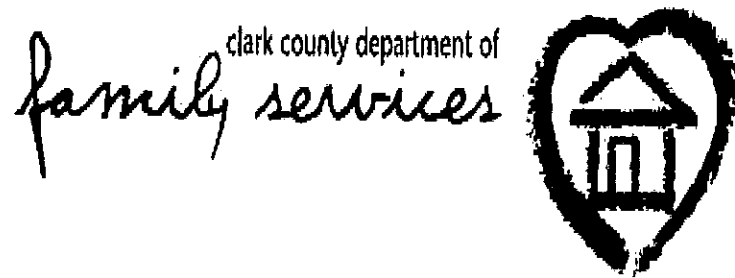




QUARTER 6
PIP 2.1.2
Clark



**CLARK COUNTY CFSR
PROGRAM PERFORMANCE IMPROVEMENT
QUARTER 6 REPORT**

Jurisdiction: Clark County

Primary Strategy: 2 Preserve connections and strengthen relationships		Applicable CFSR Outcomes or Systemic Factors: Permanency Outcome 2 Case Review System		
Goal: 1 Enhance the capacity of child welfare staff to effectively engage children, youth and families in case decision making		Applicable CFSR Items: 14, 25		
Action Steps and Benchmarks	Person Responsible	Action Steps and Benchmarks	QTR Due	QTR Completed
2.1.2 Develop and implement a workforce development plan in consultation with the NRC for caseworkers and supervisors to enhance knowledge and skills for engaging parents in team meetings; initiating in Clark County first	DCFS, WCDSS, CCDFS Directors/Designee	Copy of training plan and parent survey	Clark: Q6 Rural: Q7 Washoe: Q8	Q6

2.1.2

University of Nevada-Reno developed a fatherhood engagement curriculum for implementation across the State. The pilot training two day session was held in Clark County on May 23rd and 24th, 2012. See Appendix A for the curriculum and handouts.

PIP 2.1.2 Family Engagement Training Plan
(Training plan for delivery of *Engaging Families with an Emphasis on Non-Resident
Father Engagement*)

Delivery to Clark County Child Welfare staff will be initiated on May 23 and 24, 2012. During the upcoming State Fiscal Year (July 1, 2012 through June 30, 2013), a minimum of two additional deliveries are scheduled.

Delivery to Washoe and Rural Child Welfare staff will be initiated on June 20 and 21, 2012. During the upcoming State Fiscal Year (July 1, 2012 through June 30, 2013), five additional deliveries are scheduled.

Searching for Heroes: Engaging Families with an Emphasis on Non-Resident Father Engagement

Clark Pilot: May 23 and 24, 2012

**Clark County Department of Family Services
Las Vegas, NV**

First	Last
C. Anthony	Vidal
Lenora	Hausey
Nita	Lee
Kalena	Edwards
Michele	fisher
Ashley	Carr
Alicia	Kleindienst
Karen Delcina	Lee
Stephen	Nowicki
Marjory	Barrett
Colleen	Schmidt
Mikelle	Cieri
Rebecca	Lucente
Nancy	Gonzalez
Nikki	Murry
Toni	Chance
Kelly	Scherado
Hubzetta	Williams

Family Engagement Training Curriculum Outline 9/26/11

Topic 1 – Why are we Talking about Family Engagement?

Competency #1 - The child welfare worker will recognize the importance of incorporating family engagement skills, and the need to involve fathers in the child welfare process.

Learning Objective 1a: The child welfare worker will be able to discuss the areas needing improvement that are related to family engagement as the result of the 2009 Nevada CSFR.

Learning Objective 1b: The child welfare worker can relate the statistics regarding children whose fathers are not involved in their lives to the importance of making the effort to engage fathers in their cases.

Learning Objective 1c: The child welfare worker will be able to identify four out of 7 negative consequences when fathers are not involved in children's lives.

Learning Objective 1d: The child welfare worker will be able to define family engagement and explain the value of using engagement skills throughout the life of a case.

Learning Objective 1e: The child welfare worker will be able to assess his/her areas of strength in the key areas of engagement and develop a plan to improve his/her practice in three of the key areas.

Topic 2 – Family Engagement Fundamentals

Competency #2: The child welfare worker will be able to demonstrate methods of family engagement by utilizing engagement strategies and interpersonal helping skills.

Learning Objective 2a: The child welfare worker will be able to identify benefits of family engagement and be able to discuss how family engagement can influence positive case outcomes.

Learning Objective 2b: Using a current case example, the child welfare worker will be able to strategize the best approach to engaging a family given their unique situation

Topic 3 – Gender Roles and Parenting

Competency #3: The child welfare worker will be able to interpret the role of culture and socialization on male parenting practices.

Learning Objective 3a: After discussion, the child welfare worker will be able to identify society's impact on perceived gender roles in parenting while participating in a group activity.

Learning Objective 3b: By participating in a self-assessment activity, the child welfare worker will be able to identify personal beliefs that may impact working with fathers.

Topic 4 – The importance of Fathers, Who are the Fathers?, Legal Definitions, Confidentiality, & Father's Rights

Competency #4: The child welfare worker will be able to provide case management for families/fathers within the legal boundaries provided by state law and policies.

Learning Objective 4a: The child welfare worker will be able to list 5 reasons why fathers are important in children's lives.

Learning Objective 4b: The child welfare worker will be able to explain the legal definitions for fathers.

Learning Objective 4c: Given a case scenario, the child welfare worker will be able to assess the appropriate approach to involve fathers in specific situations.

Topic 5 – Challenges to Family/Father Engagement

Competency #5: The child welfare worker can identify familial and systemic factors that make engagement challenging.

Learning Objective 5a: The child welfare worker will be able to come up with possible solutions to 3 family and 3 agency challenges to family/father engagement.

Learning Objective 5b: The child welfare worker will assess the degree to which their agency and their professional practice provides 'father friendly' services.

Learning Objective 5c: The child welfare worker will identify at least one thing they can do to improve father engagement on a macro (organizational) and micro (case management) practice level.

Topic 6 – Working with Incarcerated Parents

Competency #6: The child welfare worker will be able to assess how parent incarceration impacts their role in working with children and families.

Learning Objective 6a: The child welfare worker can describe the impact of incarceration on the incarcerated parent, children and families, and communities;

Learning Objective 6b: The child welfare worker can specify potential positive outcomes when the incarcerated parent maintains contact with their children.

Learning Objective 6c: The child welfare worker can list common challenges encountered by the incarcerated parent and his/her family, which can impact child welfare outcomes, and develop a plan to address two of the challenges.

Learning Objective 6d: The child welfare worker can identify strategies for engaging incarcerated parents.

Topic 7 – Engaging Fathers

Competency #7: The child welfare worker is able to demonstrate different techniques of engagement based on case specific situations.

Learning Objective 7a: Using a case scenario, the child welfare worker will be able to effect a solution (in writing) to engaging the father around the identified issue in the scenario.

Learning Objective 7b: During a role play using child welfare case scenarios and tips for engaging fathers, the child welfare worker will demonstrate the

ability to make empathic responses through the use of reflective statements to family members expressing emotions of anger, sadness, and ambivalence.

Topic 8 - What is Success?

Competency #8 - The child welfare worker will be able to actively listen to families and will have increased understanding as the importance of inviting both fathers and mothers participation in decision making during each stage of the case work process with the goal of helping parents increase their parental capacities keep their children safe.

