AGENDA

- Introductions and Awareness Building
- Key Concepts in the Casework Relationship
- The Dynamics of Resistance

AGENDA

- Interviewing Strategies to Promote Engagement in Child Protective Services
- Closure
The Protective Authority Model

- Worker sets expectations, monitors, sanctions
- Allows immediate intervention if danger of serious harm

THE ENGAGEMENT MODEL

Assumptions About Families…

- Are partners in protection
- Retain right to make decisions
- Have strengths and capabilities

Activities…

- Families identify problems and strengths
- Family and worker jointly involved
- Worker guides and supports
- Families empowered to find solutions
Integrating Protective Authority and Engagement

- Develop a collaborative relationship
- Remove barriers
- Explain authority
- Use authority if parents cannot protect
- Continue to engage

THE PROFESSIONAL RELATIONSHIP

- A vehicle for change
- Power differential
- Includes defined purpose, roles, ending point and rules
- Exists on a continuum
- Requires engagement strategies

Engagement strategies are designed to:

- Establish worker’s intent to be forthright
- Expect family participation
- Provide a “road map”
- Deal openly with resistance
Engagement strategies are designed to:
- Reaffirm worker competence
- Demonstrate worker’s ability to empathize
- Identify and use family strengths
- Promote involvement

Developing Initial Rapport
- Use supportive and respectful manner
- Listen
- Communicate sincerity non-verbally

Express genuine interest
- Communicate non-judgmental attitude
- Use self-disclosure appropriately

Cultural Characteristics to Consider
- Awareness of cultural differences
- Respect
- Language barriers
- Decision-making
- Level of trust
- The meaning of eye contact
- View of outsiders
The S.H.E.R. Model

- Surface
- Honor
- Explore
- Recheck

Content: literal meaning of the words or action

Process: non-verbal communication, interpersonal dynamics and emotions

Bridge Responses: address content, lead to process

Interviewing Strategies

- Close ended, yes-no and probing questions
- Open ended questions
- Supportive responses and active listening
- Clarification
Interviewing Strategies cont.

- Summarization/re-direction
- Giving opinions, advice and suggestions
- Confrontation

NINE-BLOCK EXERCISE
Enter a strategy or response used by Carol in each of the nine blocks

The winning group will have the most unique, but accurate entry

What’s Next?
Identify three skills or strategies you would like to practice at the Learning Lab
See you at the Learning Lab!
Engaging Families in Family-Centered Child Protective Services

Agenda and Objectives

Section I: Introductions and Awareness Building

Welcome and Introductions

Objectives:

• Trainees will get to know one another and the trainer.
• Trainees will identify their learning needs for this workshop.
• Trainees will understand the interpersonal context of social work.
• Trainees will consider issues inherent in all relationships.
• Trainees will consider concepts about relationship development and resistance that will be used later in the workshop.

Section II: Key Concepts in the Casework Relationship

A. Contrasting Inappropriate Use of Authority with Engagement Strategies
B. Integrating Engagement and Protective Authority: The Child Protective Services Casework Approach
C. Engaging Clients in the Casework Relationship
D. Cultural Considerations in the Engagement Process

Objectives:

• Trainees will understand the difference between engagement and protective authority models of child protective services.

• Trainees will understand how a balance of engagement and authority can help protect children while minimizing resistance and enhancing the development of collaborative relationships.

• Trainees will learn a conceptual framework for building relationships and strategies to engage clients.

• Trainees will know how one’s own cultural background can affect one’s ability to communicate with and understand people from different cultural backgrounds.

• Trainees will be able to assess cultural variables and apply cultural knowledge to engage clients in casework relationships.
Section III: The Dynamics of Resistance

A. Raising the Issues
B. Working through Resistance
C. The S.H.E.R. Model
D. Application Exercise: Working through Resistance
E. The Dynamics of Content and Process

Objectives:

- Trainees will understand resistance as a normal reaction to a potentially threatening situation, and will learn methods for decreasing resistance.
- Trainees will understand how the use of authority can increase resistance.
- Trainees will understand how to use the S.H.E.R. model to reduce resistance.
- Trainees will understand the concepts of content and process and how they apply to working through resistance.

