format.

3. **Doing the work:**

a. **Helping the client/family to make the needed changes:**

- ✓ We must know how to help the client/family members to change their behavior and to make the changes needed to assure safety, permanency and well-being.
- ✓ We must know what resources and services are available in the community.
- ✓ We must know how to help families to access those services.
- ✓ We must know how to help families to use the resources of their extended kinship network and to maintain healthy relationships with others.

4. **Ending the work:**

a. **Evaluating the progress and outcomes:**

- ✓ We must know how to assess progress on goals.
- ✓ We must know what the intended outcome will look like when it is achieved.
- ✓ We must know how to help the client/family members to assess their progress and to identify continuing needs for service.

b. **Closing the process:**

- ✓ We must understand the grief process and how to assist individuals and families to move through these stages of grieving so that they can move towards independence at the closing of the case.
- ✓ We must know how to help families to celebrate their successes.

- ✓ We must know how to assess a family's ability to maintain safety, permanency and well-being without our assistance.
- ✓ We must know how to document the work we have accomplished, including telling a supervisor about what we have done and writing the notes or filing reports in the record or with the court. The specifics about documentation will be covered at a later time as each type of documentation is taught and some are practiced (such as intake reports, progress notes, risk assessment summaries, family service plans, etc.).

Step 5: (5 minutes)
Lecture, Small Group Activity, large Group Discussion

The trainer can ask if there are any questions about interviewing in general and assure participants that this topic will be covered in more detail in later sessions (interviewing for intake, interviewing children of different ages, interviewing for concurrent planning, etc.) The trainer may ask the groups to return to their previous dyads and interview each other with a specific purpose in mind. This purpose could be:

- ✓ To identify how much and what types of interviewing experiences participants have.
- ✓ To identify current challenges in interviewing clients/families.
- ✓ To identify one suggestion to others for effective interviewing practices.

Compare and contrast this experience in the large group with the unstructured interview in step 1. If time is limited, the interviewer (or the observers) could be asked to post the information gleaned on a post-it note and place them on a poster, or a poster can be made from a flipchart page and posted on the wall.

Module 4: Overarching Framework for Practice

Section IV: Clarifying Purpose & Role

Estimated Length of Time:
1 hour, 30 minutes

Learning Objectives:
Participants will be able to:
- ✓ Use one or more scripts to state his or her purpose during the first contact with a client/family
- ✓ Express in family-friendly terms that "safety" (protecting children from abuse and neglect) is the most important concern for child welfare professionals.

Methods of Presentation:
Guided Visualization, Large Group Discussion, Lecture, Individual Activity, Video, Small Group Activity

Materials Needed:
- ✓ Masking tape
- ✓ Colored markers
- ✓ 2 Flip chart stands
- ✓ 2 blank flip chart pads
- ✓ TV/VCR/DVD Player
- ✓ Overhead Projector and Screen
- ✓ **Reference Books: Reference Book for Charting the Course towards Permanency for Children in Pennsylvania** (1 for each participant to use during the training. NOTE these are to stay in the training room. Participants were given this reference book on CD in Module 1.)
- ✓ **Overhead #6 (Legal Guidelines for Child Welfare in PA)**
- ✓ **Overhead #7 (The Mission of Child Welfare)**
- ✓ **Overhead #8 (Standard I-D: Assessment-Conduct Safety Assessment)**
- ✓ **Overhead #9 (Greeting the Client/Family)**
- ✓ **Handout #11 (Initial Introduction Information)**
- ✓ **Handout #12 (Clarifying Purpose & Role)**
- ✓ **Handout #13 (Feedback Observation Form 1)**
- ✓ **Handout #14 (Feedback Observation Form 2)**
- ✓ **Video [Clarify Worker's Purpose and Role (Good Example)]**
- ✓ **Video [Clarify Worker's Purpose and Role (Bad Example)]**

Outline of Presentation:
- Explain the skill of clarifying purpose and role;
- Discuss the legal mandate for Child Welfare;
- Practice the skill of clarifying purpose and role.

