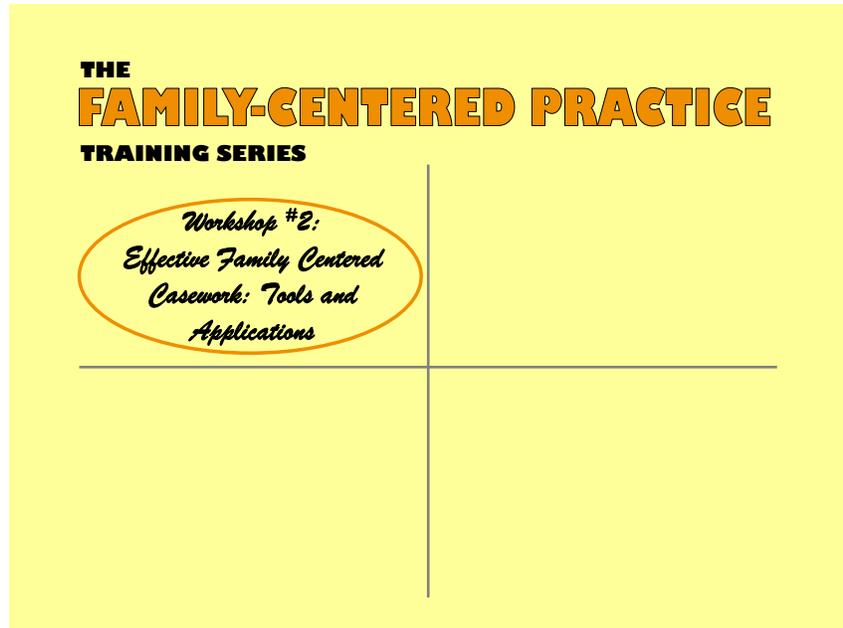


SESSION 1: INTRODUCTION

SLIDE 1-1: TITLE SLIDE



Introduce yourself and welcome the participants to the workshop.

Emphasize that the overall training goal is to enable the participants to apply the family centered practice model effectively when working with children and families so they can work more successfully within their systems of care.

Workshop 1 established the family centered practice model's core set of values, beliefs, and principles for practice. Workshop 2 applies the model to how casework should be done.

PARTICIPANT GUIDE: PG. 1-1

Have the participants completed the Before and After-Training Survey on page 1-1 of the Participant Guide.

The directions are presented on the survey. Emphasize that there are no right and wrong answers . . . and that the survey is confidential . . . their name is not on it.

Tell the participants to keep the survey in their Participant Guide. They'll complete the After portion of the survey at the end of the training.

SLIDE 1-2: GOAL AND MAJOR OBJECTIVES

Goal and Major Objectives

Goal: To apply the family centered practice model so you can work more effectively within your system of care.

Family Engagement	Demonstrate a family centered engagement process to develop an effective working relationship or partnership with families.
Family Assessment	Gather sufficient information to gain a big picture understanding and to make sure that it is shared across all persons on the team with a consistent and coordinated shared long term view.
Planning	Work in collaboration with the family to develop the right plan, building on specific family strengths to meet the safety, permanency, and well-being goals while being responsive to the family's uniqueness.
Teaming	Serve as the leader for team-based collaboration and monitoring of the plan's implementation.

Summarize the goal and key objectives.

Tell the participants more specific objectives will be given at the start of each training session.

Point out that this workshop is not intended to be a comprehensive skills-training for all aspects of family-centered practice that may occur in engagement, assessment, service planning, and case coordination and monitoring. We have selected key topics for training – and hope that you will be able to generalize these topics to all aspects of your casework.

SLIDE 1-3: AGENDA

Agenda

Wednesday

Introduction 9:00 – 10:30

Engagement 10:30 – 3:00

Assessment 3:00 – 4:00

Thursday

Assessment, cont. 9:00 – 4:00

Friday

Planning 9:00 – 12:00

Teaming 1:00 – 4:00

Summarize the training agenda.

TRAINER NOTE

If you did not present Workshop 1: Opportunities in Family Centered Practice immediately before this workshop, do Activity 1-1A.

If you are presenting this workshop immediately after Workshop 1, you may choose to do Activity 1-1B on page 1-4 instead.

