

Tell Us Who You Are
(We will unmute you one at a time for introductions)

Name

Where you Work

What you do

How long have you been working with families?

What is something positive your friends or family would say about you?



WHERE ARE YOU?

WHO OR WHAT DO WE BRING TO OUR WORK WITH FAMILIES.....



Who or what do the families bring?



AGENDA – DAY 1

Introductions
Challenges to Engagement – Change
Challenges to Engagement –Resistance
Core Conditions
Exploring Skills

Handout A-1



Handout A-2

What are my goals for this training?

Handout A-5

VIRGINIA'S CHILDREN'S SERVICES PRACTICE MODEL

- All children and communities deserve to be safe.
- Practice is family, child, and youth-driven.
- Children do best when raised by families.
- All children and youth need and deserve a permanent family.
- Partnering with others is important to support child and family success in a system that is family-focused, child-centered, and community-based.
- How we do our work is as important as the work we do.

Handout A-3

Advocating

Recognizing and supporting the power of individuals and families to speak about their well-being, their solutions, and contribute to policy. Working on behalf of a child, family and/or community, communicating with decision-makers, and initiating actions to secure or enhance a needed service, resource or entitlement.

Assessing

The process of gathering and synthesizing accurate, comprehensive and timely information concerning the child, youth, and family's strengths, needs, preferences and underlying issues to objectively develop a plan for safety, well-being and permanency.

Collaborating

Collaboration is characterized by agency, family, and community partners working across organizational, social and cultural lines toward a shared vision or goal.

Communicating

Sharing and disseminating oral and written information so that meaning and intent are understood in the same way by all parties involved.

Engaging

Engaging involves all aspects of connecting with youth and families in a deliberate manner to make well-informed decisions about safety, achieving permanency, healing connections, and well-being. Family engagement is an intentional practice with utilization of particular skill sets to ensure partnership. Family engagement is founded on the principle of communicating openly and honestly with families in a way that supports disclosure of culture, family dynamics, and personal experience. Engagement goes beyond mere involvement; it is about including and empowering families to recognize their own underlying needs, protective capacities, and supports. The engagement supports families in taking an active role in working toward change.

Demonstrating Cultural and Diversity Competence

Cultural and diversity competence is an ongoing developmental process that includes an increased understanding of the patterns and potential dynamics of specific groups and cultures, including our own. It is the understanding of how culture, beliefs, attitudes and traditions acquired from affiliate groups as well as personal experiences, conditions, values and experiences influence our own and other people's thinking and behaviors.

Planning

Planning is the process of thinking about and organizing the activities required to achieve a desired goal. It requires the creation and maintenance of a plan. The final product is based on the assessment of risk and the needs of the family, youth and children. It forecasts what the family wants to achieve in a designated period of time. Planning requires the input of the family, youth and children and should be flexible to adaptation when conditions are met, changes should be made, and most importantly, goals are achieved.

Partnering

Partnering is based upon respectful and meaningful cooperation in the development of strength-based, trusting relationships with families to achieve safety, well-being and permanency for children. This partnership forms the basis for family engagement and empowerment of youth, family and caregiver "voice and choice."

Implementing

To implement involves the process of putting a decision or plan into effect by utilizing effective and appropriate methods to support and meet goals established in the planning stage.

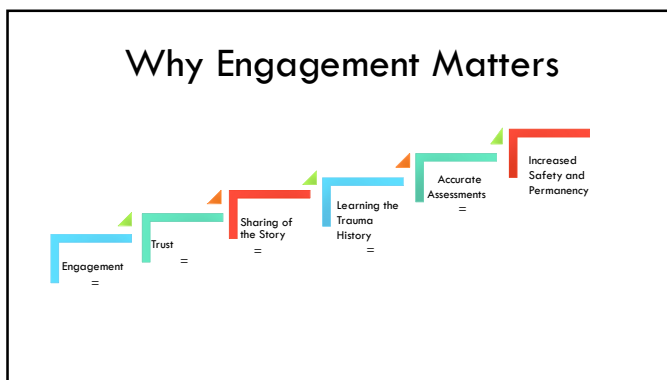
Evaluating

Acquiring and reviewing information to determine if desired goals are being achieved and, if not, reconsider services and resources provided to promote safety, ensure well-being, prevent re-traumatization and achieve permanency.