Section IV: Interviewing Strategies to Promote Engagement in Child Protective Services

A. Introduction to Interviewing Methods
B. Application Exercise: The Forrester Family Video

Objectives:

- Trainees will learn interviewing strategies that promote relationship development and engagement.
- Trainees will be able to identify appropriate interview strategies for given situations and will understand the outcomes for their use.

Section V: Closure

Objective:

- Trainees will identify skill areas needing further practice in the Learning Lab.
ENGAGING FAMILIES IN FAMILY-CENTERED
CHILD PROTECTIVE SERVICES

COMPETENCIES

Skill Set #1: Ability to integrate casework methods with the exercise of protective authority when necessary to ensure children’s safety

1. Knows characteristics, strengths and limitations of a collaborative casework and protective-authority approach to child protection

2. Understands dilemmas posed by the worker’s conflicting responsibilities as an empowering child and family advocate (enabler) and an intrusive protective authority (enforcer)

3. Understands the importance and benefits of using the least intrusive level of authority needed to protect children

4. Knows strategies to engage and empower families during the investigation of a protective complaint

5. Knows how family members can be engaged to protect children and provide them with permanent homes

6. Can clearly communicate the agency’s expectations to assure children’s safety while simultaneously engaging family members to collaborate in service planning and implementation

7. Can flexibly integrate engagement and enforcement strategies in a manner most appropriate for each family’s unique circumstances

Skill Set #2: Ability to use casework methods to engage and empower families to become invested in a collaborative worker/family relationship

1. Knows how social work values and principles apply to the casework relationship including respecting each family’s dignity, culture, individuality, and right to self-determination

2. Knows the essential role and unique qualities of the casework relationship in a family-centered model of child protection
3. Knows attitudes and behaviors that promote the development of trust and confidence in the worker by family members

4. Knows barriers in child welfare settings that can interfere with developing relationships with family members

5. Understands the concept of client empowerment and how a trusting and collaborative casework relationship can motivate and sustain productive change in a family

6. Understands how fear, uncertainty, and other feelings may be exhibited as hostility, aggressive behavior, withdrawal, denial of problems, and other forms of resistance

7. Knows a variety of casework strategies that can strengthen casework relationships and help reduce family members' resistance

8. Can use a variety of strategies to engage families in a collaborative relationship with the worker

9. Can work with families to identify and resolve sources of resistance and strengthen the casework relationship

Skill Set #3: Ability to approach and relate to families in a culturally respectful and competent manner

1. Understands how cultural factors, including verbal and non-verbal communication, can impact the development of a casework relationship and create misunderstandings

2. Understands difficulties in communicating with families whose understanding of English is limited

3. Understands the importance of obtaining interpreters for people who have difficulty understanding English or who have a hearing loss and knows how to secure interpreters to assist with non-English speaking families

4. Knows how to identify cultural barriers to relationship development in each family and can apply strategies to overcome them
Skill Set #4: Ability to conduct individual and family group interviews

1. Recognizes the interview as a dialogue between the worker and family members and the principal means of implementing the helping process

2. Knows the importance of establishing a clear purpose for each interview, communicating this purpose to family members, and selecting the best interview strategies to achieve this purpose

3. Knows definitions and characteristics of "content" and "process" in casework and the importance of eliciting and discussing process-level issues to assure a thorough and accurate assessment

4. Knows appropriate standards and limits for disclosing personal information to family members during an interview

5. Knows strategies to defuse family members' hostility and anger and build collaboration during the initial family assessment or investigation

6. Understands how cultural differences in communication styles may promote miscommunication and misunderstanding during interviews

7. Understands challenges of conducting interviews with families who cannot fully express themselves in English or who do not fully understand what they are being told

8. Understands how a trusting casework relationship can enhance the effectiveness of the interview and increase the accuracy of the communication

9. Knows interviewing strategies to help family members comfortably express and discuss their opinions and feelings

10. Knows interviewing strategies to deal with conflict, respond to hostile or accusatory statements, or confront family members who are reluctant to deal with critical issues

11. Can identify a purpose prior to beginning each interview and can clearly explain this purpose to the family
12. Can observe family members’ behavior and interaction and can attend to non-verbal cues, including tone of voice, facial expressions, and other body language.