ACTIVITY 1-1A: Participant Introductions

TIME: MINUTES

DIRECTIONS:

1. Tell the participants that before you begin the training, you want everyone to be introduced. Since this is a training on working with families, we'll use a family-oriented introduction.
2. Display the Introduction Questions slide. It lists six questions:
 - Hometown?
 - Number of siblings?
 - Unique challenges of childhood?
 - Favorite hobbies?
 - First job?
 - Worst job?
3. Introduce yourself using the six questions.
4. Have the participants pair up with someone they don't know and use the six questions to introduce themselves to each other.
5. Have each pair member introduce the other to the whole group, using information from 2 or 3 of the six questions.
6. Point out that a personal relationship starts with personal information sharing. We want to get to know you as a unique individual, just as we want to get to know families as unique families.

SLIDE 1-4: INTRODUCTIONS

Introductions

- Hometown?
- Number of siblings?
- Unique challenges of childhood?
- Favorite hobbies?
- First job?
- Worst job?

ACTIVITY 1-1B: Participant Expectations

TIME: MINUTES

DIRECTIONS:

1. Instruct the participants to think of the previous workshop and the material that was discussed. Based on that workshop, have the participants write what expectations they have for the next three days of training on post-it notes.
2. Have each participant read his/her expectation while they are posting it on a flip chart page. Make sure that each participant gets an opportunity to state their expectation for the upcoming training.
3. As the participants post their expectations, tell them if and when that particular subject will be addressed during the training.
4. If a participant sites an expectation that is outside the objectives or content of the program, thank the individual for stating the need but suggest that the topic is outside the agenda.
5. If the topic is one that you have some experience with, offer to discuss it with the participant at break or lunch time.
6. If the topic is outside your expertise, ask the group if they can assist.

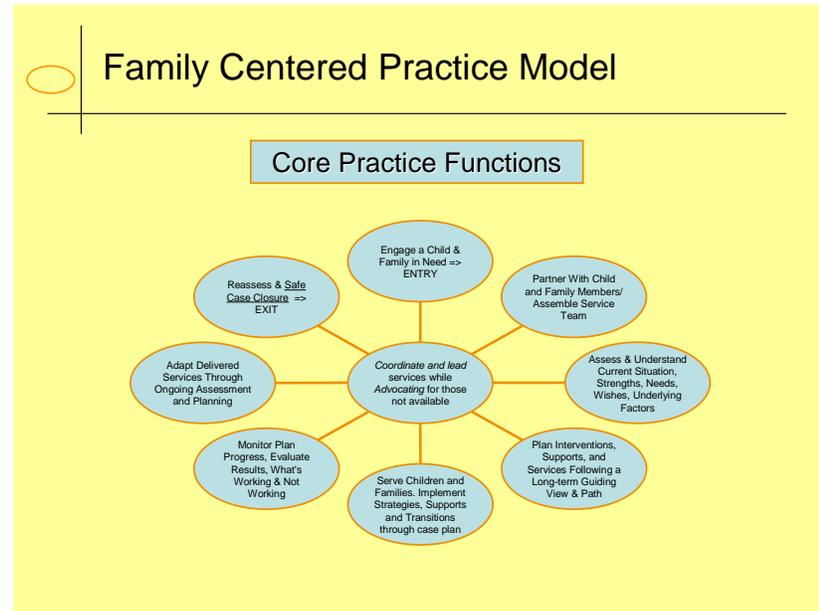
HOUSEKEEPING

Present housekeeping points here – bathrooms, cell phones, etc.

TRANSITION

Tell the participants you want to set the overall context for the training, then you will get into the specific objectives and agenda.

SLIDE 1-5: FCP MODEL



Summarize:

- In Workshop 1, you learned the philosophical basis for family centered practice.
- You were introduced to our new model of practice, the family centered practice model.
- In this workshop, our focus shifts to applying the model to everyday casework – whether in investigations or services.
- Our overall training goal is to enable you to apply the family centered practice model so you can work more effectively within your system of care.
- We'll be breaking that goal down throughout the workshop – and first I want to focus on effectiveness and what that means in casework.



