

HOUSEKEEPING

This is a two day training.

Each day is approximately three hours.

You will have a break each day.

Please refer to the handouts that were emailed to me in advance of this training.




HOUSEKEEPING

You participation is required.


Please use your "chat box" to respond to questions asked and to participate.

Please use your "unmute" feature to answer and ask questions.


TO COMPLETE THIS TRAINING...




Cannot miss no more 15 min total.



Participate in Breakfast Room Activities



Complete and submit TOL



Complete and pass post-test - 80% or more

6

Course Goals and Belief Sets



Provide an assessment and collaboration framework.
Learn to assess motivation and readiness to change.

Learn to balance challenges and strengths in assessment and planning.



Family capacities, values, and hopes may be hidden by circumstances or trauma.

Families have the capacity for change and can collaborate in developing solutions to their problems.

Engagement requires cooperation from the worker and individual; individual resistance is greatly influenced by worker behavior.



AGENDA

ACTIVITY A: CONVERSIONS FOR CHANGE

ACTIVITY B: ENGAGEMENT AND THE STRENGTHS PERSPECTIVE

ACTIVITY C: MOTIVATIONAL PRINCIPLES AND THE STAGES OF CHANGE

ACTIVITY D: UNDERSTANDING AMBIVALENCE IN OUR INDIVIDUALS AND OURSELVES

ACTIVITY E: MOTIVATIONAL INTERVIEWING—STRATEGIES AT THE CONTEMPLATION STAGE



LARGE GROUP ACTIVITY

Using the chat box share one thing you want to learn.

Using your chat box share one strength you feel you have when you interact with customers.



Mountain Climber Alone



10

Mountain Climbers Helping Each Other



11

Virginia Children's Services Practice Model

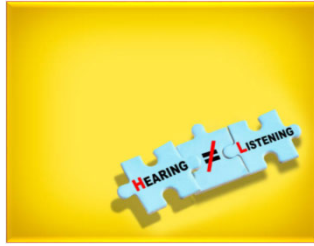
We engage families in a deliberate manner. Through collaboration with families, we develop and implement creative, individual solutions that build on their strengths to meet their needs. Engagement is the primary door through which we help youth and families make positive changes.

Handout A-5

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ACTIVITY B:

ENGAGEMENT AND THE STRENGTHS PERSPECTIVE



A Child's Drawing



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"We see things not as they are,
but as WE are."

~Immanuel Kant, philosopher




Why is engaging families really important to our practice in child welfare?






Challenges are what we work on, strengths are what we work with!

....



What types of words reflect deficits?



What types of words reflect strengths?

Family Engagement Zones

Peer	Partner	Advisor	Expert	Authoritative Agent
Do whatever you want!	Let's think about this together... What do you think?	Here's what I suggest and why...but it is still your choice to make.	The thing to do is...because in this situation, I know best.	Do it because I said so. I have the authority to make you do it.
CAUTION				CAUTION



When engaging families we need to:


- collaborate
- partner with families at the on set of services.
- building rapport
- appropriate use of authority

♦ ♦ ♦ ♦

Family Engagement Zones

Peer	Partner	Advisor	Expert	Authoritative Agent
Do whatever you want!	Let's think about this together... What do you think?	Here's what I suggest and why...but it is still your choice to make.	The thing to do is...because in this situation, I know best.	Do it because I said so. I have the authority to make you do it.
CAUTION				CAUTION

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POLLING QUESTION

Select which statement seems to be more congruent with trying to engage a parent collaboratively.


#1. I'm here to talk to you about the bruise on Johnny's bottom that he said came from a spanking.

#2. Johnny has a bruise on his bottom. I would like to understand what happened. Are you aware of it?

Strive to always send a clear message that we believe families can resolve problems and we are here to help them do that.



ACITIVITY C:
MOTIVATIONAL PRINCIPLES AND THE STAGES OF CHANGE

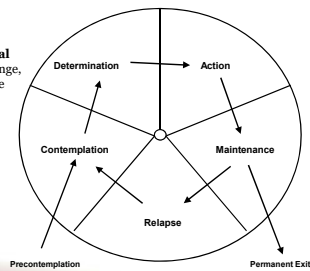




Changing old behaviors can be like a tug of war!