Learning Objective 8a: The child welfare worker will be able to keep engagement at the forefront throughout the life of the case and provide information and resources to fathers/families to increase parenting skills.

Learning Objective 8b: Given a case scenario, the child welfare worker will be able to assess family progress toward successful outcomes, the child's safety, permanency, and well-being, and readiness for case closure.

Searching for Heroes:
Engaging Families and Non-Resident Fathers



Developed by:
The Nevada Partnership for Training
University of Nevada, Reno
School of Social Work
August 2011

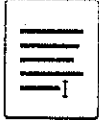





Searching for Heroes: Engaging Families with an Emphasis on Non-Resident Father Engagement

An Overview of the Curriculum

Rationale	<p>Fathers play a critical role in the development and growth of their children. Far too frequently, however, fathers are a missing piece in a child's life. The critical importance of a father's involvement with his children is supported by research and is a current focus of the child welfare system.</p> <p>While many of the issues facing fathers as they try to be good parents are the same as those facing mothers, how fathers perceive and react to these issues is usually different and is often grounded in cultural views of manhood and fatherhood. In addition, the abuse of a child raises unique feelings and reactions in a father. Whether the father is the perpetrator or not, the abuse of a child can be a direct affront to how a father views himself as a man and a father. How well a case manager understands these reactions and how effectively the case manager can address them will make a major difference when trying to help an abusing father become a protecting one, or when engaging a father as an ally in addressing the dynamics that led to the child's maltreatment.</p>
Training Goals	<p>As a result of this training, participants will:</p> <ul style="list-style-type: none"> • Increase their knowledge about issues unique to working with fathers in child welfare. • Make every effort to identify, locate, and engage the father of each child on their caseload. • Involve fathers to the greatest extent possible in the case planning and service provision process. • Work successfully with fathers in a wide range of family situations and structures.
Course Description	<p>This course focuses on the importance of fathers in children's lives, the current research related to father involvement, and how this information can be applied throughout the child welfare continuum of services. The course includes strategies for identifying, locating, and engaging fathers in the casework process. Additionally, this course is designed to equip social services case managers and supervisors to work successfully with fathers in a wide range of family situations and structures. The training addresses the following 8 competencies.</p>
Competencies	<p>Competency #1: The child welfare worker will recognize the importance of incorporating family engagement skills, and the need to involve fathers in the child welfare process.</p> <p>Competency #2: The child welfare worker will be able to demonstrate</p>

	<p>methods of family engagement by utilizing engagement strategies and interpersonal helping skills.</p> <p>Competency #3: The child welfare worker will be able to provide case management for families/fathers within the legal boundaries provided by state law and policies.</p> <p>Competency #4: The child welfare worker will be able to interpret the role of culture and socialization on male parenting practices.</p> <p>Competency #5: The child welfare worker is able to demonstrate different strategies to engage fathers in case specific situations.</p> <p>Competency #6: The child welfare worker can identify familial and systemic factors that challenge engagement.</p> <p>Competency #7: The child welfare worker will be able to assess how parent incarceration impacts their role in working with children and families.</p> <p>Competency #8: The child welfare worker will be able to maintain optimism and consistently work toward family, and especially father, engagement despite challenges.</p>
Evaluation	<p>This training will be evaluated through the use of pre and post-tests administered to the participants immediately before and after the training program. The tests consist of 15 multiple choice questions reflecting training objectives. The pre-test is a measure of the knowledge that participants bring to the training. The post-test is a measure of participants' knowledge after training. The analysis of the pre-and post-test comparisons indicates learning that occurred through training. Participants also use the Nevada Training Partnership (NTP) Training Evaluation form to provide feedback on the training program. The form is provided to participants at the conclusion of the training, collected, and recorded by the NTP administrative assistant.</p>
Target Audience	Public Child Welfare Professionals
Expectations of the Trainer	<p>Trainers of this curriculum should have a strong knowledge base in working with fathers, particularly absentee fathers, and engaging them into their child's life. Trainers should also have experience in providing child welfare services and strong knowledge of the child welfare process in Nevada. This experience may include case management and/or clinical services with families involved in the child welfare system.</p>
Child and Family Service Review (CFSR) Issues	<p>Nevada's 2007 Child and Family Service Review Final Report noted several areas for improving work with children and families. The indicators (i.e. items) listed under each outcome are included in the assessment of the state's achievement of that outcome. Each of these indicators applies to work with families and fathers.</p> <p>Safety Outcome 2</p> <p>Permanency Outcome 1</p> <p>Well-Being Outcome 1</p>
Length of Workshop	<p>This is a 2 day workshop. The training hours are from 8:30 a.m. to 4:30 p.m. - 12 hours of continuing education credit will be awarded for successful completion of the workshop. This workshop can be presented in one classroom</p>

	(Track A only) or it can be adapted to flow more like a conference format (Track A and Track B concurrently). In the conference format, the co-trainers are present for the 30 minute opening and closing sessions. Each section is designed so it can be presented by one trainer as a 1 1/2 hour workshop. Ideally, multiple (or at least 2) classrooms on the same floor can be utilized to enhance the workshop/ conference atmosphere of the training. Each participant will attend all the sessions.			
Suggested Rotation	Track A Day 1		Track B Day 1	
	8:30-9:00	Welcome and Pre-Test	8:30-9:00	Welcome and Pre-Test
	9:00-10:30	Topic 1 - Why are we Talking about Family Engagement?	9:00-10:30	Topic 1 - Why are we Talking about Family Engagement?
	10:30-10:45	Break	10:30-10:45	Break
	10:45-12:15	Topic 2 – The Heart of Child Welfare Work – Family Engagement	10:45-12:15	Topic 3 - Who are the Fathers? Laws, Confidentiality and Rights
	12:15 - 1:15	Lunch	12:15 - 1:15	Lunch
	1:15 - 2:45	Topic 3 - Who are the Fathers? Laws, Confidentiality and Rights	1:15 - 2:45	Topic 2 - The Heart of Child Welfare Work – Family Engagement
	2:45 - 3:00	Break	2:45 - 3:00	Break
	3:00 - 4:30	Topic 4 - Gender Roles and Parenting	3:00 - 4:30	Topic 5 – Strategies for Engaging Fathers
	Day 2		Day 2	
	8:30-10:00	Topic 5 – Strategies for Engaging Fathers	8:30-10:00	Topic 4 - Gender Roles and Parenting
	10:00-10:15	Break	10:00-10:15	Break
	10:15-11:45	Topic 6 – Engagement Challenges and Solutions	10:15-11:45	Topic 7 - Working with Incarcerated Parents
	11:45-12:45	Lunch	11:45-12:45	Lunch
	12:45 -2:15	Topic 7 - Working with Incarcerated Parents		Topic 6 – Engagement Challenges and Solutions
	2:15 -2:30	Break	2:15 -2:30	Break
	2:30 -4:00	Topic 8 - What is Success?	2:30 -4:00	Topic 8 - What is Success?
	4:00-4:30	Closing, and Post-Test	4:00-4:30	Closing, and Post-Test

Icon Key	 Handout  Flipchart  Video  Trainer Note  Activity  Group Discussion
Materials	<p><u>All Sections</u> Markers Flipchart Stands and Pads Masking Tape PowerPoint Presentations</p> <p><u>Section 1</u> Name tents or badges Pre Test Evaluations 4" x 6" Sticky Notes or Sticky wall</p> <p><u>Section 2</u> 4 - Black Poster Board 20X24 6 - Cardstock signs (2 Secrets, 2 No Trust, 1 Them, 1 Us) Mini candy bars or treats</p> <p><u>Section 3</u> CPS clickers loaded with the 12 quiz questions Blue, Yellow, and Orange Highlighters 4" x 6" Sticky notes or Sticky wall</p> <p><u>Section 4</u> Index cards</p> <p><u>Section 5</u> Paper</p> <p><u>Section 6</u></p> <p><u>Section 7</u></p> <p><u>Section 8</u> Post Test Evaluations Satisfaction Survey CEU Certificates</p>
Opening Session	
Time	30 minutes
Introduction	

I think a hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles. They are the real heroes, and so are the families and friends who have stood by them.