Section IV: Clarifying Purpose and Role

Trainer Note: For this part of the session, participants should be sitting in small groups of 3 to 4 according to their job description. Intake workers should sit together, placement workers together, etc. If there are a large number of workers from "generic" units, they should be divided into several small work groups

Step 1: (15 minutes)
Guided Visualization, Large Group Discussion

Trainer will ask participants to pause for a moment and to visualize themselves in their favorite room in their home doing one of their daily activities. The trainer will spend a minute or two elaborating on some examples of what this might look like in his/her own life. The trainer will ask if everyone is seeing themselves in such a space and when the majority of participants indicate that they are able to see/feel themselves in a home setting, the trainer will make a loud knocking sound on the table or podium, symbolizing the knocking on the door of a Child Welfare Professional. The trainer will then say, "Hello, My name is (trainer's name); I'm with the "Blank" County Children and Youth Agency. May I come in for a few minutes to talk with you about your children?"

At this point, the trainer will break the role and ask the participants what they are feeling, recording their voiced expressions of feelings on the flipchart. Some suggested feelings might include:

- ✓ Shock
- ✓ Anger
- ✓ Surprise
- ✓ Curiosity/Suspicion
- ✓ Fear
- ✓ Defensiveness

Once several of these have been listed, the trainer will ask participants to think for a few minutes about what information they want the caseworker to share with them and to list these on **Handout #11 (Initial Introductory Information)**. The trainer should tell participants that they will only have a few minutes to identify the initial information they would want.

When a few (no more than 2 to 3 minutes) have passed, the trainer will ask for several participants to share what they have identified, recording their results on a second flipchart. Some suggestions might include:

- ✓ Name
- ✓ Agency Name
- ✓ Position Title
- ✓ What's this about? The reason for the visit (why?)
- ✓ Who made the referral?
- ✓ Whether I have to talk with him/her or not?
- ✓ How long is this going to take?

When the list has several of these items on it, the trainer should ask participants to spend a few minutes comparing the two lists. The comparison should identify how the information requested might effectively address the feelings listed on the first flipchart page. Typically, the answer will be that the information identified on the second list will not effectively address the feelings on the first list. The trainer will then ask, “So then, what happens for the client?”

Typical answers will be responses that indicate an escalation of those feelings:

- ✓ Gets angrier
- ✓ Refuses to talk to you
- ✓ Makes a threat to harm you
- ✓ Shouts or yells

The trainer will ask what they would need/want to happen in order to stop this cycle of anger and hostility from increasing. What is necessary in order to calm the client and move forward with the interview? Some answers may include:

- ✓ Acknowledge the feelings
- ✓ Provide more information
- ✓ Recognize that these feelings are “normal” or “OK”
- ✓ Just go away and leave me alone!

The trainer will explain that the purpose of the initial greeting is to set the tone for the relationship—which we want to be a positive and collaborative one—and to share specific minimal information. While it is often the case that families respond first with angry behavior as a way of dealing with their fear, in order to sequence the learning of the skills, we are going to first focus on what WE say in our greeting and the client’s understanding of what we say. Then, later today, we’ll focus on the client’s emotions and learn how to manage those strong emotions while we continue to develop the relationship with him/her.

Trainer Note: Trainer may want to ask for head nodding or hand-raising to concur on the desire for a positive relationship with clients and pause to explore this, if there is not a consensus. The actual practicing of the engagement skills occurs in Module 11 when working with the Family Service Plan.

Step 2: (15 minutes)
Lecture, Individual Activity

Connect trainees back to the laws and mandates that guide our practice. Explain the connection between practice and laws as you begin this section. The responsibility of the child welfare caseworker is different then that of other professionals that also use relationship building and the phase of the relationships to work with individuals and families. It is the law that gives child welfare workers the legal right to intervene with families.

Using **Reference Books: Reference Book for Charting the Course towards Permanency for Children in Pennsylvania** the trainer should ask participants to locate copies of the Juvenile Act and the Child Protective Services Law, while displaying **Overhead #6 (Legal Guidelines for Child Welfare in PA)** and reminding participants of the legal basis that gives us our mission; shift to **Overhead #7 (The Mission of Child Welfare)** and the authority by which we knock on a stranger's door.