13. Can encourage and empower family members to actively participate in interviews, express their ideas and feelings, and confront difficult topics and issues.

14. Can formulate appropriate interview questions and responses to guide the direction of the interview to achieve its stated purpose.

15. Can flexibly select or modify interviewing strategies in response to family members’ reactions and contributions.

16. Can talk with families to elicit and explore important information, promote and guide discussion, and summarize thoughts and conclusions.
Forrester Family Video Viewing Guide: Pamela

How did Pamela set the tone for the interview? What was the tone?

Tone of voice:

Body language:

Choice of words:

What were the client’s reactions and feelings? How do you know?

What were the caseworker’s reactions and feeling? How do you know?
Forrester Family Video Viewing Guide: Scott

How did Scott set the tone for the interview? What was the tone?

Tone of voice:

Body language:

Choice of words:

What were the client’s reactions and feelings? How do you know?

What were the caseworker’s reactions and feeling? How do you know?
Forrester Family Video Viewing Guide: Carol

How did Carol set the tone for the interview? What was the tone?

Tone of voice:

Body language:

Choice of words:

What were the client’s reactions and feelings? How do you know?

What were the caseworker’s reactions and feeling? How do you know?
Child Welfare Clients’ Thoughts on Being Engaged …

The following is an excerpt from data collected during a series of interviews with 287 child protective services clients in Oregon. The interviews were conducted during a research study on client engagement by Diane Yatchmenoff, Ph.D., from Portland State University Graduate School of Social Work. The statements were drawn from interviewers’ written notes, and include a mix of direct quotes, summarizations, and interpretations of what clients said.

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Non-Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offered me options, choices</td>
<td>Rude and sarcastic</td>
</tr>
<tr>
<td>Was reassuring</td>
<td>My past reflected bad on me.</td>
</tr>
<tr>
<td>Provided my son with positives</td>
<td>Needed the worker to listen to me and quit assuming</td>
</tr>
<tr>
<td>Listened to me</td>
<td>Need worker to follow through on what he said he would do</td>
</tr>
<tr>
<td>He kept my child safe.</td>
<td>Needed more frequent contact</td>
</tr>
<tr>
<td>They saved my son.</td>
<td>Workers need to see your strengths.</td>
</tr>
<tr>
<td>Asked me what I needed instead of ordering me around</td>
<td>Services made me angry.</td>
</tr>
<tr>
<td>Nonjudgmental</td>
<td>Didn’t follow through</td>
</tr>
<tr>
<td>Trustworthy</td>
<td>Didn’t tell me how my son was doing</td>
</tr>
<tr>
<td>Returns phone calls</td>
<td>Supposed to do things for us and they don’t</td>
</tr>
<tr>
<td>Worker made all the difference.</td>
<td>The timeline – there weren’t any services available</td>
</tr>
<tr>
<td>Worker had the best interests of my children in mind.</td>
<td>Hidden agenda</td>
</tr>
<tr>
<td>Gave me a chance</td>
<td>Judgmental</td>
</tr>
<tr>
<td>Gave me support I don’t get from my family</td>
<td>Not listening</td>
</tr>
<tr>
<td>Helped me</td>
<td>Hear people out...check out the truth.</td>
</tr>
<tr>
<td>Showed me how to manage ADD son</td>
<td>Never gave me a chance</td>
</tr>
<tr>
<td>Took care of my son and made him safe</td>
<td>They need to see families as real people.</td>
</tr>
<tr>
<td>Took time to get to know me and my partner</td>
<td>Lack of communication with worker</td>
</tr>
</tbody>
</table>