Documenting

Documentation is the technique of communication and formal reporting of facts, incidents, evaluations, and observations of a specific situation that serves as the official record.

Skill Set: Relationships		
Optimal Practice	Developmental Practice	Unacceptable Practice
<p>Builds trusting and collaborative casework relationships that motivate and sustain productive change in youth and families. Clearly demonstrates the core belief that families can change and are experts on themselves.</p> <p>Examples:</p> <ul style="list-style-type: none"> Uses Solution Focused strategies with each family contact. Knows and effectively utilizes Forward Focused questioning to work through challenging conversations. 	<p>Worker demonstrates the belief that families can change and are experts on themselves, yet is inconsistent in establishing an ability to motivate and sustain trusting and collaborative case work.</p> <p>Examples:</p> <ul style="list-style-type: none"> Shows familiarity with Solution Focused questions but does not use regularly or is not comfortable with application. Demonstrates tendency to be directive and guide action planning, rather than helping the family to identify its goals and strategies. Expresses a level of difficulty with challenging conversations, and may label family members as "resistant" or other negative terms. 	<p>Casework relationships are consistently controlling, worker-centered, and not based on mutual trust and respect.</p> <p>Examples:</p> <ul style="list-style-type: none"> Uses blaming techniques and mirrors families' escalated language instead of Forward Focused questioning and reflective ability to work through resistance and escalated behaviors. Uses labels or language that reflects stereotypes or belittles the family's culture, history, situation or behaviors.



- As in face-to-face training, we will practice respectful communication, honor each other's time, manage our own distractions, and maintain confidentiality of our peers and any case examples shared.
- We will state our names each time we speak and chat to build relationships.

VIRTUAL LEARNING GROUP AGREEMENT

Handout A-4

- We will ask for clarification even more than we normally do. With virtual learning, communication can be challenging. Not being able to talk things through face-to-face leaves room for misunderstanding. If one of us doesn't understand, we'll ask a clarifying question.
- We will spell out acronyms and avoid shorthand to ensure cohesive collaboration.

VIRTUAL LEARNING GROUP AGREEMENT

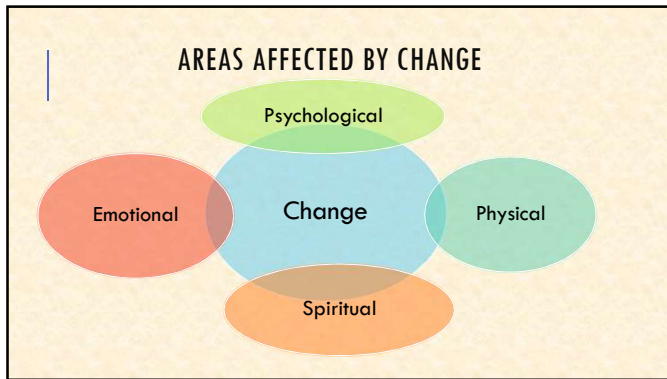


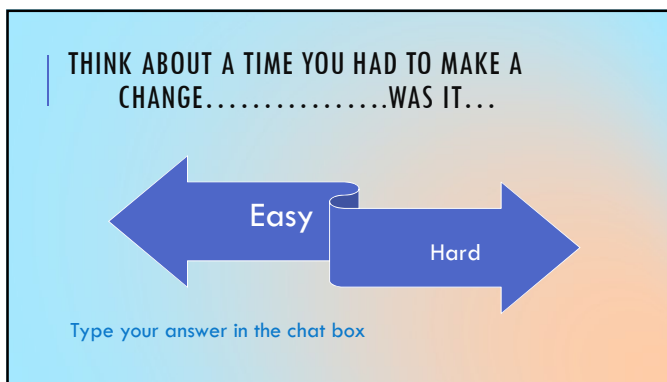
- We will expect and accept a lack of closure. With online learning it's not unusual to not be able to get to everything and cover every nuance of a topic. We agree to reach out to trainers and our supervisors for follow-up information.
- What else would you like to add?