Assign half of the group the task of locating the purpose of child welfare in the Juvenile Act and other half the purpose as expressed in the CPSL. This should serve to reinforce the learning from Module 1 about the legal mandates for child welfare practice in Pennsylvania. The purpose of this exercise is for each trainee to know where to find the purpose of both the Juvenile Act and the CPSL in their reference manual and to hear what those references are.

The section from the Juvenile Act is as follows:

> §6301. Short title and purposes of chapter
>
> (a) Short title. --This chapter shall be known and may be cited as the "Juvenile Act."
>
> (b) Purposes. --This chapter shall be interpreted and construed as to effectuate the following purposes:
>
> (1) To preserve the unity of the family whenever possible or to provide another alternative permanent family when the unity of the family cannot be maintained.
>
> (1.1) To provide for the care, protection, safety and wholesome mental and physical development of children coming within the provisions of this chapter.
>
> (2) Consistent with the protection of the public interest, to provide for children committing delinquent acts programs of supervision, care and rehabilitation which provide balanced attention to the protection of the community, the imposition of accountability for offenses committed and the development of competencies to enable children to become responsible and productive members of the community.
>
> (3) To achieve the foregoing purposes in a family environment whenever possible, separating the child from parents only when necessary for his welfare, safety or health or in the interests of public safety.
>
> (4) To provide means through which the provisions of this chapter are executed and enforced and in which the parties are assured a fair hearing and their constitutional and other legal rights recognized and enforced.

The section from the CPSL is as follows:

> § 6302. Findings and purpose of chapter.
>
> (a) Findings. – Abused children are in urgent need of an effective child protective service to prevent them from suffering further injury and impairment.
>
> (b) Purpose. – It is the purpose of this chapter to encourage more complete reporting of suspected child abuse; to the extent permitted by this chapter, to involve law enforcement agencies in responding to child abuse; and to establish in each county protective services for the purposes of investigating the reports swiftly and competently, providing protection for children from further abuse and providing rehabilitative services for children and parents involved so as to ensure

the child's well-being and to preserve, stabilize and protect the integrity of family life wherever appropriate or to provide another alternative permanent family when the unity of the family cannot be maintained. It is also the purpose of this chapter to ensure that each county children and youth agency establish a program of protective services with the capabilities to respond adequately to meet the needs of the family and child who may be at risk and to prioritize the response and services to children most at risk.

<u>Key summary:</u> The effective child welfare professional always keeps these mandates in mind as s/he works with families to protect children from abuse and neglect and to provide permanency and well-being for children. This information is important to keep in mind as we attempt to explain our purpose and role to clients and families. No other institution in our society has this mandated authority as clearly as public child welfare does.

Step 3: (5 minutes)
Lecture

Please direct the participant's attention to **Handout #12: (Clarifying Purpose and Role)** to the definition of "Clarifying Purpose and Role." Ask if there are any questions about this definition and answer them to clarify any confusion before proceeding with the rest of the explanation and demonstration of the skill. Direct participants to **Handout #12 (Clarifying Purpose and Role)** and describe the steps necessary to perform the skill:

(1) Greet the person in a manner that shows respect for him/her and his/her culture or traditions.

(2) State your name, job title, and the name of the agency you represent.
- show identification as needed
- use words rather than initials (Child Protective Services instead of CPS, Family Service Plan instead of FSP, Children & Youth Services instead of CYS, etc.)

(3) State the reason why you are making the contact.
- use clear, simple sentences without jargon or technical terms
- respond to questions as needed

(4) State the purpose/outcome of the contact.
- clarify what you will be doing (asking questions, talking to relevant others, looking at the home environment, etc.) and approximately how long you expect the contact to last
- clarify, as needed, what will happen if you are not able to accomplish the purpose of your contact

Step 4: (15 minutes)
Video, Lecture

Tell participants that they are going to see a worker using this skill with a client. They are to watch the **Video [Clarifying Worker's Purpose and Role (good example)]** and to observe the effectiveness of the worker's use of the skill.