**VIDEO SEGMENT #1:
FRONTLINE PERSPECTIVE**

Introduce the video:

We'd like you to hear from someone who has been involved in the implementation of Family Centered Practice. Rusty Branch is a training coordinator for Families First Network, an agency in Northwest Florida. Pay attention to his ideas about family centered practice and how his agency came to adopt this way of providing services.

Process the video:

Ask questions like:

What did you think about Rusty's presentation? Is he enthusiastic or what?

What about his describing Family Centered Practice as being peaceful? What do you think he meant by this?

What about his perception that FCP helps caseworkers to feel more successful?

Do you think by units embracing FCP they will function better as a team?

What do you think of his observation that the relationship with the client is the key to success? How does that observation fit in with our "Culture of Success?"

ACTIVITY 1-2: The Three Strengths of Effective (Family Centered) Casework

TIME: 10 MINUTES

DIRECTIONS:

1. Tell the participants that by clarifying the key strengths of effective casework, they'll be better able to understand the tools and approaches you'll be presenting.

2. Ask the participants the guiding question:

What makes casework effective – whether in investigations or services?

It may help to think of an extremely good investigator or case manager . . . a leader in the field . . . what makes him/her so effective?

3. Encourage a brainstorming type of responding from the participants, writing their responses on the flipchart.

4. When the responses slow down, stop. Thank the participants for their ideas.

5. Tell them you'll be building on these effective practices in the next part of the session.

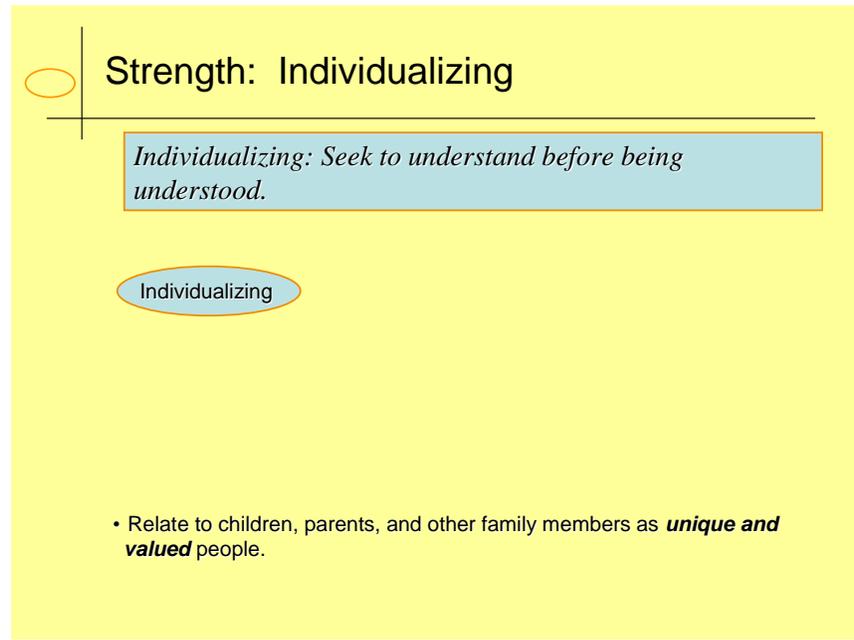


Flipchart

TRANSITION

I'd like to propose a simple model that integrates many of the ideas you've just mentioned – and then relate that to effective family centered practice and the goals and approach of this workshop.

SLIDE 1-6: STRENGTH:
INDIVIDUALIZING



Strength: Individualizing

Individualizing: Seek to understand before being understood.

Individualizing

- Relate to children, parents, and other family members as **unique and valued** people.

Summarize:

- The model has three interacting strengths, the first of which is individualizing.
- Leader investigators or case workers **individualize** their families. They put into practice the dictum that “every family is different.” They recognize that if no two families are the same, then the practice approaches for the families need to be different.

Ask:

Which items on our list of effective practices apply to individualizing?

As participants give responses, put an “I” by the mentioned items on the flipcharts from Activity 1-2.

Summarize:

- Leader CPIs and case managers use their observations and perceptions and interpersonal skills (especially showing respect, empathy, and genuineness) to relate to the children, parents, and other family members as **unique and valued people** (while maintaining their professional objectivity), recognizing that each family has strengths and successes as well as problems.
- A phrase that can be used to summarize individualizing is: “Seek to understand before being understood.” Leaders listen before they speak, in other words.