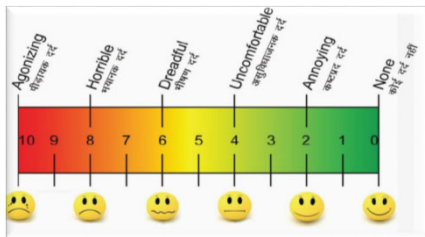
STAGES OF CHANGE

Motivation is a person's present stage of readiness or eagerness to change. **Internal factors** are the basis for change, but **external factors** are the conditions for change.



STAGES OF CHANGE MODEL VIDEO (PROCHASKA AND DICLEMENTE)

SCALING AMBIVALENCE , CONFRONTATION, AND RESISTANCE



RESISTANCE

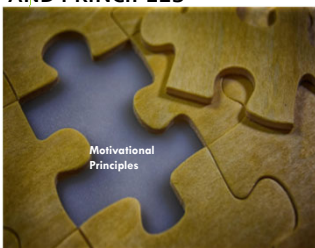
Resistance is a barrier you can expect to encounter when helping others.

The goal is to not be stopped by the wall, but to find some way to "go over it"...

Resistance is a natural response.

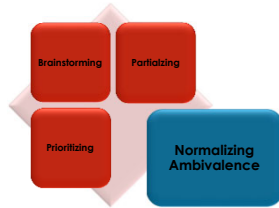


MOTIVATION: PIECES OF THE PUZZLE — GOAL AND PRINCIPLES



- Ambivalence is normal.
- Express accurate empathy.
- Manage confrontation for success.
- Support Self Efficacy.
- Roll with resistance.
- Develop discrepancy.
- find the
- Motivational principles.

NORMALIZE AMBIVALENCE



EMPATHY



The ability to identify with and understand another person's feelings or difficulties.

REMEMBER...

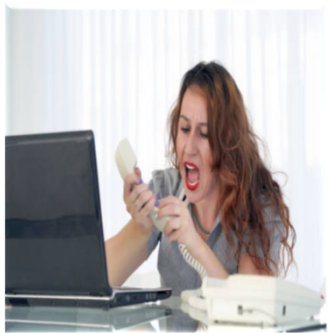
- They don't care how much you know until they know how much you care.

CONFRONTATION AND MANAGING ANGRY INDIVIDUALS

Diffuse confrontation by
encouraging collaboration.




NEGATIVE AND POSITIVE CONFRONTATION



Confronting vs. Confrontational



Negative communication techniques that
will break down rapport.




POLLING QUESTION

Social Worker: Ms. Jones, if you don't agree to stop beating Johnny when he misbehaves, I'm going to take you to court and take him into foster care, and I mean it!

- Adversarial
- Accusatory
- Confrontational

Select which word best describes the social workers statement.




POLLING QUESTION

- Not adversarial
- Strengths-Focused
- Declaratory—using information Ms. Jones provided herself to frame the discussion

Select which techniques best describes the social workers statement.

MANAGE RESISTANCE



- Auguring
- Interrupting
- Denying
- Ignoring

RESISTANCE IS LIKE A BRICK WALL

Acknowledging and validating the resistance can lessen the resistance.

Develop ways to chip at the wall to find an opening to facilitate engagement.

"Bust through it" when necessary.



Manage Resistance by Engaging Families to Develop a Collaborative Relationship



Move to a collaborative relationship:

- Respect and Trust
- Partners and Collaborators
- Everyone is "acknowledged"
- Family members feel "heard"
- Less anxiety & defensiveness
- Family members are the "Experts"
- Family members CAN offer appropriate SOLUTIONS

SUPPORT SELF EFFICACY



Self-efficacy is a person's belief in his or her ability to succeed in a particular situation

DEVELOP DISCREPANCY



Basically weighing the cost and benefits of changing a behavior.

A person experiences ambivalence because there are both benefits and costs when it comes to making a change.

Weighing the pros and cons associated with both sides of an issue is beneficial.

Developing Discrepancy: Weighing the Costs and Benefits of Changing Behavior

Situation: Habitual Drinker



Developing Discrepancy: Weighing the Costs and Benefits of Changing Behavior

Continue Drinking As Before



Benefits:

- It helps me relax.
- I like feeling high.

Costs:

- Could lose my marriage.
- Bad example for my children.
- Not healthy.
- Might lose my job and my children.
- Spend too much money on this habit.