Adapted with permission from Diane Yatchmenoff, Ph.D. for Caseworker Core Module II: Engaging Families in Family-Centered Child Protective Services
Written by IHS for the Ohio Child Welfare Training Program – Final - July 2008
<table>
<thead>
<tr>
<th>Engagement</th>
<th>Non-Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave me positive reinforcement</td>
<td>Poor follow-through after family meeting</td>
</tr>
<tr>
<td>Took time out to listen</td>
<td>Situation changed [Worker] started avoiding me.</td>
</tr>
<tr>
<td>Gave personal time to drive me to appointments</td>
<td>They need to let the families in on the planning.</td>
</tr>
<tr>
<td>Saw my strengths</td>
<td>Treated me like trash</td>
</tr>
<tr>
<td>Honest with me</td>
<td>They need to work for families as well as kids.</td>
</tr>
<tr>
<td>Made a really good placement decision for my son</td>
<td>Slowness…nothing got done when it was supposed to.</td>
</tr>
<tr>
<td>Very supportive of me</td>
<td>No contact with the worker</td>
</tr>
<tr>
<td>Made me realize I needed to change</td>
<td>Worker was condescending.</td>
</tr>
<tr>
<td>Caring, understanding</td>
<td>Worker wasn’t paying attention to my case at all.</td>
</tr>
<tr>
<td>Has feelings</td>
<td>Needed phone calls returned</td>
</tr>
<tr>
<td>Straightforward…didn’t change in court</td>
<td>Need more communication…more home visits</td>
</tr>
<tr>
<td>Caseworker saw both sides…listened to the evidence.</td>
<td>Not listening</td>
</tr>
<tr>
<td>Very patient…didn’t rush me</td>
<td>Caseworkers do black market adoptions.</td>
</tr>
<tr>
<td>Gave me power in the situation</td>
<td>Some workers should not be doing this kind of work.</td>
</tr>
<tr>
<td>Cared about me and my job</td>
<td>Need fairness to the families</td>
</tr>
<tr>
<td>Picked me up from prison</td>
<td>Needed them to work with all of us ([family] at once</td>
</tr>
<tr>
<td>Made time for me</td>
<td>Not see me as the bad guy</td>
</tr>
<tr>
<td>Being an addict was not a strike against me</td>
<td>They choose all the negative stuff from the psych evaluation.</td>
</tr>
<tr>
<td>They trusted me</td>
<td>Make promises they don’t keep</td>
</tr>
<tr>
<td>My worker really listened.</td>
<td>Misrepresented me</td>
</tr>
<tr>
<td></td>
<td>They should let me read reports before they give them to the court.</td>
</tr>
<tr>
<td></td>
<td>They should investigate the truth before taking your kid away.</td>
</tr>
<tr>
<td></td>
<td>Need to be able to request a different worker</td>
</tr>
</tbody>
</table>

Adapted with permission from Diane Yatchmenoff, Ph.D. for Caseworker Core Module II: Engaging Families in Family-Centered Child Protective Services
Written by IHS for the Ohio Child Welfare Training Program – FiNAL - July 2008
Cultural Dimensions of Engagement

Use and Meaning of Silence

1-------2-------3-------4-------5-------6-------7-------8-------9-------10

In some cultures, people tend to speak at a steady unbroken pace, with a fairly quick “turnaround time” when responding to questions or statements. The steady pace and quick responsiveness is taken as a positive indicator of attentiveness, honesty (“with nothing to hide”) or a willingness to be fully engaged.

In other cultures, people may frequently pause before (or even while) offering a response to a statement or question. The use of silence or wait time is taken as a positive indicator of the reflective quality in the responder.

Demonstrative vs. Non-Demonstrative Expression

1-------2-------3-------4-------5-------6-------7-------8-------9-------10

In some cultures, communication tends to be demonstrative. “Normal communication” may involve animated facial expressions, hand and body motions/gestures, variations in volume or tone of voice, and/or unrestrained laughter or weeping when expressing joy, sorrow, disagreement, affection, or anger.