(Continued on next page.)

Ask:

We like to say, “start where the client is, not where you want them to be.” What does that statement mean to you? Who can give me a concrete example?

Get an example or two, if necessary.

Example responses:

- Case worker thinks mother should provide her children three nutritious meals and two nutritious snacks a day. Where the mother is – mom might not be able to cook or might not know what makes up a nutritious meal or snack.
- CPI wants mother to keep the baby clean and free of body rashes. Where mother is – mom might not know how to bathe the child or might have a different understanding of what clean is.
- The worker’s goal is for the father to have a job to support the family. Where the father is – he has never done anything but field work and he doesn’t have a resume or know how to interview for a job.

Emphasize:

- It is sometimes said that family centered practice just means “being nice” or not removing children. Individualizing means more than that . . . it means “walking the walk,” and practicing according to our core set of values, beliefs, and principles . . . not just “talking the talk.” It may even mean being quite direct, even brutally honest, at times.
- A leader’s behavior, though, whether strict, direct, or nice is always based on a solid assessment of where the client is right now complimented by a respect for the person’s dignity and uniqueness.

Strength: Critical Thinking

Thinking: Find the story behind the story.

Thinking

- Diligence of inquiry
- Level of responsiveness
- Depth of understanding
- Avoid undue influence
- Heart/gut check
- Discernment
- Confidence in decision

Summarize:

- The second strength is critical thinking.
- Leader investigators or case managers use **critical thinking** to understand the maltreatment dynamics and to work with the family team to create family-appropriate and workable solutions.
- Critical thinking includes these factors, which we will discuss in detail during the workshop:
 - Diligence of inquiry
 - Level of responsiveness
 - Depth of understanding
 - Avoidance of undue influence
 - Heart/gut checking
 - Discernment, or the process of making decisions
 - Confidence in decisions

Ask:

Which items on our list of effective practices apply to critical thinking?

As participants give responses, put a “CT” by the mentioned items on the flipcharts from Activity 1-2.

Summarize:

- The summary phrase for the think quality is: find the story behind the story. Leaders develop what might be called a **situational awareness** of the family that integrates the key underlying needs and the family’s strengths to create

workable, targeted plans.

Strength: Teaming

Teaming: The team's the thing.

Teaming

- Build trust
- Encourage free exchanges
- Develop commitment
- Expect high standards
- Attend to results

Summarize:

- The third strength is teaming.
- Leader CPIs and workers recognize that a good *team*, whether it is a formal or informal team, leverages the time, effort, and creativity he/she can spend on a case.

Ask:

Which items on our list of effective practices apply to teaming?

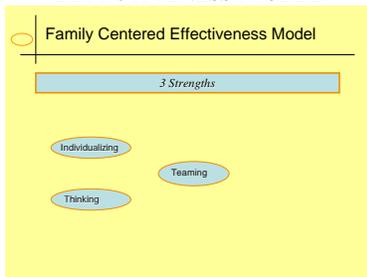
As participants give responses, put a "T" by the mentioned items on the flipcharts from Activity 1-2.

Summarize:

- Good teamwork maximizes not only effectiveness, but efficiency through coordinating rather than duplicating efforts and communicating so no child or family falls through the service system's cracks.
- At the same time, leaders recognize that coordinating teams is one of the hardest tasks of casework . . . and that it is vital not to give up because of the challenges.

- Leaders work with a family to create and coordinate strong teams, specific to each family’s situation. We’ll be practicing the essentials of team leadership throughout the workshop:
 - Building trust
 - Using safe and open conflict effectively (i.e., keeping the discussion focused on the issues rather than personalities)
 - Developing commitment
 - Encouraging high standards and accountability
 - Attending to results
- The summary phrase for this quality is: the team’s the thing. Leader CPIs and case managers get teams to perform so everyone’s work is made easier and more effective. They understand that it does take a team to get the job done right.