Developing Discrepancy: Weighing the Costs and Benefits of Changing Behavior

Making a Change in My Drinking Habits



Benefits:

- Happier marriage.
- Feel better.
- More positive time with family.
- Won't lose my job or my children.
- Helps with money problems.

Costs:

- May lose friendships with the people I drink with.
- Won't have a way to relax.



Acknowledge that change is difficult for individuals.

Our primary goal is to motivate an individual's successful movement through the 5 stages of change

Be sensitive to families' struggles with change.

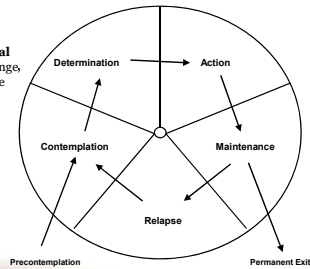
ACTIVITY D:

UNDERSTANDING AMBIVALENCE IN OUR individuals AND OURSELVES



STAGES OF CHANGE

Motivation is a person's present stage of readiness or eagerness to change. **Internal factors** are the basis for change, but **external factors** are the conditions for change.





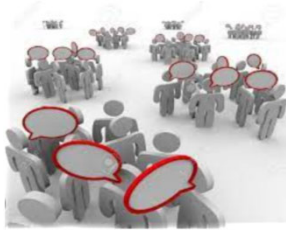
- Use Handouts C-6 and Handout D-1.
- You will be randomly assigned to a group.
- Choose a one person to be the reporter for your group.
- Each group will be assigned 2 question each.
- Read the two questions you have been assigned and determine from the scenario using Handout C-6 which phase of change the individual is in.
- When we return to the larger group you will report out.



Handout C-6 Question assignments:

- Group #1 you have questions 1 and 2.
- Group #2 you have questions 3 and 4.
- Group #3 you have questions 5 and 6.
- Group #4 you have questions 7 and 8.

GROUPS REPORT OUT



ACTIVITY E: MOTIVATIONAL INTERVIEWING— STRATEGIES AT THE PRECONTEMPLATION STAGE



MOTIVATIONAL STATEMENTS SIGNALS READY FOR CHANGE

- Maybe I have been taking risks leaving him alone while I am at work.
- I'm really worried about this I have to take some steps to resolve this.
- I've got to do something about this situation I can't just let it to continue to be like this.
- This isn't the way I want it to be. What can I do to make a change?

Motivational Interviewing: Strategies to Elicit Self-Motivational Statements at the Precontemplation Stage of Change: OARS and Providing Feedback



- **Open-Ended Questions**—NOT a yes/no answer; allow individual to elaborate
- **AFFIRM**—statements of appreciation and understanding
- **Reflective Listening**—acknowledging in the form of a statement
- **Summarize**—captures positive and negative aspects of ambivalence

PROVIDING FEEDBACK



- Provide clear information and feedback.
- Make sure the individual understands the consequences of not changing.

ACTIVITY F: MOTIVATIONAL INTERVIEWING—ELICITING SELF-MOTIVATIONAL STATEMENTS AT THE CONTEMPLATION STAGE



Motivational Interviewing: Strategies at the Contemplation Stage of Change



Handout F-1

- Asking Questions to Evoke Self-Motivational Statements
- Exploring the Decisional Balance (Pros and Cons)
- Asking for Elaboration
- Imagining Extremes
- Looking Forward/Looking Back

ELICIT SELF-MOTIVATIONAL STATEMENTS AT THE CONTEMPLATION STAGE OF CHANGE




Handout F-2


- Problem Recognition
- Concern
- Asking for Elaboration
- Intention to Change
- Optimism

VIDEO PRESENTATION MOTIVATIONAL INTERVIEWING: VIDEO EXERCISE #1






YOU WERE EMAILED YOUR
TRANSFER OF LEARNING ACTIVITIES



PLEASE COMPLETE THESE TOL
ACTIVITIES NO LATER THAN 7:00PM,
AND EMAIL BACK TO TRAINERS



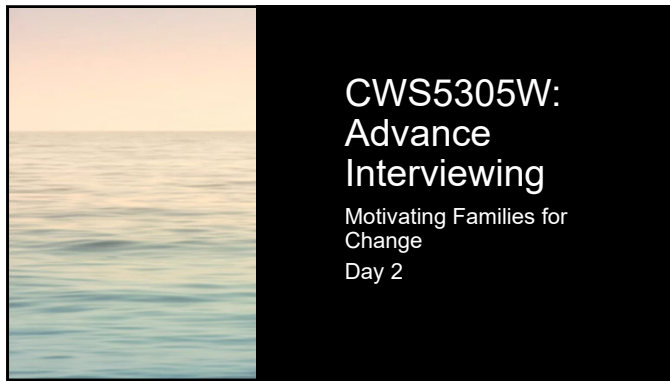
COMPLETION OF ALL TOLS ARE
REQUIRED TO RECEIVE CREDIT FOR
THIS TRAINING.