--Christopher Reeve



The Hero theme is used throughout the training as a pop culture parallel. The concept is to help participants view heroes as humans with flaws who, in a certain circumstance, react in a way that is different...special. We can challenge the participants to be "heroes" by being willing to look past the expectation they might have of a family or a father based on their past experiences or their own ideas of what a father should do or be and instead put forth the additional effort needed to expect something different of them or to see value in the small steps they make. Rather, like a hero, to react in a way that is different...special at that moment. Further, we would like to make the point that children want and need heroes and want and need to see hero-like traits in their parents. As workers, we can help parents, and especially fathers, take advantage of opportunities to react in ways that are different...special. Perhaps a father cannot and will not for whatever reason take on the full responsibility of parenting as might be the ideal but perhaps we can encourage him to make the visit, attend the hearing, attend the meeting, spend an important hour with their child....all acts of a hero.

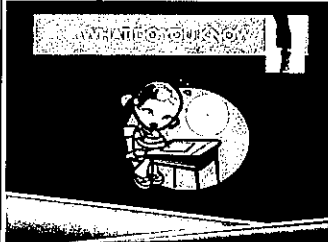


FAMILY
ENGAGEMENT WITH
AN EMPHASIS ON
NON-RESIDENT
FATHER
ENGAGEMENT

Nevada Partnership for
Training
University of Nevada, Reno
August 2011

Welcome participants as they enter the room. If the workshop is presented in a conference-like setting, a short bio of each trainer can be included in the handout booklet. In the conference format, name badges should be prepared for the participants to wear throughout the day.

Activity



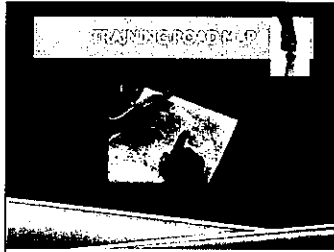
What Do You Know?

Time: 10 minutes

Materials: CPS Clickers

Instructions:

Explain that it's now time for a pre-test. This will be an opportunity for participants to demonstrate what they know about the topics we will be exploring today. Some of the information will be familiar to them...some of it won't. Encourage participants to do their best not to worry if they don't know all the answers...that's why we are here. They will be exposed to all of the information covered in this pre-test today. At the end of the second day, participants will take a post-test, which should demonstrate that they have been able to fill in the knowledge gaps between the pre-test and the post-test. Use the classroom performance system for the pre and post tests.



Training Road Map

Explain:

- The format of the training and how the 2 day are arranged
- Expected time of breaks and lunch
- Sign in sheets
- Post Test & Evaluation
- Confidentiality
- Respect for all participants' values and beliefs
- Respect for others in the training i.e. texting, hand raising
- CEU's



Nice to Meet You!

Time: 5 minutes

Materials: Giant sticky notes

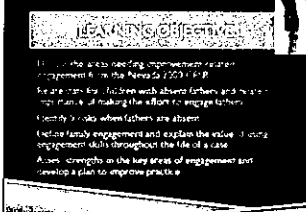
Instructions:


Ask participants to introduce themselves to their neighbors. Then ask them to write the name of their favorite superhero and "why" on a giant sticky note and post on the wall. This information will be used later in the training.



Section 1

Why Are We Talking About Family Engagement?

Competency #1	The child welfare worker will recognize the importance of incorporating family engagement skills, and the need to involve fathers in the child welfare process.
Time	1 hour 30 minutes
Introduction	
 <p>LEARNING Objectives</p> <ul style="list-style-type: none"> Identify the areas needing improvement in family engagement in the Nevada CSFR. Identify the major negative consequences and risks of not involving fathers and how to address them. Identify the key areas of engagement. Identify family engagement and explain the value of using engagement skills throughout the life of a case. Assess strengths in the key areas of engagement and develop a plan to improve practice. 	<p>Learning Objectives</p> <ul style="list-style-type: none"> The child welfare worker will be able to discuss the areas needing improvement that are related to family engagement as the result of the 2009 Nevada CSFR; The child welfare worker will be able to define family engagement and explain the value of using engagement skills throughout the life of a case. The child welfare worker will be able to assess his/her areas of strength in the key areas of engagement and develop a plan to improve his/her practice in three of the key areas. The child welfare worker can relate the statistics regarding children whose fathers are not involved in their lives to the importance of making the effort to engage fathers in their cases. The child welfare worker will be able to identify the major negative consequences and risks when fathers are not involved in children's lives, and will assess the prevalence of these factors for children on their case load.
Nevada CSFR and PIP 2009	



Well-Being Outcome 1: Families have enhanced capacity to provide for children's needs

 Item 17: Needs/services of child, parents, and foster parents ANI 63%

 Item 18: Child/family involvement in case planning ANI 56%

 Item 20: Caseworker visits with parents ANI 56%



Where it all Began...Nevada CFSR and PIP
Handout: Child and Family Services Review (Page 5)

Let's take a look at the findings from the onsite review. Overall, they demonstrate the need for Nevada to increase efforts to engage families, youth, caregivers and providers in the case planning and decision making process.

Well-Being Outcome 1: Families have enhanced capacity to provide for children's needs

- **Item 17. Needs/services of child, parents, and foster parents**
 - Area Needing Improvement (ANI) in 39 of 62 total cases (63%)
 - Strength in 23 of the 62 cases (37%)
 - Summary of findings as follows
 - There was an inadequate assessment of children's needs (19 cases).
 - There was an inadequate assessment of mothers' needs (12 cases).
 - There was an inadequate assessment of fathers' needs (14 cases).
 - There was an inadequate assessment of foster parents' needs (11 cases).
 - The agency did not provide appropriate services to address children's needs (18 cases).
 - The agency did not provide appropriate services to address mothers' needs (18 cases).
 - The agency did not provide appropriate services to address fathers' needs (15 cases).
 - The agency did not provide appropriate services to address foster parents' needs (11 cases).

- **Item 18. Child/family involvement in case planning**
 - Area Needing Improvement in 32 of the 57 cases – 56%
 - Strength in 18 of the 35 applicable foster care cases (51%) and 7 of the 22 in-home services cases (32%) or 44% overall.