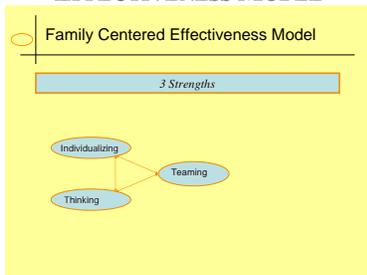
SLIDE 1-9: FAMILY CENTERED EFFECTIVENESS MODEL



Summarize:

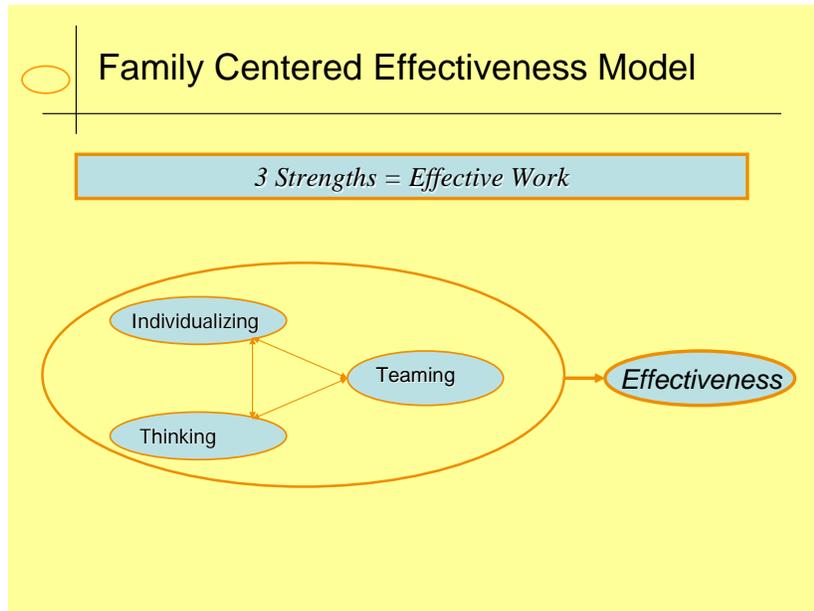
- We’ve talked about three strengths of investigations and case work.
- Leader investigators and case managers have these three strengths well developed.

SLIDE 1-10: FAMILY CENTERED EFFECTIVENESS MODEL



- Not only that, they use all three strengths together when they are working with a family . . . each strength then builds on the others to increase the likelihood of success with the family.

**SLIDE 1-11: FAMILY CENTERED
EFFECTIVENESS MODEL**



- In other words, the three interacting strengths drive effective family centered investigations and casework.
- So, we'll be using this model throughout the training. We'll apply it to engaging with the family, doing assessments, and case planning.
- Plus, since you all have these three strengths to some degree, we'll be drawing on your expertise regarding how to apply them to investigations and casework.
- Is this a comprehensive model for all aspects of leadership in investigations and casework? No. There are items on the list you generated we didn't cover. However, we believe this model covers the many, if not most, of the important practices that can be applied frequently in day-to-day casework. It emphasizes things you can do, right now, today, to be a more effective investigator or case manager.
- That is, to **be a leader** in applying the family centered practice model in your daily work and in your unit's work. As Rusty pointed out in the video, the practice starts with individuals in individual units. This training will prepare you to be a leader in that change to a culture of success based on family centered practice principles.
- We'll build on your existing strengths in the areas of individualizing your cases, thinking critically about how you do your work, and teaming with the family and formal and informal supports to work in the best interests of the family.

Ask:

Are there any questions or comments about this model and how it relates to your ideas of effective casework?

Respond as necessary, then relate strengths and effectiveness to casework goals.