In other cultures, communication tends to be limited in how demonstrative it is; and rather relies more on verbal expression. Normal communication may involve a modulated tone of voice and limited use of gestures—even in some intimate and/or family relationships.
Formal vs. Informal Interaction

1-------2-------3-------4-------5-------6-------7-- -----8-------9-------10

In some cultures, formal interaction is the preferred mode of communication – sometimes even between family members or good friends.

Formalities in gestures or forms of address are used to acknowledge status or the dynamics of hierarchy between players, and to set everyone at ease because everyone knows his/her role.

In other cultures, informal interaction is the preferred mode of communication, even in official or professional settings. The use of first names in introductions, casual greetings, and/or frequent smiling and use of humor are common behaviors intended to reduce the sense of “hierarchy”, and to set everyone at ease by establishing a friendly and casual atmosphere.

Task Focus vs. Relationship Focus

1-------2-------3-------4-------5-------6-------7-- -----8-------9-------10

In some cultures, people are expected to “get right down to business” for appointments or planned events.

While “chit-chat” is sometimes used to break the ice, it is generally very limited in time and scope--taking the form of a few pleasantries before proceeding right to the task at hand.

In other cultures, people are expected to devote time to cultivating a ‘connection’ in relationship before getting to the task at hand.

Devoting time to demonstrating respect, genuine interest in the other through friendly conversation and hospitality by the hosting party when possible is just as essential as (and perhaps a prerequisite to) getting the task done.
A Positive Approach to Resistance
H. B. Karp

DEALING POSITIVELY WITH RESISTANCE

Two basic assumptions underlie a positive approach to dealing creatively with resistance:

1. **Resistance is.** People will always resist, knowingly or not, those things that they perceive as not in their best self-interest.

2. **Resistance needs to be honored.** It must be dealt with in a respectful manner.

If resistance is handled from a perspective that incorporates these two assumptions, it can become a tool and can actually enhance rather than injure a relationship. Another condition that must exist for the positive approach to work: the caseworker – the individual who confronts the client – must be absolutely clear about what she wants from that person. When the demand is stated in terms of time frames, specific outcomes, potential benefits, concrete behaviors that are needed, and so forth, the probability that the caseworker will achieve compliance from the client is great. Even if compliance is not possible, the resistance will become more workable.

The positive approach consists of four separate steps: (1) surfacing, (2) honoring, (3) exploring, and (4) rechecking. Each step should be completed before moving to the next step. This is referred to as the S.H.E.R. model.

1. **Surfacing the Resistance**

After the caseworker has clearly stated what he or she wants from the other party, the first – and probably most difficult – step is to get the resistance out in the open. Many people intentionally withhold their resistance for a number of reasons: past experience, mistrust, poor interpersonal relationships, or lack of awareness of their own resistance. For example, the worker could say, “You seem very upset and angry; please help me understand why.” It is a good idea to include an explanation that resistance is normal and expected, and that the worker is confident that it can be worked through in a constructive manner. The
surfacing of resistance can be approached easily and effectively by keeping two guidelines in mind:

A. Make the expression of resistance as “safe” as possible. The caseworker should state clearly—and publicly, if possible—that he wants to hear the resistance. It is a good idea to include an explanation of why the resistance is important and to be straightforward. Once the client is aware that she is not going to be attacked, punished, or “sold” on what the caseworker wants, the caseworker has a much greater chance of exposing the real source of the resistance.

B. Ask for it all. Listening to a client’s statement of what he does not like about the very thing that the caseworker wants is rarely a pleasant experience. Nevertheless, it is the best approach to resistance. When the resistance exists, it is much better to hear all of it than to try to work through the situation in partial ignorance. Invite discussion of clients’ concerns by saying, “As we talk today, please feel free to let me know if you disagree with anything that’s said or if you have any concerns, so we can continue to talk them through.”