- **Item 20. Caseworker visits with parents ANI 44%**
 - Area Needing Improvement in 28 of the 50 cases - 56%
 - Strength in 14 of the 28 applicable foster care cases (50%) and in 8 of the 22 in-home services cases (36%).
 - Summary of findings as follows
 - Visits with the mother were not of sufficient frequency (18 cases)
 - Visits with the mother were not of sufficient quality (13 cases).
 - Visits with the father were not of sufficient frequency (18 cases)
 - Visits with the father were not of sufficient quality (7 cases).

(Executive Summary Final Report Nevada Child and Family Services Review, 2010)



Although there are a number of local engagement strategies that have been implemented on a limited basis or piloted across the state, the results are not consistent. The child welfare leaders of Nevada recognize the foundation for improving engagement is a culture that respects the rights of children and caregivers and values the family unit recognizing that the family is the best source

for resolving the child protection concerns.

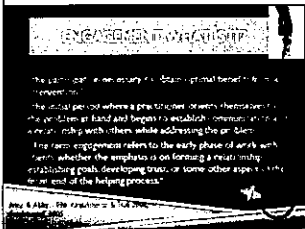
A common concern among the three local workgroups was the “punitive” approaches taken with families involved in the child welfare system. Extensive discussions regarding Nevada’s practices revealed a significant gap between leadership’s desired practice philosophy and actual field level case work practice. Local workgroups expressed the strong support for a system wide culture change which would focus on building positive and supportive relationships with children, youth and families.

There are several areas of engagement and involvement in case planning that Nevada could focus improvement efforts on, but the consensus was to focus on engaging parents, with a focus on noncustodial fathers in a meaningful assessment and case planning process. This strategy will focus on caseworkers and supervisors enhancing their knowledge and skills for engaging parents in team meetings, including the development of engagement guidelines.

Nevada has included in this strategy an emphasis on providing caseworkers and supervisors with training and support in the application of the child and parent contact standards to enhance the level of caseworker engagement with parents. Improving the quality of caseworker visits is viewed as a critical step to improving timely permanency for children.

The State does not make concerted efforts to involve fathers in case planning, visitation, or permanency planning.

Introduction to Concept of Engagement



Engagement: What is it?

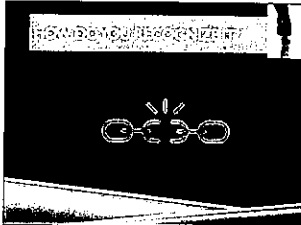
- Many have attempted to define the concept. Here are a few:
- “the participation necessary to obtain optimal benefits from an intervention” (Prinz & Miller, 1996)
 - “the initial period where a practitioner orients themselves to the problem at hand and begins to establish communication and a relationship with others while addressing the problem” (Kirst-Ashman & Hull, 2006)
 - “The term *engagement* refers to the early phase of work with clients, whether the emphasis is on forming a relationship, establishing goals, developing trust, or some other aspect of the front end of the helping process.” (Yatchmenoff, 2005)

Discussion

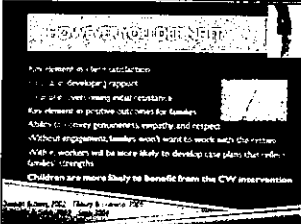
How Do You Recognize It?

Time: 5 minutes

While it might be hard to define, you probably know it when you get there. Solicit



from the participants a few case examples of when they knew for sure they had achieved “engagement” with a client. How did they think it felt to the client? How did it feel to them?



However You Define It

However it is defined, engagement is an essential action in developing a professional helping relationship with any client and a primary aspect of serving families involved in the child welfare system.

Engagement involves a professional’s overall demeanor and ability to convey:

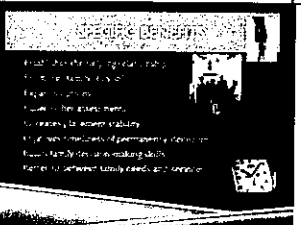
- Empathy
- Respect
- Genuineness

The engagement of families in the child welfare process has been found to be a key element in client satisfaction, as well as positive outcomes for families (Dawson & Berry, 2002; Johnson, 1988; Tillbury & Osmond, 2006). The child welfare system is reliant on engagement, for, without it, there is little likelihood that families will want to work with the system.

By joining with and engaging families, workers will be more likely to develop case plans that reflect families’ strengths (DePanfilis & Salus, 2003).

Successful engagement is crucial in developing rapport with families in the child welfare system and overcoming initial resistance. Engagement is founded on open and honest communication in a manner that supports disclosure of culture, family dynamics, and personal experiences in order to meet family needs. Engagement goes beyond simple involvement by “motivating and empowering families to recognize their own needs, strengths, and resources and to take an active role in working toward change” (Steib, 2004).

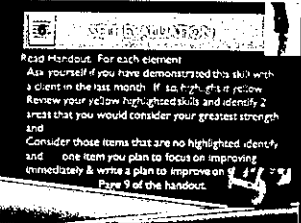
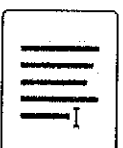
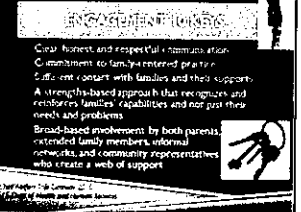
Children and families are more likely to benefit from a child welfare intervention when a caseworker engages them appropriately.

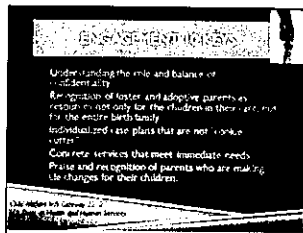


Specific Benefits

There are some very specific benefits to workers that make engagement worth the time and effort. Ultimately these benefits work to the good of children in care and that’s what it is all about.

- ▶ Establishes the helping relationship
- ▶ Promotes family “buy-in”
- ▶ Expands options

	<ul style="list-style-type: none"> ▶ Fuller/richer assessments ▶ Increases placement stability ▶ Improves timeliness of permanency decisions ▶ Builds family decision-making skills ▶ Better fit between family needs and services (not a cookie cutter case plan)
<p style="text-align: center;">Activity</p>  	<p>Self-Evaluation Handout: 10 Key Elements to Engagement (Page 6)</p> <p>Time: 10 minutes Materials: Handout</p> <ul style="list-style-type: none"> ▶ Read Handout. For each element... <ol style="list-style-type: none"> 1. Ask yourself if you have demonstrated this skill with a client in the last month. If so, highlight yellow. 2. Review your yellow highlighted skills and identify 2 areas that you would consider your greatest strength and [REDACTED]. 3. Consider those items that are not highlighted, identify and ★ one item you plan to focus on improving immediately & write down a plan to improve.
	<p>Engagement: 10 Keys</p> <p>Review the 10 keys to engagement. For each key ask participants for examples of strengths they have in each area, and plans to improve each area</p> <ol style="list-style-type: none"> 1) Clear, honest, and respectful communication with families, which helps set a foundation for building trust 2) Commitment to family-centered practice and its underlying philosophy and values 3) Sufficient frequency and length of contact with families and their identified formal and informal supports 4) A strengths-based approach that recognizes and reinforces families' capabilities and not just their needs and problems upon goals and plans reflecting both the caseworker's professional training and the family's knowledge of their own situation 5) Broad-based involvement by both parents, extended family members, informal networks, and community representatives who create a web of support that promotes safety, increases permanency options, and provides links to needed services

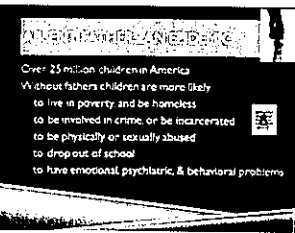


Engagement: 10 Keys (slide 2)

- 6) Understanding of the role of confidentiality and how to involve partners in case planning in a manner which is respectful of the family, but which also enables partners to plan realistically to protect the child and work toward permanency
- 7) Recognition of foster and adoptive parents as resources not only for the children in their care, but for the entire birth family
- 8) Individualized service plans that go beyond traditional preset service packages (e.g., parenting classes and counseling) and respond to both parents' identified needs, specific circumstances, and available supports
- 9) Concrete services that meet immediate needs for food, housing, child care, transportation, and other costs, and help communicate to families a sincere desire to help
- 10) Praise and recognition of parents who are making life changes that result in safe and permanent living situations for their children (including reunification, adoption, kinship placement, or guardianship).