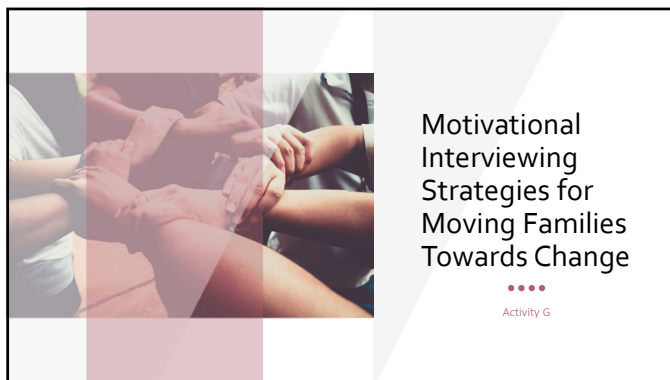
EMAIL ADDRESSES

Angela Berry:
angela.berry@dss.virginia.gov

Carol Baskerville:
carol.Baskerville@dss.virginia.gov







Learning to Engage Families – The 5 A's

Absorb	WE NEED TIME TO ABSORB THESE IDEAS
Awkward	WE WILL FEEL AWKWARD USING THESE STRATEGIES AT FIRST
Automatic	WITH PRACTICE, ENGAGING FAMILIES WILL EVENTUALLY BECOME AUTOMATIC
Ally	WHENEVER POSSIBLE, WE WANT TO BE THE FAMILY'S ALLY
Adversary	... NOT ADVERSARY

Window of Opportunity at the Determination/Preparation Stage of Change

Goal for Families: To strengthen the commitment to move on toward action and to resolve ambivalence.

Worker's Theme – "What is your next step?"

Worker's Goal – Provide realistic & achievable steps to change.



4

Signs of Readiness to Change

Decrease Resistance

Decrease questions about the problem

Resolve Self-motivation statements

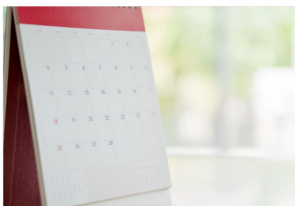
Increase questions about change

Envisioning

Experimenting

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Motivational Interviewing: Strategies at the Determination/Preparation Stage of Change



- Recapitulation (A Concise Summary)
- Present Key Questions — Client Envisioning
- Provide Information and Advice
- Develop a Change Plan — Set Goals (Looking Forward)
- Commitment to the Plan

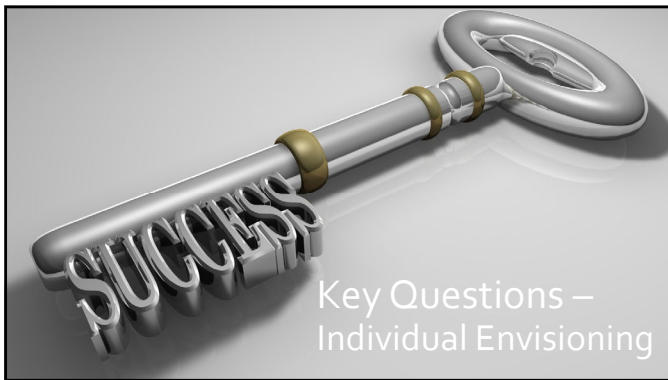
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Recapitulation (A Concise Summary)



"Let me try to summarize where we are, and you can tell me if I have left anything out. You are involved with our agency because of the referral we received regarding John and his bruising. You told me that you are under a lot of stress, and aren't getting any help from anyone, which makes you feel out of control at times. You also said that you would like to figure out a way to stop losing your temper, but you feel like you are buried under the weight of your situation and can't breathe. You indicated that you want to be a better parent and that you intend to change because you don't want us to take John out of the home. Does this sound like a fair summary? My assessment of the situation is that this is a serious matter..."