Show the **Video [Clarifying Worker's Purpose and Role (good example)]**. Following the video, identify how and when the skill was demonstrated:

1. Greet the person in a manner that shows respect for him/her and his/her cultural traditions.
2. State your name, job title, and the name of the agency you represent:
   - show identification as needed
   - use words rather than initials (Child Protective Services instead of CPS, Family Service Plan instead of FSP, Children & Youth Services instead of CYS, etc.)
3. State the reason why you are making the contact.
   - use clear, simple sentences without jargon or technical terms
   - respond to questions as needed
4. State the purpose/outcome of the contact.
   - clarify what you will be doing (asking questions, talking to relevant others, looking at the home environment, etc.) and approximately how long you expect the contact to last
   - clarify, as needed, what will happen if you are not able to accomplish the purpose of your contact

Step 5: (5 minutes)
Lecture

Explain to participants that the introduction and greeting with the client must accomplish several tasks, displaying **Overhead #9 (Greeting the Client/Family)**. This overhead lists these tasks in the typical order in which they usually occur in the field.

- ✓ Use a culturally-appropriate greeting of respect.
- ✓ Identify who the worker/agency is.
- ✓ Request an opportunity to speak with the client privately (to assure privacy and confidentiality).
- ✓ Identify what the worker's role/purpose is, stressing safety of the child(ren) as the most important concern.
- ✓ Address client's concerns until there is agreement to meet or meeting with refusal and decision to involve police protection for children/use of more protective authority.

Doing this competently requires the Child Welfare Professional to prepare for the greeting by learning about who this client is and what might be the appropriate etiquette for greeting him/her within the client's cultural norms—not the Child Welfare

Professional's. We are the ones who need to be able to flex our greeting styles to accommodate the client's expectations and needs. Sometimes a handshake will be appropriate and sometimes not.

The trainer can refer back to the discussions from Module 2 and 3 about culture and child welfare to reinforce this point and ask the participants to share the types of greetings they use with different cultural groups represented in their communities of practice.

Step 6: (10 minutes)
Video, individual Activity

Tell participants that they are going to see the same worker greet the same client. They will be asked to identify what works in each example and what might be improved.

The trainer will show the **Video [Clarifying Purpose and Role (Bad Example)]** of the caseworker greeting the client and stating his purpose. Ask participants to use **Handout #13 (Feedback Observation Form 1)** to identify what works and what might need to change to get better results.

After showing the "bad" example, give the participants a few minutes to complete their feedback forms and ask for them to identify what the worker did well, what the worker should consider trying next time to improve his effectiveness, and what the worker omitted from the skill. Show the **Video [Clarifying Worker's Purpose and Role (Good Example)]** again.

Step 7: (25 minutes)
Small Group Activity

Trainer Note: If possible, prior to this activity arrange the tables so that like services (intake, in-home services, placement services) are sitting together.

Trainer Note: As pre-work for Module 4, the participants were to write and practice how they would explain their role as a caseworker (or other child welfare professional) to a teen without using any jargon. Ask the participants how many of them were able to do the pre-work for Module 4. What was the experience like? Was the person clear as to what your purpose and role was?

If the participant is an intake worker, they should write their script as if they are doing an initial intake home visit. If they are a placement worker, they should use the setting for the first time they typically meet either a foster parent or a client moving into placement. If they are an in-home worker, they should use the setting of the first time they meet the client. The trainer may have to assist some workers in clarifying what type of setting they should use for this activity, especially if they are generic workers. The script should include just the first several verbal exchanges in which the worker introduces him/herself and the purpose of assessing safety and include the client beginning to understand the purpose for the visit and agreeing to meet with the worker for that purpose.

Divide the large group into four small groups. Ask the small groups to write a script involving clarifying purpose and role with a client, anticipating what the client might say and assuming that the client does not respond with anger or hostility. They should be given at least 10 minutes to complete their first draft.

Encourage participants to compare their work with the guidelines on **Handout #14 (Feedback Observation Form 2)**. When each group has a script that they are comfortable with, they should write it clearly on flipchart paper and post it on the wall. Have each of the groups present their example "live." Have the large group provide motivational and constructive feedback regarding the use of the skill Clarifying Purpose and Role. The participants can use **Handout #14 (Feedback Observation Form 2)** as a guide as they assess whether each of the components of the skill is present.

Trainer Note: If time is tight, have only half of the groups present their scripts. The other half of the groups can present in Section 5: Step 6.