(Child Welfare Info Gateway 2010, U.S. Dept. of Health and Human Services)

The Emphasis on Fathers

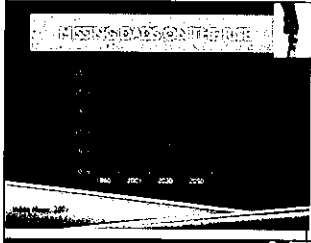


Absent Fathers: An Epidemic

Handout: The Impact of Father Absence (Page 8)

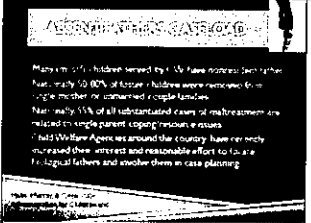
- ▶ Over 25 million children in America
- ▶ Without fathers children are more likely...
 - ▶ to live in poverty, and be homeless
 - ▶ to be involved in crime, or be an incarcerated
 - ▶ to be physically or sexually abused
 - ▶ to drop out of school
 - ▶ to have emotional, psychiatric, & behavioral problems

At this point, state that the statistics we are presenting are generalized national statistics and do not represent every child being raised without a father. There are compounding factors involved which change outcomes, in fact it is some of these compounding factors that we will discuss as opportunities to improve outcomes for children later in the training.



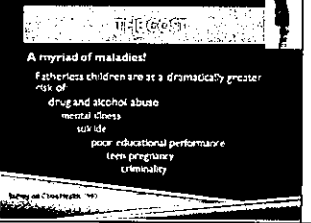
Missing Dads on the Rise

In 1960 less than 10 million children in the United States lived without their fathers; in 2001 there were more than 25 million children living without their father with estimates that up to 60% of children born in the 1990s spent a significant amount of their childhood without a father (White House, 2001).



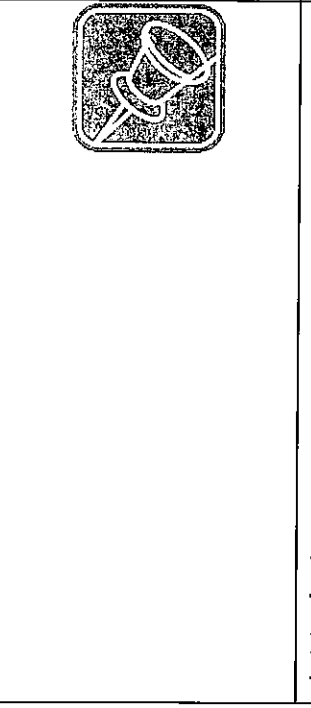
Absent Fathers: Caseload

Child welfare agencies have recently increased their interest and reasonable efforts in the tasks of locating biological fathers and involving them in case planning. Many, if not most, of the children served by child welfare agencies have nonresident fathers. Adoption and Foster Care Analysis and Reporting System (AFCARS) 2002 data on foster children reveal that a majority—between 50 percent and 80 percent—of the foster children in each state were removed from single-mother or unmarried couple families (Malm, Murray, & Geen, 2006). Federal statistics on child abuse indicate that 55% of all substantiated cases of maltreatment are related to single parent coping/resource issues (Administration for Children and Families, 1997).



The Cost

A myriad of maladies. Fatherless children are at a dramatically greater risk of drug and alcohol abuse, mental illness, suicide, poor educational performance, teen pregnancy, and criminality. (Survey on Child Health, 1993).



More Statistics

Drug and Alcohol Abuse
75% of all adolescent patients in chemical abuse centers come from fatherless homes (Rainbows for all God`s Children.)

Mental Illness
85% of all children that exhibit behavioral disorders come from fatherless homes (Center for Disease Control)

Suicide
63% of youth suicides are from fatherless homes (U.S. D.H.H.S., Bureau of the Census)

Poor Education Performance
71% of all high school dropouts come from fatherless homes (National Principals Association Report on the State of High Schools.)

Teen Pregnancy
In a study of 700 adolescents, researchers found that "compared to families with two natural parents living in the home, adolescents from single-parent families

have been found to engage in greater and earlier sexual activity." (Metzler, 1994)

Criminality

90% of all homeless and runaway children are from fatherless homes

80% of rapists motivated with displaced anger come from fatherless homes (Criminal Justice & Behavior, 1978)

70% of juveniles in state-operated institutions come from fatherless homes (U.S. Dept. of Justice, 1988)

85% of all youths sitting in prisons grew up in a fatherless home (Fulton Co. Georgia jail populations, Texas Dept. of Corrections 1992)

Child Support

Information from multiple sources show that only 10% of all noncustodial fathers fit the "deadbeat dad" category: 90% of the fathers with joint custody paid the support due. Fathers with visitation rights pay 79.1%; and 44.5% of those with NO visitation rights still financially support their children. (Census Bureau)

Summary

Goals of this workshop

This workshop strives to increase our engagement with all family members, and emphasizes increasing our confidence, competence, and perseverance in working with fathers. We have combed through the literature to bring you best practice approaches to working with fathers. We also invite you to share your success, ideas, and success along the way so that we can all learn from each other experiences.

We are hoping to renew, refresh, and inspire your practice. We hope you leave with new ideas and fresh energy to continue your work with families. We want to recognize the "heroic" work you do, and encourage you to encourage and recognize those "hero moments" in the families and fathers you serve.

Ultimately we are striving to improve the lives of children and families, when this happens we will see improved results on the Child and Family Service Reviews which will help to maintain federal funding sources.

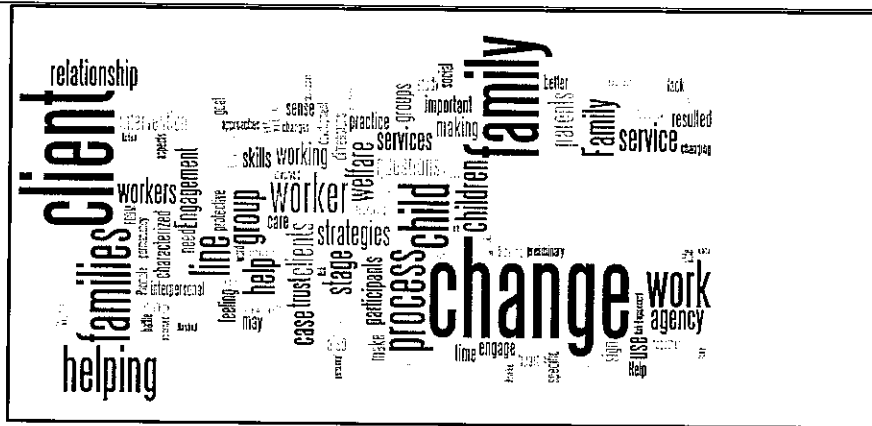
We Honor You

We realize that there have been many recent system changes that have required ongoing training. We want to recognize your efforts in being adaptive and flexible in the pursuit of best practice. We understand that often in child welfare it feels like as soon as you figure out the latest policies and procedures, the system changes again.