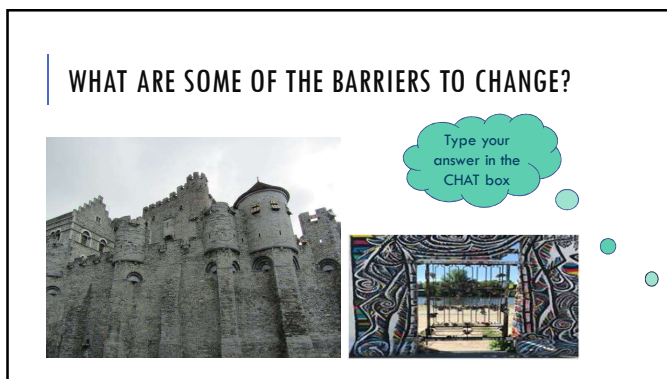
VIRTUAL LEARNING GROUP AGREEMENT



CHANGE







WHAT ARE THE BENEFITS OF NOT CHANGING?

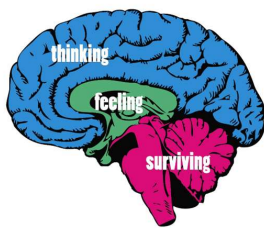
"Digging in your heels!"



WHAT/WHO HELPED MAKE THE CHANGE?



Core Functions of the Brain (Triune model)



12

The Body Responds to Trauma

14

- Body programmed to automatically respond to threats with fight or flight.
- Traumatic when natural response is aborted.
- When powerless against attacks, self-protective system breaks down.
- Results in inappropriate activation of fight/flight reactions in response to minor irritations and inability to regain sense of safety & relaxation

THE TRAUMA INFORMED QUESTION, ASK...

What happened with this family

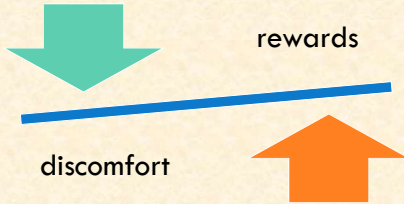
NOT what's wrong with this family!

STAGES OF CHANGE

1. Clearly identifying the need for change
2. Endings and Losses
3. Ambivalence
4. Practicing the Desired Behaviors
5. Maintaining the Desired Behaviors

Handout B-1

1. CLEARLY IDENTIFYING THE NEED FOR CHANGE



2. ENDINGS AND LOSSES



3. AMBIVALENCE



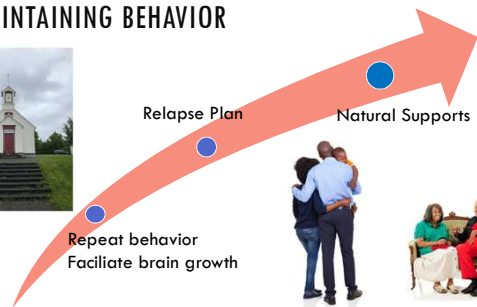
4. PRACTICING THE NEW BEHAVIOR

"Fake it till you make it"

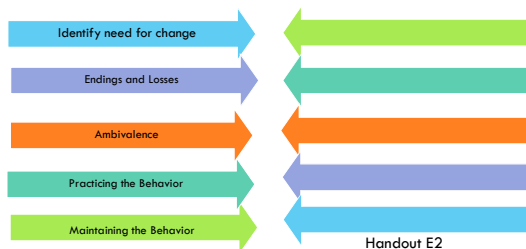
Positive and hopeful plus unsettling and anxious



5. MAINTAINING BEHAVIOR



IF THE FAMILY IS STUCK IN ..DO THIS.....



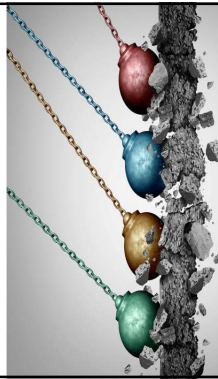
WHEN WE WANT A FAMILY TO CHANGE...

but the family fights back.....
or doesn't call back.....

What do we call that?.....