Module 4: Overarching Framework for Practice

Section V: Managing Authority

Estimated Length of Time:
1 hour 45 minutes

Learning Objectives:
Participants will be able to:
- ✓ Describe the legal basis for the protective authority role in child welfare in family friendly terms
- ✓ Describe the benefits of engaging a family in a collaborative partnership to protect their children
- ✓ Begin to use engagement strategies to develop protective partnerships with families

Methods of Presentation:
Small Group Activity, Large Group Discussion, Lecture, Individual Activity, Small Group Discussion, Video

Materials Needed:
- ✓ Masking tape
- ✓ Colored markers
- ✓ Flip chart pads
- ✓ Flip chart stands
- ✓ TV/VCR/DVD Player
- ✓ **Handout #15 (Definition of Managing Protective Authority)**
- ✓ **Handout #16 (Anger Thermometer)**
- ✓ **Handout #17 (Helping Others to Manage Anger)**
- ✓ **Handout #18 (The Hernandez Family)**
- ✓ **Handout #19 (Feedback on Managing Protective Authority)**
- ✓ **Video [Managing Protective Authority(Good Example)]**
- ✓ **Video [Managing Protective Authority (Bad Example)]**

Outline of Presentation:
- Explain managing protective authority
- Discuss with participants their personal anger issues and how to manage their own anger
- Discuss how to help others manage their anger
- Discuss the steps in managing protective authority in Child Welfare

Section V: Managing Authority

Trainer Note: Arrange groups such that the BSW's and CWEB students in the room are mixed among the non-BSW/CWEB students. You may want to have the BSW/CWEB students do the first practice demonstration.

Step 1: (10 minutes)
Lecture

The trainer will review the definition as participants are asked to find and focus on the definition on **Handout #15 (Definition of Managing Protective Authority)**.

Remind participants that the legal authority for CYS professionals to protect children was discussed in Section 4: Step 2: Our mandated authority: per the Juvenile Act and CPSL. Ask participants to give some example of when they might use protective authority:

- Take the parents to court if they do not agree with or cooperate with the Family Service Plan provision
- Remove the children from the home if they are not safe
- Failure by the parents to cooperate with mandated service

Using **Handout #15 (Definition of Managing Protective Authority)**, review the steps in this skill, explaining that we can use the acronym "ATTIC" to remember the steps.

We might find these steps easy to remember by using the acronym of ATTIC—which reminds us to use our head and not our own emotions to deal with angry or upset clients. New workers often take their client's anger personally and get upset or offended rather than staying detached and focused on their mission and the desired outcomes for the children.

Before we see this skill in action, we need to review some information about anger and look at how we currently manage anger and learn about strategies to help others manage anger (and other strong emotions). Then we will see the skill of Managing Protective Authority demonstrated and have a chance to practice it ourselves.

Step 2: (10 minutes)
Individual Activity

Trainer Note: This was one of the Transfer of Learning assignments from Module 3 in preparation for Module 4. The trainer should ask participants (1) who completed this assignment and (2) what were the results of their doing the assignment. Assignment from Module 3 in preparation for Module 4: Describe a casework situation in which you felt angry or observed someone else's anger (or other strong emotion). How did you respond? After you had time to think about it, would you have responded differently?

In order to manage protective authority, child welfare workers need to be comfortable in dealing with and understanding anger. This requires using Tuning in to Self and Tuning in to Others skills to assess where someone is on the anger thermometer. **Handout #16 (Anger Thermometer)** shows how this common object from daily life can be used as an assessment scale.

Participants should be asked to take a few minutes to use their “Tuning in to Self” skills and record what they know about themselves when they are angry, using this handout. They may first tend to think about being angry in relationships outside work, but should be encouraged to think about anger at work and to record information here that might be useful as they deal with clients. There are spaces to separate out body signals, such as tense muscles, gritting teeth, flushed face, clenched hands, raised voice, adrenaline rush, faster and shallower breathing, racing pulse/heartbeat, elevated blood pressure, desire to flee or fight (Eileen Gambrill, page 544).