You have a demanding schedule. It is difficult to be away from your office and caseload, you have documentation and families awaiting your attention. Your


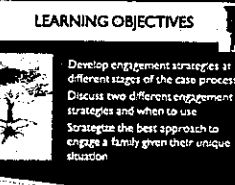

	<p>time is valuable and we aim to make the most of your time here.</p>
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You have one of the most difficult, most important, and most influential jobs in society. Every day you impact the lives of the people whom you serve and contribute to the well-being of society. Thank You.



Section 2

The Heart of Child Welfare Work: Family Engagement

Competency #2	The child welfare worker will be able to demonstrate methods of family engagement by utilizing engagement strategies and interpersonal helping skills.
Time	1.5 hours
Introduction	
 <p>THE HEART OF CHILD WELFARE WORK FAMILY ENGAGEMENT</p>	<p>Welcome</p>
 <p>LEARNING OBJECTIVES</p> <p>Develop engagement strategies at different stages of the case process Discuss two different engagement strategies and when to use them Strategize the best approach to engage a family given their unique situation</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • The child welfare worker will be able to develop engagement strategies at different stages of the case process • Discuss two different engagement strategies and when to use them • The child welfare worker will be able to strategize the best approach to engaging a family given their unique situation.
Recognizing "Anti-Engagement" Practices	
 <p>CREATING THE "WE" IN CHILD WELFARE</p> <p>Us Them</p>	<p>Creating the "We" in Child Welfare</p> <p>Use this slide to introduce the following activity</p> <p>True Family Engagement Means Destroying the "Us Against Them" & Becoming "We." Sometimes we may unintentionally demonstrate behaviors or use language that may increase the barriers to engagement.</p>
Activity	<p>Time: 5 minutes</p> <p>Materials: 4 - 20"X24" poster boards - black</p>

- 2 signs on card stock with the word: SECRETS
- 2 signs on card stock with the words: NO TRUST
- 1 sign on card stock with the word: THEM
- 1 sign on card stock with the word: US

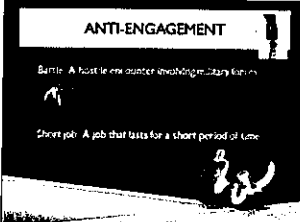
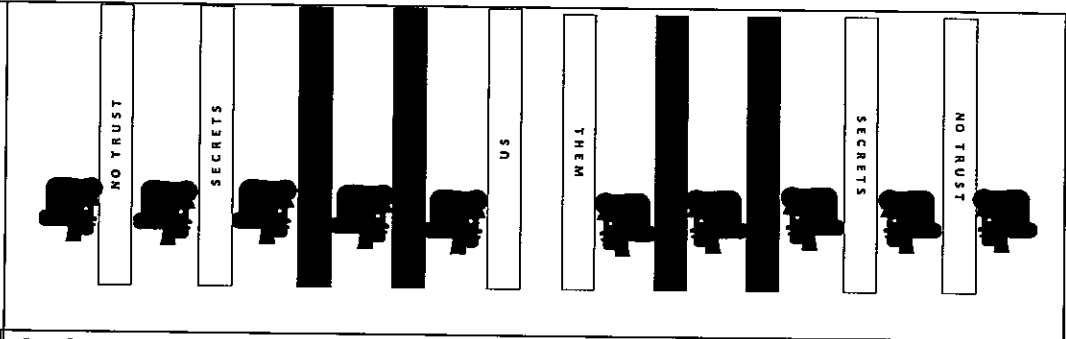
Trainer will separate the participants into two groups and have them form a single file line facing each other. The second person in each line will hold up a black poster board (20X24 or larger). Then, the trainer will ask the participants standing in line to imagine that the poster represents an extremely bold and thick line between the two groups. Imagine that the line separates the groups both physically and emotionally.

"You are unable to fully engage each other in conversation and are unable to work together on a project because of the line. This line separates you all into two groups. One group is "us." The other group is "them." The trainer will hand the first person in each line a sign that says **THEM** or **US**. Ask them to hold their sign up high.

Imagine that this line becomes thicker and thicker until you are completely cut off from each other. At this time, give the third person in each line a black poster board to symbolize that the line is getting thicker. We rationalize and imagine all sorts of things about the other side of the line. Some things are true, others are not. (Ask each group to give a couple examples of what they might be imagining about the other group).

One of the most important parts of being in our group is keeping our secrets. At this time, the trainer will hand the fourth person in each group a sign that says **SECRET** and ask them to hold it up high. We learn from our respective side not to trust or communicate with the other side. Everything becomes a battle line. To trust the other side is to jeopardize our position in the battle. Finally hand the fifth person in each group a sign that says **NO TRUST** and ask them to hold it up high. Ask participants how this feels.

Continue the discussion by stating "We perpetuate this **"us against them"** mentality in many ways every day; from comments that we make, our body language, our biases and the way we manage our "social worker" authority. Many times it can be something very unconscious on our part, and yet it appears to the other "side" that we are deliberately making the situation worse. We call this "Anti-Engagement." Let's look at ways we can make that line disappear. Thank the participants for being part of the discussion and allow them to take their seats.

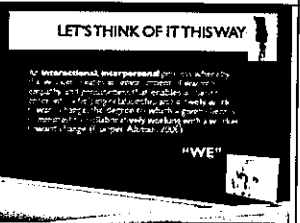


Anti-Engagement

If you look up the word engagement in the dictionary, a couple of the definitions include:

- **“Battle”**: A hostile encounter involving military forces. For far too long, this is how families and social workers have viewed each other: as hostile invaders, unworthy of our trust. We perpetuate this “us against them” mentality in many ways every day. From comments that we make, to associations that we have, to how we treat the other side.
- **“Short job”**: A job that lasts for a short period of time, especially one for an entertainer in a club or theater (I.e.: a week-long **engagement** in Reno/Las Vegas)

While our goal is to help families achieve permanency in a “timely fashion” We must never look at the job of engagement as something we do with a family for a short time, but have the attitude that supports making a commitment to ongoing engagement with families through each stage of the case work process. True family engagement should not be a battle, but seek to eliminate the Us vs. Them attitudes and feelings.



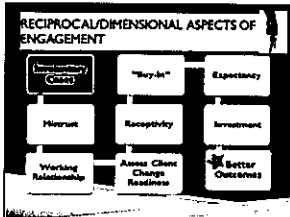
Let's Think of it This Way

The trainer should read the definitions on the PowerPoint and encourage workers by stating the following:

If social workers and professionals include families in all discussions, these battle lines are not drawn and don't have to be destroyed. The “us” against “them” mentality can more easily become “we” can do it together. We learn to trust each other and learn how to work together. Let's remember one of the slogans that true family engagement embraces: “Nothing About Us Without Us.”