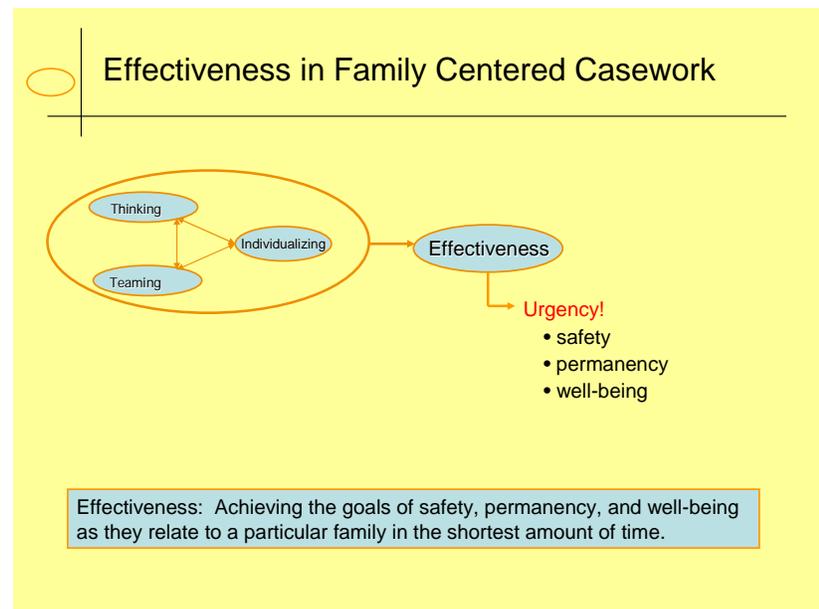
- We've talked a lot about effectiveness and how leaders achieve it using the three strengths, but we haven't said what effectiveness actually is.

Ask:

What is effectiveness when it comes to casework?

Get a few responses, then summarize with the next slide.

SLIDE 1-12: EFFECTIVENESS IN FAMILY CENTERED CASEWORK



Casework Effectiveness Points:

- For our purposes, we'll consider effectiveness to be: success with the family in the shortest amount of time.
- That's rather general, with success undefined. But, a leader works with the family to define success for that family, and then works from there.
- In general, though, we know that success means achieving family- or child-appropriate goals related to:
 - Safety . . . free from abuse or neglect
 - Permanency . . . living in a stable living environment, preferably with the child's family
 - Well-being . . . the child's physical, emotional, behavioral, educational, and developmental needs are being met, if not exceeded

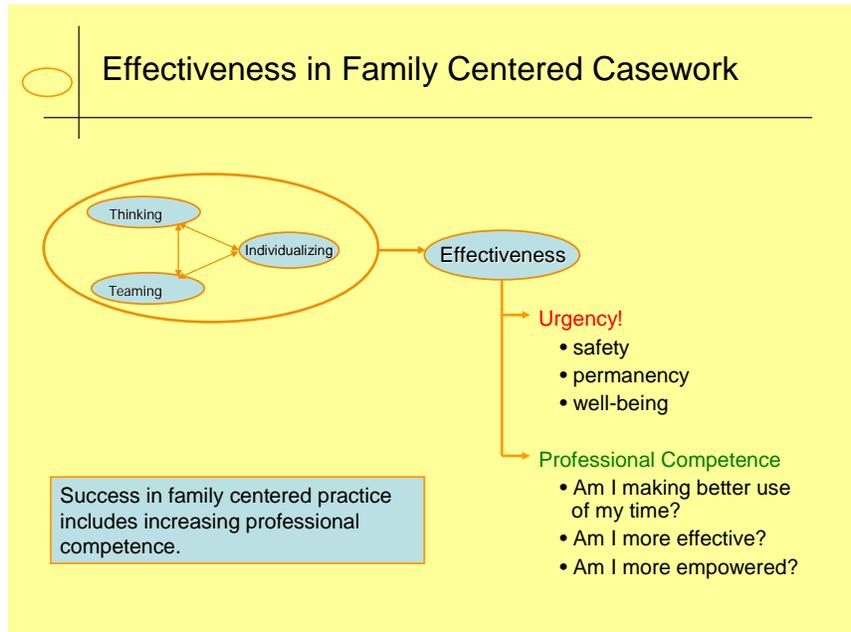
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- The “shortest amount of time” is also specific to each family. The key, though, is that leaders, while attending to child safety foremost, maintain a strong sense of urgency throughout a case . . . they figure out a way to not let their cases linger.
- Effectiveness, then, is achieving quality outcomes – the goals of safety, permanency, and well-being as they relate to a particular family – in the shortest possible amount of time.
- As Secretary Shelden says, we would want nothing less for our children in care than what we would want for our own children . . . because children in care are, in fact, our children.

TRANSITION

Well, that’s all well and good for the children and families that leaders serve. But, what about the leaders themselves? What about you? How do you define success for you personally on a case? That’s what we’ll talk about next.