There are spaces for thought signals such as “I hope I don’t hit someone” or “He sounds just like my father when he says that” or “My mother told me not to shout.” Thoughts can serve to provoke us, especially if our thoughts are distortions about the situation. We can use self-talk to work us into being angrier or to de-fuse our anger. We can be aware of mental images that can cause anger or reduce it. Our mental expectations can incite anger when they are disappointed or not met, or they can assist us in clarifying and realigning expectations. Our beliefs about anger can be helpful or hurtful beliefs. Here is a list of helpful beliefs about anger:

- Anger is a normal part of life
- Anger is a signal of problems that need to be addressed
- The goal of paying attention to anger signals is solving problems, not just expression of feelings
- Anger expression is useful when it is clear, controlled, and designed to help, not hurt.
- Careful thought should precede taking action on anger.
- Anger should be let go of, or released, once the problem is solved

There are spaces for behavior signals or actions, such as “I yell” or “I hit” or “I throw things.” We can more clearly understand anger behavior when we consider the anger triggers, the anger behaviors, and the consequences of that anger.

The trainer can ask participants to put a * beside the signals that could be used to alert them to increasing anger and prevent them from “blowing up” at clients.

Have participants personally reflect on their signals by circling those signals that might get them into dangerous situations with clients and might need to be looked at more carefully. Inform participants that it is critical that throughout their casework experience, perhaps with the assistance of a supervisor or trusted friend, to develop action plans to prevent problems with anger on the job.

The next step is learning to manager our own anger.

Step 3: (15 minutes)
Lecture

The trainer should distribute **Handout #17 (Helping Others to Manage Anger)** and ask participants to review its contents. As we begin to focus on helping others to manage anger and other strong emotions, we should remind participants of a few guiding principles that may be used by the child welfare professionals to help others manage their anger:

- Show respect
- Use no violence
- No angry physical contact
- Avoid put-downs
- Seek solutions
- Be willing to let anger go

The trainer should ask participants to look at **Handout #17 (Helping Others to Manage Anger)** and to follow the steps outlined. Explain these steps of helping others to manage strong emotions, such as anger. This approach is sometimes called the "check, double-check" method and was developed by Ron Potter-Efron (1994):

A word of caution needs to be added here about being careful about encouraging emotional expression when:

- Person has a severe emotional disorder
- Person is under the influence of drugs or alcohol
- Person is under extreme pressure
- Person has a history of emotional crisis getting out of control
- Is strongly and explicitly against exploring feelings
- You are not sure how to help people deal with feelings

If any of these conditions are present, the worker should get assistance from a more experienced professional and/or delay the exploration of the feelings until a later time, when the person is not under the influence or pressure, or agrees to explore the feelings with the worker. In these situations, workers must consider their own safety as well as the safety of the children and other household members. It is important that they consult with a supervisor regarding next steps.

Trainer Note: Options to explain this piece: Large or small group brainstorms to develop a list on a flip chart at the front of the room.

Potter-Efron suggests the following simple strategies that can be used to help people in dealing with anger and other strong emotions:

1. Self-talk
2. Count to ten (or 100)
3. Breathing technique

4. Relaxation
5. Imagery
6. Time-out/leave
7. 24-hour delay
8. Ask questions:
   a. What do I want?
   b. What do I need?
   c. Will this be important next week/year?

Step 4: (20 minutes)
Video, Large Group Discussion

Tell participants that they are going to see a worker using this skill with a client. They are to watch the **Video [Managing Protective Authority (Good Example)]** and to observe the effectiveness of the worker's use of the skill.

Show the **Video [Managing Protective Authority (Good Example)**. Following the video, identify how and when the skill was demonstrated. Go through each step asking participants to identify what steps were used by the worker. Provide the answers as necessary.

- Steps in Managing Protective Authority:
  1. **A**sk for and clarify expressions of confusion, dissatisfaction, etc.
  2. **T**une in to Others and assess client's understanding and cooperation with purpose.
  3. **T**une in to Self as a way to manage one's own defensiveness, anger, fear, etc.
  4. **I**nsist on safe behavior for everyone present. (End the encounter, if the participants will not agree to and use safe behavior.)
  5. **C**larify what is/isn't within the role of the agency and your purpose & mission (focus on safety, permanence and well-being) and desire to work together to achieve those outcomes for *their* child(ren).

Show **Video [Managing Protective Authority (Bad Example)].** Following the video, ask participants what steps were used by the worker, and which were missed, following the same flow as the good example.