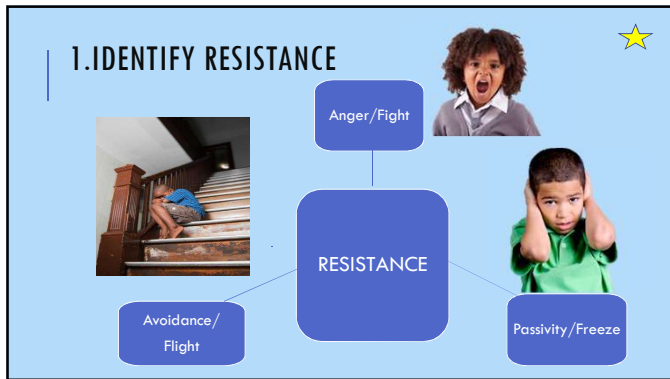


RESISTANCE



"Resistance is a predictable and natural emotional reaction to feeling forced to change or when facing difficult issues.

Resistance occurs as a response to feeling vulnerable, out of control and threatened by change."





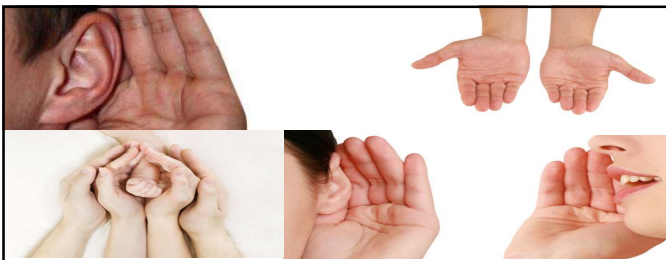


4. ACTIVE LISTENING, EMPATHETIC REFLECTION



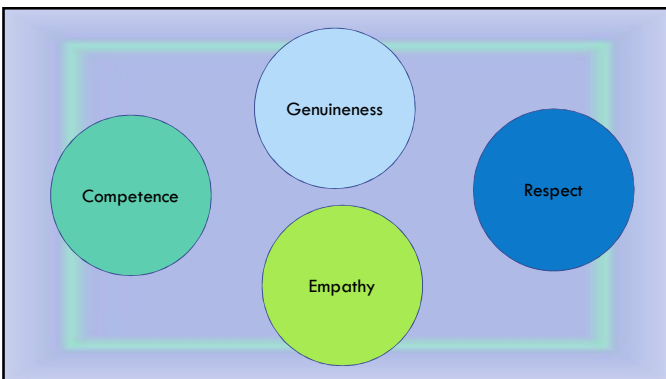
Listen, then, use their words!