Generate Potential Solutions

GOAL: GENERATE SEVERAL POTENTIAL AND WORKABLE SOLUTIONS...THEN SUPPORT THE INDIVIDUAL IN CHOOSING A SOLUTION TO TRY.



Developing
a Change
Plan –
Setting
Goals
(Looking
Forward)



Asking for
Commitment to
the Plan

.....
Asking for commitment to the
plan involves getting the
individual to agree (verbally or
written).




Video presentation - Interviewing
Substance Abusing Mother



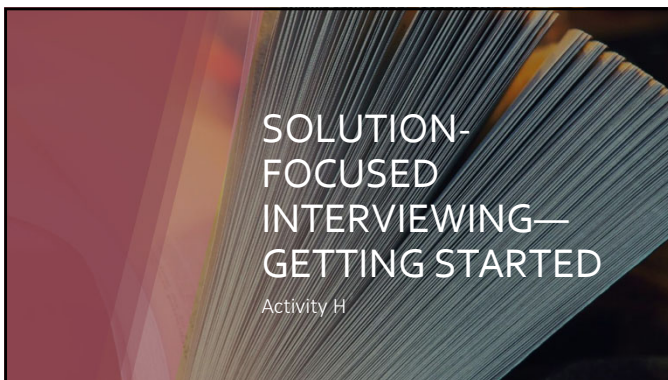
Remember—The 5 A's

Absorb	WE NEED TIME TO ABSORB THESE IDEAS
Awkward	WE WILL FEEL AWKWARD USING THESE STRATEGIES AT FIRST
Automatic	WITH PRACTICE, ENGAGING FAMILIES WILL EVENTUALLY BECOME AUTOMATIC
Ally	WHENEVER POSSIBLE, WE WANT TO BE THE FAMILY'S ALLY
Adversary	... NOT ADVERSARY



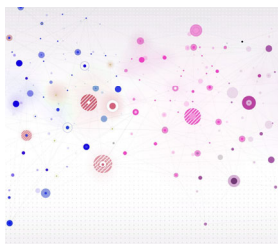
SOLUTION-FOCUSED INTERVIEWING—GETTING STARTED

Activity H



Focused Interviewing: The Five Practice Principles to Promote Safety

- Understand the position of each family member regarding the problem, the agency, solutions, and safety goals.
- Find Exceptions to the Maltreatment.
- Discover family strengths, resources, and coping strategies.
- Focus on goals.
- Scaling safety and progress and assess willingness, confidence, and capacity.



Understand the position of each family member:



The problem,



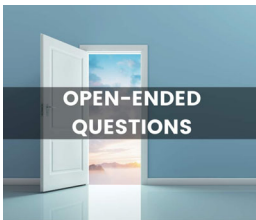
The agency,



And the safety goals.

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Open-ended questions to explore positions of family members:



Regarding the Problem:

- From the referral, you can see how others view things. What is your perspective on this situation?
- How would you describe what is happening in your family because of this issue?
- How is this a problem for you?

Position Regarding Agency:

- How hopeful are you that I/we can be of assistance to you?
- For our involvement with your family to be useful to you, what would need to happen? What would change in your family?
- If you got exactly the sort of support you wanted to deal with these problems and resolve them, what would that support look like?

Position Regarding Possible Solutions and Safety Goals:

- Okay, we both see the need to make your child safe. What I'm really interested in are the ideas you have for doing this.
- How can we help you make things better and make your child safer?
- What do you suppose you, your partner, the child, and other family members can do to increase safety?

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Examples of Exception Questions:

- Have there been any times when you have been in a rage but resisted the urge to hit your daughter?
- Have you been in this situation before? What did you do that helped?
- When was the last time this problem happened? How have you managed to avoid it since then?





Questions to Elicit Family Strengths and Resources (Open- Ended):



We have been talking about some very serious matters. To give me a more balanced picture, can you tell me some of the things that you feel are good about this family?



What do you like about your son?



If you were describing yourself to others, what sorts of things would you say you are good at?