There is a part of the definition that includes “the degree, to which a given client is committed to collaboratively working with a worker toward change,” **which makes it important to consider where the client is in terms of the change process.**

Reciprocal/Dimensional Aspects of Engagement



Reciprocal/Dimensional Aspects of Engagement

The idea of family engagement contains a component of reciprocity and dimension. Please read the following study in preparation for this piece of the training:

Measuring Client Engagement From the Client's Perspective in Nonvoluntary Child Protective Services
 Diane K. Yatchmenoff
 Portland State University
Research on Social Work Practice 2005 15: 84 DOI: 10.1177/1049731504271605 DOI: 10.1177/1049731504271605
<http://rsw.sagepub.com/content/15/2/84>

Excerpts from the study related to the next several PowerPoint slides e

"This study reports on the development and test of a multidimensional measure of client engagement in child welfare services. Data were collected from 287 respondents. Participants were primary caregivers who had an open case with child protective services at the point of data collection.

The development of the client engagement measure described in this article grew out of several studies conducted in Oregon in the early and mid-1990s that examined intervention approaches to working with families entering the child protective service system on a nonvoluntary basis. Outcome measures revealed little about the critical processes of engaging clients and maintaining their engagement through the service period (C. Shireman, Feyerherm, & Yatchmenoff, 1996), **which caseworkers identified as the most important and challenging part of their work.**

One of these studies provided an opportunity to explore the phenomenon of engagement in detail (J. Shireman et al., 1998) and became the basis for the preliminary development work in this present study. As a first step in defining the construct, a series of discussions was held with caseworkers, supervisors, and other direct service workers to discuss the concept of client engagement and elicit ideas and perceptions about the nature of engagement, its role in the helping process with child welfare clients, and how its presence or absence may be observed in practice. As these discussions proceeded, the central question became: ***How do you know the difference between a client who is just going through the motions and one who is positively involved in a helping process?***

Answers pointed to changes in affect and expression, as well as behaviors that were perceived by workers (e.g., "the client begins to call me to tell me how things are going," "the client starts to ask for services that she/he needs," "the client starts to take responsibility for making changes for the sake of the children,"

“the client takes the initiative in making use of services that are offered”).

This process resulted in clarification and refinement of early dimensions from the literature and the identification of an additional dimension drawn directly from worker and client data. This was a negative dimension that was quite specific to the non-voluntary context. It reflected the expressions on the part of some clients of extreme lack of trust in the intentions of the agency and agency personnel: the sense that there was a hidden agenda and that the client was being lied to or manipulated with an intention to harm. This **antiengagement dimension** was labeled **mistrust** and defined in the negative because it did not represent the lack of a positive feeling but rather the presence of a pervasive negative feeling.

The working definition of engagement that resulted from this preliminary work contained the following five aspects or dimensions of engagement.

- **Mistrust:** the belief that the agency or worker is manipulative, malicious, or capricious, with intent to harm the client.
- **Assess Client Change Readiness:** When we assess the family’s change readiness, it helps us to choose the right tools and strategies in which to motivate the family towards change.
- **Working relationship:** interpersonal relationship with worker characterized by a sense of reciprocity or mutuality and good communication.
- **Receptivity:** openness to receiving help, characterized by recognition of problems or circumstances that resulted in agency intervention and by a perceived need for help.
- **Expectancy:** the perception of benefit; a sense of being helped or the expectation of receiving help through the agency’s involvement; a feeling that things are changing (or will change) for the better.
- **Buy-in** (combining the notion of expected benefit and investment on the part of the client) appears to have the strongest predictive relationship to the behavioral aspects of engagement (clients participation), as measured by the self-report of compliance.
- **Investment:** commitment to the helping process, characterized by active participation in planning or services, goal ownership, and initiative in seeking and using help.

If it can be determined through further studies that actual improvement in families’ capacities to care safely and adequately for their children rests not only in their attendance at parenting classes or drug and alcohol programs but also on the level to which they are positively involved in the helping process, then a stronger case can be made for practice approaches focusing on engagement.”

INVOLUNTARY CASE

Engaging difficult or hard-to-reach clients in a helping process through the child protective service system continues to be one of the major challenges in the public child welfare field.

Measuring Client Engagement from the Client's Perspective in Involuntary Child Protective Services
 Cheryl K. Wickert
 10/2007, 10/2007

Involuntary Case

Engaging difficult or hard-to-reach clients in a helping process through the child protective service system continues to be one of the major challenges in the public child welfare field. Although service outcomes have received the larger share of attention at the policy level in recent years, at the practice level, workers struggle daily with this challenge. A number of promising intervention approaches have emerged in recent years that are aimed at increasing the system's capacity to engage caregivers to ensure their children's safety and well-being.

(Action for Child Protection Practice Models, 2002; Berg & Kelly, 2000; Burford, Pennell, MacLeod, & Campbell, 1996)

We are looking at engagement here as being the reciprocal piece where the client is participating in the process...is more than merely jumping through hoops, but sees the need for change and the benefits for their family.

RECIPROCAL/ DIMENSIONAL PROCESS

MISTRUST

The belief that the agency or worker is manipulative, malicious, or capricious, with intent to harm the client.

This was a negative dimension that was quite specific to the non-voluntary context. It represented the presence of a pervasive negative feeling.

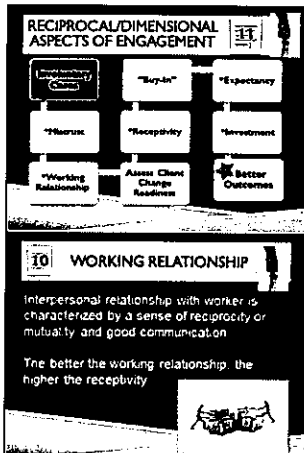
Mistrust

Questions to families in the study encouraged them to talk about how they felt about being involved with the child welfare system, how they felt about the allegations against them, what kind of impact the agency was having on their lives, and so forth. Study interviews in 1998 and 1999 also included a preliminary set of close-ended questions for clients and workers based on the theoretical dimensions that were emerging (J. Shireman et al., 1999; J. Shireman et al., 1998).

This process resulted in clarification and refinement of early dimensions from the literature and the identification of an additional dimension drawn directly from worker and client data. This was a negative dimension that was quite specific to the non-voluntary context. It reflected the expressions on the part of some clients of extreme lack of trust in the intentions of the agency and agency personnel: the sense that there was a hidden agenda and that the client was being lied to or manipulated with an intention to harm.

This anti-engagement dimension was labeled mistrust and defined in the negative because it did not represent the lack of a positive feeling but rather the presence of a pervasive negative feeling. The working definition of engagement that resulted from this preliminary work contained the following five aspects or dimensions of engagement.

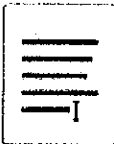
- Mistrust
- Working relationship
- Receptivity
- Expectancy
- Investment



10 WORKING RELATIONSHIP

Interpersonal relationship with worker is characterized by a sense of reciprocity or mutuality and good communication.

The better the working relationship, the higher the receptivity.



Working Relationship

Handout: *Social Work Tools* (p. 10)

Learning to communicate in a professional manner in a variety of contexts with people from a diverse range of backgrounds can be difficult, but it is a fundamental skill without which it is difficult to perform many other social work tasks or, perhaps the social work role at all (Trevithick et al. 2004, p. 1).