2. Honoring the Resistance

Honoring involves the following process:

A. Listen. When a person states resistance openly, she provides the caseworker with vital sources of information about what the caseworker wants and the potential pitfalls in achieving what is wanted. In addition, the client is making a personal statement about who she is. Any attempt to discount the information not only stops the information but also carries a clear message to the client that her opinion does not matter; the client will interpret this to mean that she does not matter. It is of critical importance at this stage that the caseworker does not attempt to reinforce his original position, to sell, to reason, or in any way to imply that the client should not feel as he does. The correct approach is simply to listen.

B. Acknowledge the resistance. The act of acknowledgment does not imply that the caseworker agrees with every point of resistance. It is a simple affirmation of the client’s right to resist. Statements such as “I see how that could be a problem for you,” or “You certainly have a right to be concerned,” allow the caseworker to respond to the client’s concern without relinquishing anything. The caseworker should acknowledge the resistance, but not agree with it.
C. Reinforce the notion that it is permissible to resist. The caseworker should keep in mind that openly resisting in a safe environment may be a new experience for the client. Periodically reinforcing that the resistance is valuable and that the client is safe and appreciated for stating her resistance creates a positive atmosphere. Statements such as “It’s really all right that you don’t like all of this” or “I can see why you are angry” maintain the caseworker’s control of the situation while making the environment continually safe for the client.

3. Exploring the Resistance

A. Fully explore the resistance. Once the resistance has been surfaced and acknowledged, and the client understands the worker’s intent to keep the interaction comfortable and safe, the caseworker can elicit the client’s concerns using open-ended and clarifying questions, such as “Tell me what you think about that,” or “Let’s see if I understand what you’re saying,” or “Can you explain what you mean,” or “This sounds really important to you – please tell me more about it.”

B. Move from resistance to action. Ask the client to consider the future, what his or her goals are, and how the worker might help achieve the goals of child safety and permanence in a way that is least distressing and most comfortable for the client. In responding to this question, the client works with the caseworker toward the objective rather than against it. The client may suggest alternative ways the situation can be resolved. The worker can then begin negotiating a solution that meets the casework objectives, and is acceptable to the client. The end point of this kind of dialogue should be the development of some kind of agreement about the next steps to be taken.

4. Rechecking

Before the encounter is over, the last step is to recheck the status of the current resistance and the agreements that have been made. This step is essential because it provides closure to the issue and ensures that no agreement will be forgotten. If there is to be a second meeting, rechecking provides a basis on which to start the next interview so that the entire process of dealing with the resistance does not have to be repeated.
CONCLUSION

The caseworker should always keep the following points in mind when confronted with a resistant client:

1. The objective is not to eliminate all resistance because it is not possible to do so. Instead, the objective is to work with and reduce needless resistance. The reduction is usually enough to proceed with the demand effectively.

2. Always keep paper and pencil handy to make notes during the process. When the problem is recorded, the client’s objection is honored and there is less chance that important points will be forgotten. Making notes also facilitates the last step, rechecking.

3. Once the resistance is at a workable level, thank the client and move on. It is important not to try to persuade the client to like the demand. It is enough that the client is willing to agree to it.

This approach has universal application. It can be used in any situation in which resistance is an issue, such as in managing conflict, scheduling work, or dealing with diversity.

H. B. Karp, Ph.D. is an associate professor of management at Hampton University and is a licensed professional counselor (LPG) in the state of Virginia. He has authored over 90 publications and has authored several books, including Personal Power: An Unorthodox Guide to Success and The Change Leader: Using a Gestalt Approach with Work Groups. Most recently, he was lead author on Bridging the Boomer -Xer Gap: Creating Authentic Teams for High Performance at Work, which was ForeWord Magazine’s 2002 Gold Winner for Best Book in Business & Economics. Hank can be reach at pgshank@aol.com.
Resistance Case Scenarios