SLIDE 1-13: EFFECTIVENESS IN FAMILY CENTERED CASEWORK



Summarize:

- Obviously, you’re not in this work for the money. You care about the children and families you serve and the coworkers with whom you do your work. In part, success deals with establishing and building those relationships to create opportunities to make a difference in the lives of children and families.
- I’d like to introduce a different concept for success – professional competence.

(continued on next page)

- For the family centered approach – and the associated individualizing, thinking, and teaming – to be successful for you professionally, consider the answer to three questions:
 1. Am I making better use of my time? (The family centered approach will most likely save you time over the life of the case. However, we'll guarantee that you will feel you are making better use of your time – that you will feel that you are doing the right things to make a real difference in the lives of the family members.)
 2. Am I more effective with children and families?
 3. Am I more empowered . . . do I have more motivation, psychic energy, more inner drive, to do my best as I work a case?
- For us as investigators and caseworkers, professional competence is a particularly important component of success . . . and meeting these three criteria for success within a family centered approach puts quite a challenge on this approach.

**SLIDE 1-14: PROFESSIONAL
COMPETENCE AND FAMILY
CENTERED PRACTICE**

Professional Competence and Family Centered Practice

Are you getting on the **TEE**?



Time?

Effectiveness?

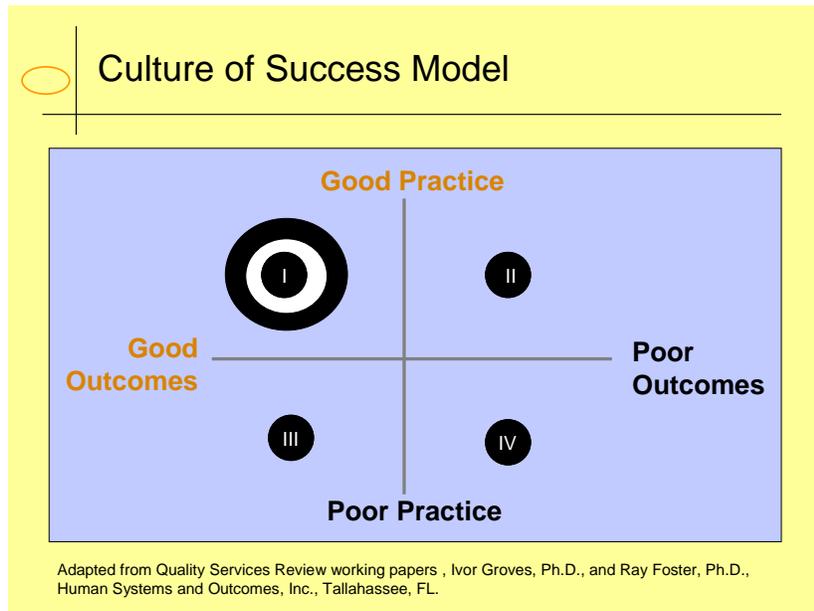
Empowering?

Summarize:

- I'll refer to these success criteria throughout the training and we'll see if you are "getting on the TEE" . . . are you seeing how you can achieve a higher level of professional competence through the family centered approach?
- In summary, then, this workshop will focus on enabling you to apply the family centered model effectively so you can work more successfully in your system of care.
- We're approaching effectiveness through three strengths: individualizing, thinking critically, and teaming.
- To make the workshop practical, we'll be focusing on tools you can use with children and families to achieve success for them and you within the shortest amount of time.

Ask for questions regarding what's been covered so far and respond appropriately.