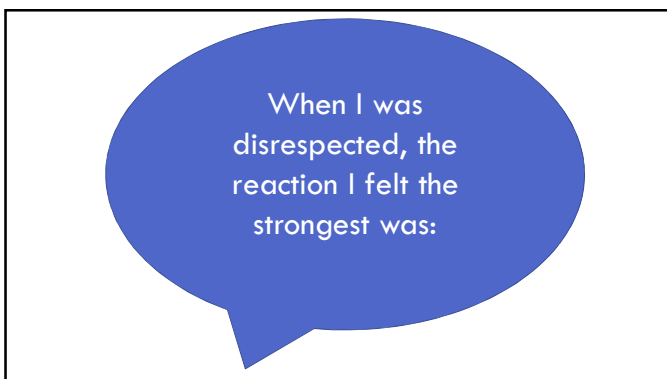
CORE CONDITIONS

Genuineness
Competence
Empathy
Respect



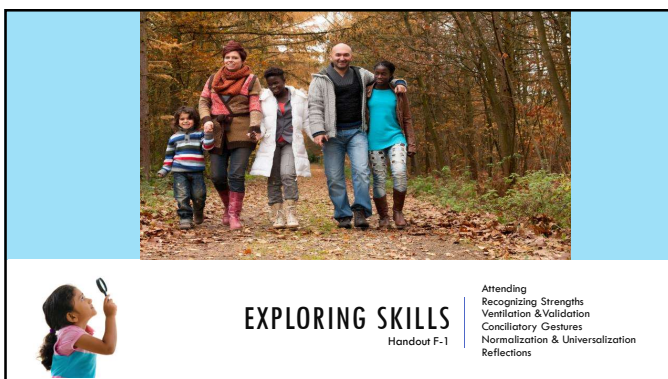


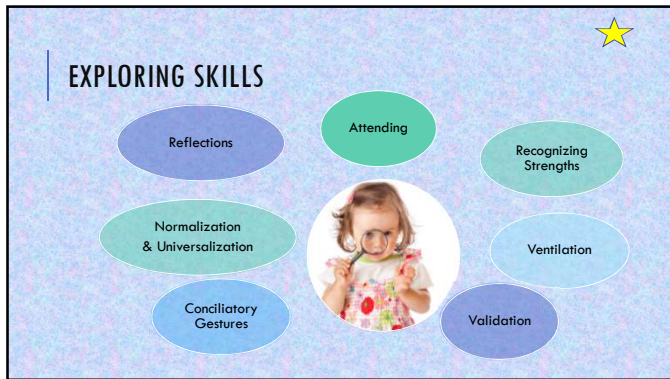




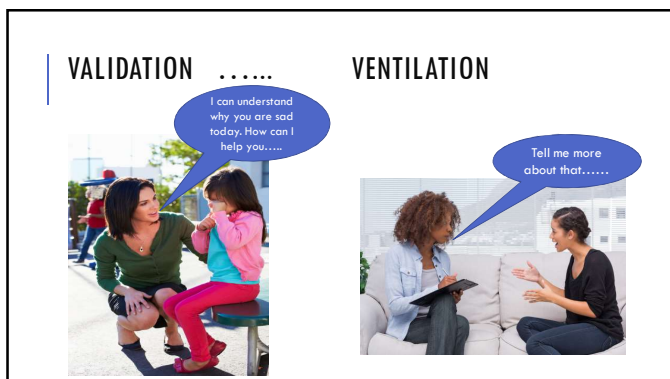












CONCILIATORY GESTURES



I'm so sorry to hear you had that experience.

NORMALIZATION AND UNIVERSALIZATION



"It's normal to feel that way"



"You are not alone...others in your situation often react the same way."



Handout F-2

REFLECTIONS

Convey understanding of content and emotion
Use their own words

I want to go to my child's school meetings, but I have already missed too much ..

So you have been missing a lot of work lately?



REFLECTING CONTENT

Scenario 1

There is nothing I can do about it.
I've tried everything! He says he wants to
stop using drugs but he doesn't.



REFLECTING CONTENT

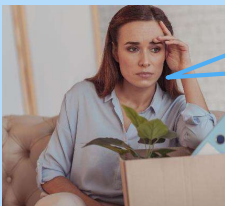
Scenario 2

I want you to know that I love my
child and I would never hurt her.



REFLECTING CONTENT

Scenario 3



He tells me he is going to stop
drinking. That going to jail was
a bottom for him and there is
no place to go but get better.
He is going to AA meetings
and started back to church.
He has never tried so hard to
change. I hope it will be
different this time.

REFLECTING FEELINGS



Scenario 4

I can't do one more thing. You couldn't possibly understand how stressed I am right now. I don't have the energy to start anything new.

REFLECT CONTENT AND FEELINGS

Scenario 5



Do you really want me to tell you one more time what happened that night? How many people have to hear my story? Doesn't anyone think about how it makes me feel to keep talking about it?

REFLECT CONTENT AND FEELINGS



Scenario 6

He tells me it will not happen again. This is the first time he has hit me in front of the kids. I want to believe that things can be different but I don't know if I can believe that he will change.

DEMONSTRATION OF EXPLORING SKILLS

1. Demonstration (hint – look for underlying needs)

2. Feedback from volunteer in the demonstration

3. Self-assessment by the trainer

4. Feedback from the group on use of skills and on the demonstration itself

TRANSFER OF LEARNING



After class today, go to open Transfer of Learning (TOL)

Complete the Transfer of Learning for Day 1.

Email your answers to **Christina.smith@dss.Virginia.gov** by 8:00 pm tonight.