If time allows, show **Video [Managing Protective Authority (Good Example)]** one more time to demonstrate the appropriate skill.

Step 5: (30 minutes)
Small Group Activity

Trainer Note: If time does not allow for all groups to present, select the groups that did not present in Section IV: Step 8 to present their scripts. Ask the large group to provide motivational and constructive feedback to the selected groups.

Distribute **Handout #18 (The Hernandez Family)**. Ask the participants to get into their small groups to create a script in which they greet Mrs. Hernandez with respect and Clarify their Purpose and Role for contacting her (to investigate a report received about lack of supervision). They should be able to explain the legal basis for the investigation in family-friendly terms and without using jargon. They should assume that Mrs. Hernandez will be responsive to them if they treat her respectfully and tune in to her concerns. The script should be for no more than 2-3 minutes of dialogue.

The small groups will write their script on one or more pieces of flipchart paper and be prepared to post it on the wall and present it to the class as a dialogue, with one participant reading the dialogue assigned to Mrs. Hernandez and one reading the dialogue of the caseworker.

The person who has been a caseworker the fewest number of weeks/months will read the caseworker role. The caseworker whose birthday is the closest to today's date will read the part of Mrs. Hernandez. The small group should be prepared to tell how the script fulfills each of the steps in the two skills (Clarifying Purpose and Role and Managing Protective Authority). They will need to refer back to **Handout #12 (Clarifying Purpose and Role)** and **Handout #15 (Definition of Managing Protective Authority)**.

As the scripts are presented and discussed, the participants can use **Handout #19 (Feedback on Managing Protective Authority)** to assess how well the skill is used.

Step 6: (5 minutes)
Lecture

After the scripts have been shared and as time allows, the trainer will ask if there are any questions about this skill and the use of the two skills together and answer whatever questions the participants have. The trainer will remind them that they have just used four of the skills together: Tuning in to Self, Tuning in to Others, Clarifying Purpose and Role, and Managing Protective Authority.

Module 4: Overarching Framework for Practice

Section VI: Self-Assessment and Transfer of Learning

Estimated Length of Time:
25 minutes

Learning Objectives:
Participants will be able to:
- ✓ Complete a self-assessment and a plan for the successful transfer of learning to the workplace.

Methods of Presentation:
Lecture, Individual Activity, Large Group Discussion, Small Group Activity

Materials Needed:
- ✓ Flip chart pad
- ✓ Flip chart stand
- ✓ Colored markers
- ✓ Trainer evaluation forms
- ✓ **Handout #20 (Self-Assessment for Module 4)**
- ✓ **Handout # 21 (Transfer of Learning Activities for Module 4)**

Outline of Presentation:
- Presenter facilitates self-assessments and transfer of learning plans

Section VI: Self-Assessment and Transfer of Learning

Trainer Note: This is a critical section and will need the entire 25 minutes assigned.

Step 1: (5 minutes)
Lecture

The trainer advises the group that they have reached the stage of the training that requires a transfer of learning plan to implement upon return to their agencies. The plan is their key to transferring what they learned to their work behavior.

Distribute **Handout #20 (Self-Assessment for Module 4)** and review the objectives of the training day. Note these are the same as the self-assessment knowledge and skill categories.

Step 2: (10 minutes)
Individual Activity

The trainer refers trainees again to **Handout #20 (Self-Assessment for Module 4)** instructing trainees to complete the Self Assessment Transfer of Learning Plan. Inform the trainees that it is important that they accurately assess their ability. It is not expected at this stage of training to have mastered all the areas of training. It is through their recognition of a need to continue to grow that they take the steps necessary to do so. For each item, trainees list who will do what, by when. Trainees should not feel limited by the prescribed numbers and should list additional items if they choose.

The trainer then asks trainees to individually complete their plans.

Step 3: (5 minutes)
Lecture

Using **Handout #21 (Transfer of Learning Activities for Module 4)**, remind trainees of their next day of training and their required pre-training responsibilities.

Step 4: (5 minutes)
Individual Activity

Ask trainees to complete the Training Program evaluation, encouraging them to include written comments in addition to the feedback scores. Tell them that the comments are usually the most useful information for us in improving the curriculum and presentation.

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