Mrs. Smith Case Scenario

Mrs. Smith is a 40-year-old single mother of two girls, seven and ten. She was referred for alleged abuse of the seven-year-old but states she doesn't know how the child was hurt. Mrs. Smith's husband left her when she was pregnant with the younger girl, and she has had a series of unsuccessful relationships since then. She reports serious financial problems due to a recent job loss and great frustration with the girls “constantly needing things.” She is angry at her former employer who fired her “for no reason,” and is angry at the school that keeps “bugging” her about fees, books, field trips, and school supplies. Now, Ms. Smith is angry at the worker’s intrusion and asks, “Why don’t you people just leave us alone?” This is the ongoing family service worker’s first visit to the home. The PCSA has received an order for protective supervision for substantial abuse.

Mr. Phillips Case Scenario

Mr. Phillips is a single father of four children, ages six to fifteen. His wife died in an accident last year and, since then, he has struggled with grief and depression. Mr. Phillips no longer looks for work (he had been a contract painter) and seldom interacts with the children. The older two children take care of the younger two, but have asked for help and support from their father to no avail. The case was opened under court-ordered protective supervision. When the on-going family services worker arrives at a pre-arranged noon visit, Mr. Phillips hasn’t been up yet and is distant, pre-occupied, and listless. His first comment to the worker is, “We’re doing just fine here and don’t need any help.”
Content/Process Case Scenario

Louise Dawson

Louise Dawson, age 17, is the mother of two young children, ages two and four months. She was referred to children's services by her own mother, Mary Dawson. Mary Dawson claimed that her daughter “never stayed in one place long enough to provide her children with a proper home,” and “left her children in the care of strangers for long periods of time.” Mary Dawson wants custody of her grandchildren. Louise Dawson has not completed school, and she supports her children on public assistance. She has an apartment, but her mother reports that she is “never there,” because she “always moves in with friends, or men.” Mary Dawson also says her daughter leaves the children in her care for days at a time, and the children already think that Mary is their mother. This is the first interview with Louise Dawson, whom you have found at her mother’s.
## INTERVIEWING METHODS CHART A

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>PURPOSE</th>
<th>BENEFITS</th>
<th>LIABILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed-Ended Questions</td>
<td>• To gather factual information regarding a specific content area&lt;br&gt;• To obtain answers to specific questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probing Questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes/No Questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open-Ended Questions</td>
<td>• To gather a lot of information about a wide range of topic areas&lt;br&gt;• To gain insight regarding a client's feelings and perceptions about the situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive Responses</td>
<td>• To communicate and demonstrate the caseworker's interest and concern&lt;br&gt;• To establish a positive casework relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarification</td>
<td>• To promote insight into one's own behaviors and actions to enable change and participation in the casework process&lt;br&gt;• To enable the worker to better understand family dynamics, needs, and problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarization</td>
<td>• To keep the interview focused and on track&lt;br&gt;• To help the person organize her information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving Options, Advice, or Suggestions</td>
<td>• To offer a range of possible solutions to the family's problems&lt;br&gt;• To direct family members into positive action</td>
<td></td>
<td></td>
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<tr>
<td>Confrontation</td>
<td>• To push family members to acknowledge problems, feelings, or behaviors, when other less directive interventions have failed</td>
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Caseworker Core Module II: Engaging Families in Family-Centered Child Protective Services
## INTERVIEWING METHODS CHART B