Coping Questions

- I IMAGINE THESE CHILDREN ARE A REAL HANDFUL. I'M SURE THEY KEEP YOU ON YOUR TOES ALL DAY. HOW DO YOU KEEP GOING DAY AFTER DAY? WHAT SEEMS TO HELP? HOW DID YOU COME UP WITH THE IDEA OF JUST TAKING A 5-MINUTE BREAK? THAT IS A GREAT IDEA!
- HOW DO YOU GET YOURSELF OUT OF DIFFICULT SITUATIONS? WHAT SEEMS TO HELP MOST?
- I'M SURE THERE ARE DAYS WHEN YOU FEEL LIKE RUNNING AWAY FROM IT ALL. WHAT STOPS YOU?

Focus on Goals





The Miracle Question

Amplifying the Miracle Question

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Guidelines When Asking the Miracle Question

Speak slowly and gently, in a soft voice.

.... Introducing the miracle question as unusual or strange.

Use future-directed words.

Frequently repeat the phrase.

Relapse - gently refocus attention on what will be different.

Modified Miracle Question

The Dream Question

Relationship Questions

- What would your best friend say about how she could tell that you are more confident about yourself?
- What would your children say about how they could tell that you love them?
- How does your mother think that parenting classes will be helpful for you?

Scaling Questions

ON A SCALE OF ONE TO TEN...

1 2 3 4 5 6 7 8 9 10

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Here are examples of Scaling questions for:

Willingness:	{	• On a scale of 0 to 10, where 10 means you are willing to do anything to make the child safer, and 0 means you are not willing to do anything, where would you place yourself on that scale?
		• On a scale from 0 to 10, where 10 means that you believe your daughter completely and will do anything you can to protect her from any possibility of further abuse, and 0 means you don't believe your daughter at all, where would you say you are right now?
Capacity to Take Action:	{	• On a scale of 0 to 10, how would you rate your ability to do something about these problems?
		• On a scale of 0 to 10, where 10 means that you are certain things will improve in your family and 0 indicates you think things will never get better, how would you rate things? What gives you that level of confidence?
Confidence:	{	• On a scale of 0 to 10, how confident are you that you (your family) can do things to make your child safer? What would increase your confidence?
		• On a scale of 0 to 10, how confident are you that [name of perpetrator] can change his or her behavior to make your child safer? What makes you this confident?

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Amplifying Scaling Questions

Customer rates themselves a 5 on the 0-10 scale:

- What would it take to move from a 5 to a 6 (one number up the scale)?
- What will be different?
- Using a relationship question as a follow-up:
Who will be the first to notice? What will that person notice that will show you are doing just that much better?

ON A SCALE OF ONE TO TEN...

1 2 3 4 5 6 7 8 9 10

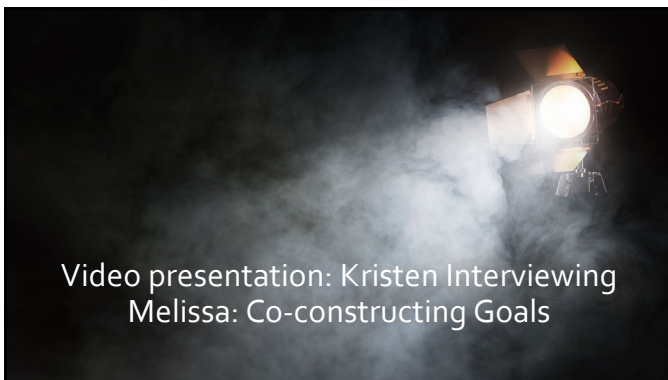
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Termination

At termination the worker assists individuals to:

- Review their specific goals,
- Assess their readiness for termination, and
- Anticipate further possible setbacks.



Video presentation: Kristen Interviewing Melissa: Co-constructing Goals

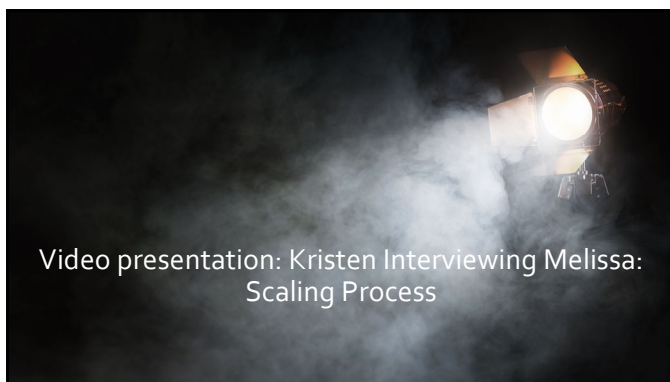


MOVING TOWARD A SOLUTION

Effective questions that help move individuals toward solutions include:

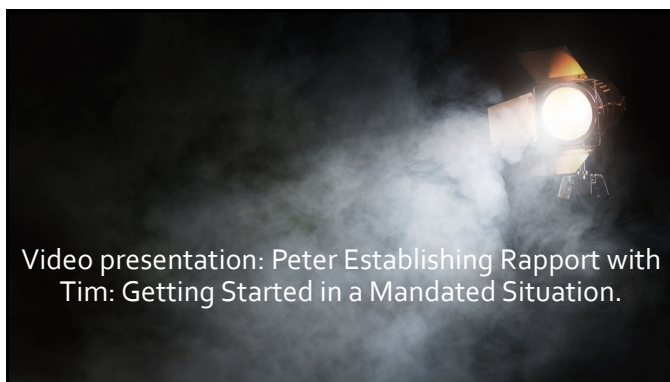
- *What's it going to take to make that miracle happen?*
- *How realistic is that?*
- *What have you tried before that's been helpful?*
- *How are you going to go about doing that?*











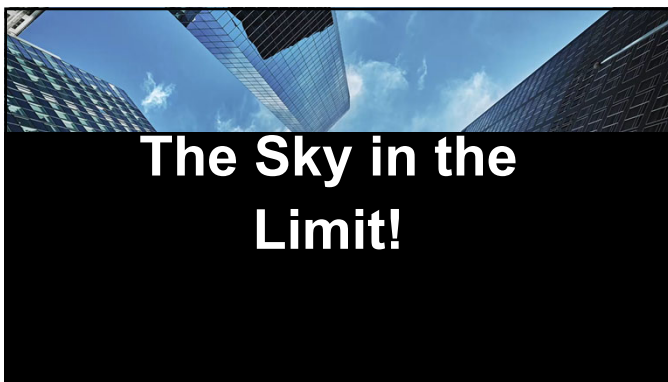












Day Two TOL

1. List three of the five "A's" workers should remember when struggling with the different approaches to engaging families.
2. List three of the six Signs of Readiness to Changes.

Day Two TOL

3. Which of the following is not one of the Five Practice Principles to Promote Safety?

- Understand the position of each family member regarding the problem, the agency, solutions, and safety goals.
- Find Exceptions to the Maltreatment.
- Discover family strengths, resources, and coping strategies.
- Focus on another permanency goal.
- Scaling safety and progress and assess willingness, confidence, and capacity.

Day Two TOL

4. Which of the following is not one of the Five Practice Principles to Promote Safety?

- Understand the position of each family member regarding the problem, the agency, solutions, and safety goals.
- Find Exceptions to the Maltreatment.
- Discover family strengths, resources, and coping strategies.
- Focus on another permanency goal.
- Scaling safety and progress and assess willingness, confidence, and capacity.

5. Fill in the blank. The central theme of key questions is _____.

- learning who is willing to be a placement option for children in care.
- "What is your next step?"
- To complete the worker's monthly documentation.
- To achieve permanency.

Day Two TOL

6. Multiple Choice. Which of the following sentences is not an example of an open-ended question to Elicit Family Strengths and Resources?

- Can you tell me some of the things that you feel are good about this family?
- What do you like about your son?
- If you were describing yourself to others, what sorts of things would you say you are good at?
- Do you have consistent housing and employment?

Day Two TOL

7. Multiple Choice. Which of the following sentences is not an example of an open-ended question to Elicit Family Strengths and Resources?

- Can you tell me some of the things that you feel are good about this family?
- What do you like about your son?
- If you were describing yourself to others, what sorts of things would you say you are good at?
- Do you have consistent housing and employment?

Email your completed TOL to both trainers. You will not be dismissed from the training until it has been received.

What's Next?

Post test

- Click on Catalog
- Type CWS5305W in Search box and click Search
- Click on VDSS – CWS5305W POSTTEST
- Must be completed within 7 days!

Training Evaluation

- Click on Transcript
- Click VDSS – CWS5305W
- Click Training Evaluation

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HAVE A GREAT DAY!!



CWS5305W: Advance Interviewing
Motivating Families for Change