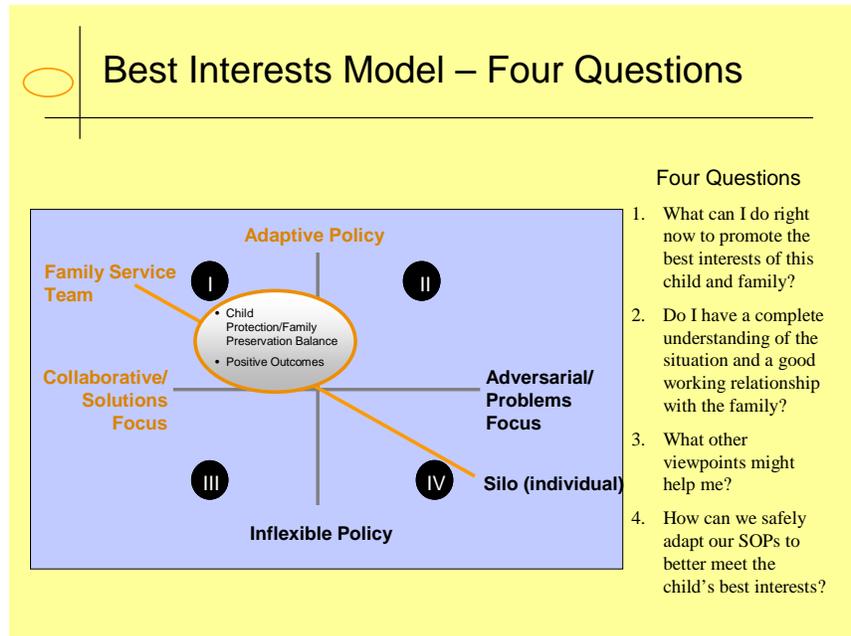
SLIDE 1-15: CULTURE OF SUCCESS MODEL



Relate the workshop to main ideas of Workshop 1:

- Can you see how this workshop should support the Culture of Success Model?
- Our fundamental case focus: success for this child and family in the shortest amount of time. The leader integrates individualizing, critical thinking, and effective teaming (i.e., good case practices) to achieve good outcomes – child safety, permanency, and well-being.

SLIDE 1-16: BEST INTERESTS MODEL



- Another main idea from Workshop 1 is the Best Interests Model. We stated that this model . . . its four questions . . . can be asked as a means of focusing efforts for good practice. It helps us to implement the Culture of Success Model, in other words.
- Maybe you can see how the three strengths of effective casework help, in turn, to implement the Best Interests Model:
 - The collaborative-solution focus/adversarial-problem focus dimension relates most directly to how we individualize and think critically during a case.
 - The Family Service Team/silo dimension pertains to the teaming skills.
 - The adaptive/inflexible policy dimension is where you'll apply the individualization and critical thinking skills most directly.
 - These are general relationships, of course. It's very possible that all three strengths may apply to any or all the dimensions.

TRANSITION

Tell the participants that with the three strengths of effective family centered casework, you've introduced the general content focus and goal for the workshop. You've also indicated how the goal and strengths flow out of the main points of Workshop 1: the Culture of Success and Best Interests models.

Tell them that you are about ready to get to the specific workshop objectives and agenda, but you want to briefly introduce the general training strategy first.

Training Strategy: Strengthsharing

- You have developed some level of expertise in individualizing, thinking, and teaming.
- You are the ones with the experiences, questions, issues, successes, and ongoing challenges.
- Interactive Strategy: Draw on your expertise, supplement with research findings, practice.
- Goal: **Strengthsharing** – share a practical, hard-won lessons of applying family centered practice effectively.

Summarize:

- By doing investigations/casework everyday, you have developed some level of expertise in all three of the strengths of effective casework.
- You are the ones with the experiences, questions, issues, and successes and challenges with applying these strengths.
- Therefore, this training will be very interactive to draw on your expertise, implementation issues you've faced, and questions you have. That's what Strengthsharing is all about . . . we want to develop a practical, shared wisdom around effective family centered practices.
- Therefore, as a topic is introduced, the training strategy will be to draw on your expertise, supplement that, as necessary, with information from field-based research or other pertinent subject areas, and then apply the information in practice activities or discussions dealing with implementation issues.
- So, be ready to speak out and share your expertise or concerns . . . we're here to make the family centered approach work for us.

SESSION SUMMARY

Summarize:

- In this session, we've introduced the three strengths of effective family centered casework: individualizing, critical thinking, and teaming. Plus, we've related these strengths to the main ideas from the previous workshop.
- The rest of the training will focus on applying these strengths to the key tasks of casework: engagement, assessment, and planning and teaming.
- What we'll be working on, in general, is enhancing the quality of our relationships with children and families.
- Family centered practice gives us tools to increase the likelihood that we can indeed work with families in a manner that increases the quality of our relationships.
- When that quality is right, the chances for our making a real improvement in the lives of children and families – of making a real difference – improve dramatically.