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>PURPOSE</th>
<th>BENEFITS</th>
<th>LIABILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed-Ended Questions</td>
<td>• To gather factual information regarding a</td>
<td>• Can obtain a considerable amount of information in a short period of</td>
<td>• Limits potential responses of family members to those directed by the</td>
</tr>
<tr>
<td>Probing Questions</td>
<td>specific content area</td>
<td></td>
<td>interviewer</td>
</tr>
<tr>
<td>Yes/No Questions</td>
<td>• To obtain answers to specific questions</td>
<td></td>
<td>• May be threatening to family members; may encourage evasiveness or lying</td>
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<tr>
<td>Open-Ended Questions</td>
<td>• To gather a lot of information about a wide</td>
<td>• Worker may discover information that he may not have thought to ask</td>
<td>• Takes considerable time</td>
</tr>
<tr>
<td></td>
<td>range of topic areas</td>
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<tr>
<td></td>
<td>• To gain insight regarding a client's feelings and perceptions about the situation</td>
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<tr>
<td>Supportive Responses</td>
<td>• To communicate and demonstrate the</td>
<td>• Worker may discover information that he may not have thought to ask</td>
<td>• May be threatening to family members, who may be unaware of, or not want</td>
</tr>
<tr>
<td>Active Listening</td>
<td>caseworker's interest and concern</td>
<td></td>
<td>to discuss issues raised by the worker</td>
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<tr>
<td></td>
<td>• To establish a positive casework</td>
<td></td>
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<tr>
<td></td>
<td>relationship</td>
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<tr>
<td>Clarification</td>
<td>• To promote insight into one's own behaviors and actions to enable change and participation in the casework process</td>
<td>• Helps move to process level in interview</td>
<td>• May be threatening to family members, who may be unaware of, or not want</td>
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<tr>
<td></td>
<td>• To enable the worker to better understand family dynamics, needs, and problems</td>
<td>• Allows worker to make accurate assessment of causal and contributing factors to family problems, and family strengths</td>
<td>to discuss issues raised by the worker</td>
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<tr>
<td>Summarization</td>
<td>• To keep the interview focused and on track</td>
<td>• Makes efficient use of time by keeping the discussion focused on</td>
<td>• People who are redirected may feel cut off, as if the worker is not</td>
</tr>
<tr>
<td>Redirection</td>
<td>• To help the person organize her information</td>
<td>pertinent topics</td>
<td>listening.</td>
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<td></td>
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<td></td>
<td>• Overdirection by worker may lead to moving too quickly off a topic, thus missing important information.</td>
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<tr>
<td>Giving Options, Advice, or Suggestions</td>
<td>• To offer a range of possible solutions to the family's problems</td>
<td>• Provides family members with potential solutions they had not previously considered</td>
<td>• May prevent family from arriving at their own solutions to problems</td>
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<td></td>
<td>• To direct family members into positive action</td>
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<td>• Worker may be blamed for failures if solution does not work.</td>
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<tr>
<td>Confrontation</td>
<td>• To push family members to acknowledge problems, feelings, or behaviors, when other less directive interventions have failed</td>
<td>• Can precipitate movement quickly</td>
<td>• Cannot be used without a well-established and supportive relationship</td>
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<td>• Can cut manipulations and digressions and focus on the critical issues</td>
<td>• May increase resistance if not successful</td>
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<td></td>
<td>• Can help family members become aware of their own resistance</td>
<td>• May require considerable follow-up support from the worker, takes time and commitment</td>
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Nine-Block Exercise

Identify examples of strategies or responses that Carol used in the video and enter them in the appropriate boxes below.

<table>
<thead>
<tr>
<th>S.H.E.R.</th>
<th>Family-Centered Practice</th>
<th>Rapport Building</th>
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<thead>
<tr>
<th>Reducing Resistance</th>
<th>Engaging in Collaboration</th>
<th>Supportive Responses</th>
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<tr>
<th>Confrontation</th>
<th>Clarification</th>
<th>Reframing</th>
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Engagement Strategies Review

- Identify client strengths
- Use the S.H.E.R. model
- Consider process as well as content
- Validate the client's experience
- Clearly state expectations and roles
- Communicate empathy
- Integrate engagement and protective authority
- Provide concrete services
- Reframe the client's concerns
- Use interview methods as appropriate:
  - Closed-ended, probing, and yes/no questions
  - Open-ended questions
  - Supportive responses and active listening
  - Clarification
  - Summarization and redirection
  - Giving options, advice, and suggestions
  - Confrontation