Direct participant to the Handout: *Social Work Tools* (Child and Family Social Work 2009, 14, pp 461–470 © 2009 Blackwell Publishing Ltd) and encourage them to keep this in a place for easy reference. We may know a certain tool or strategy, yet forget to apply it at a time when it could be very useful in helping develop a helping relationship.

When we increase our ability to engage with families, it is likely that we will have better case outcomes. If engagement is at the heart of child welfare work, then it would be important for caseworkers to value their ability to engage with families

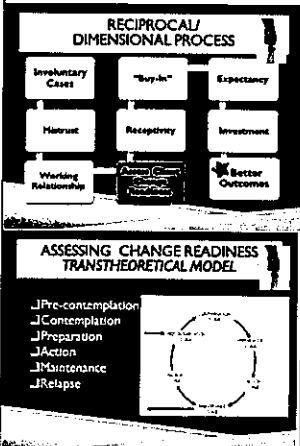
Engagement is really about the worker developing an attitude that promotes family centered; strengths based practice through the use of interpersonal helping skills, and the family's change readiness/commitment to working toward the changes that can keep their children safe.

It is the use of these skills that can decrease mistrust and assist clients move through the change process. When we assess the family's change readiness, it helps us to choose the right tools and strategies in which to motivate the family towards change.

Parents' Service Experiences

The majority of research that has sought biological parents' service experiences is typically from family preservation services (Alpert, 2005; Kapp & Propp, 2002) rather than from child welfare. Gockel et al. (2008) hypothesized that once a child is placed in out-of-home care it becomes more difficult to uphold the values of family centeredness, further isolating parents from participating in service planning and delivery. Relational aspects of the service interventions, such as quality of communication, trust and caring in the caseworker-parent relationship, are purported to be the most effective and meaningful to the parents. Parents described that the ways in which the attitudes, beliefs and behaviors were communicated to them by their caseworker was significant. Programs helpful to parents had staff members who utilized communication patterns that conveyed messages of respect, care and value to the parents; making it easier for them to receive assistance and take the necessary risks to make changes (Gockel et al., 2008). Service providers who had characteristics such as a sense of being

genuine, collaborative, and empathic, and who focused on parents' strengths with respect parent's autonomy were identified as helpful by parents to be engaging and helpful (Gockel et al., 2008). These findings are indicative of the necessity of examining the impact of the service provider-parent relationship as an indicator of case outcome (Alpert, 2005). (Jager, Bozek & Bak)



Assessing Change Readiness -Transtheoretical Model

Briefly review the change model, which was developed by: *Prochaska and DiClemente 1984 Readiness to change (Miller & Rollnick, 1991)*, now extensively used in the addictions field, is currently being adopted for child protective service practice (Administration for Children and Families, 2004) as one way of thinking about engagement.

- ✓ Model developed from 18 psychological, behavioral, and addiction theories
- ✓ Change process is a sequence of stages

Precontemplation - Sees no need to change.

At this stage, the person has not even contemplated having a problem or needing to make a change. This is the stage where denial, minimization, blaming, and resistance are most commonly present. Provide information and feedback to raise the client's awareness of the problem and the possibility of change. Do not give prescriptive advice.

Contemplation - Considers change but also rejects it.

At this stage, there is some awareness that a problem exists. This stage is characterized by ambivalence; the person wants to change, but also does not want to. They will go back and forth between reasons for concern and justification for unconcern. This is the stage where clients feel stuck. Help the client tip the balance in favor of change. Help the client see the benefits of changing and the consequences of not changing.

Determination - Wants to do something about the problem.

At this stage, there is a window of opportunity for change: the person has decided to change and needs realistic and achievable steps to change. Help the client find a change strategy that is realistic, acceptable, accessible, appropriate, and effective.

Action - Takes steps to change.

At this stage, the person engages in specific actions to bring about change. The goal during this stage is to produce change in a particular area or areas. Support and be an advocate for the client. Help accomplish the steps for change.

Maintenance - Maintains goal achievement.

Making the change does not guarantee that the change will be maintained. The challenge during this stage is to sustain the change accomplished by previous

action and to prevent relapse. Maintaining change may often require a different set of skills than making the change. Help the client identify the possibility of relapse. Then, help the client identify and use strategies to prevent relapse.

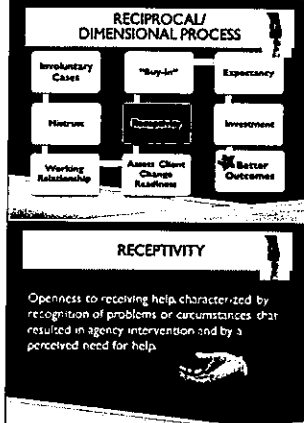
Relapse

Many clients will not immediately sustain new changes they are attempting to make. Clients may go through several cycles of the stages of change to achieve long term changes. Relapse should not be interpreted as failure or abandonment of a commitment to change. With support these experiences can provide information that can facilitate subsequent progression through the stages of change and identify new areas in which treatment and case plans can be enhanced. When parents lapse or relapse, child welfare professional have an especially important role in helping parents to reengage.

Knowing where the family is in terms of the stages of change is important when choosing the types of questions and interviewing technique to further family engagement.

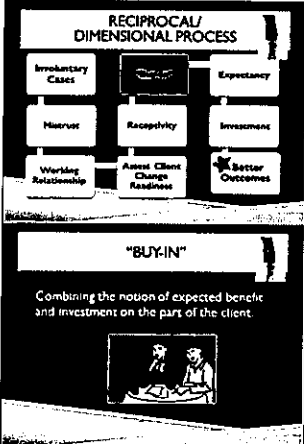
Receptivity

Openness to receiving help, characterized by recognition of problems or circumstances that resulted in agency intervention and by a perceived need for help.



"Buy-In"

Combining the notion of expected benefit and investment on the part of the client.



RECIPROCAL/ DIMENSIONAL PROCESS

Inventory Cases	"Buy-In"	Expectancy
History	Responsibility	Investment
Working Relationship	Assess Client Change Readiness	Better Outcomes

EXPECTANCY

The perception of benefit; a sense of being helped or the expectation of receiving help through the agency's involvement; a feeling that things are changing (or will change) for the better.

Expectancy

The perception of benefit; a sense of being helped or the expectation of receiving help through the agency's involvement; a feeling that things are changing (or will change) for the better.

RECIPROCAL/ DIMENSIONAL PROCESS

Inventory Cases	"Buy-In"	Expectancy
History	Responsibility	Investment
Working Relationship	Assess Client Change Readiness	Better Outcomes

INVESTMENT

Commitment to the helping process, characterized by active participation in planning or services, goal ownership, and initiative in seeking and using help.

Investment

Commitment to the helping process, characterized by active participation in planning or services, goal ownership, and initiative in seeking and using help.

RECIPROCAL/ DIMENSIONAL PROCESS

Inventory Cases	"Buy-In"	Expectancy
History	Responsibility	Investment
Working Relationship	Assess Client Change Readiness	Better Outcomes

BETTER OUTCOMES

If it can be determined that actual improvement in families' capacities to care safely and adequately for their children rests not only in their attendance at parenting classes or drug and alcohol programs but also on the level to which they are positively involved in the helping process, then a stronger case can be made for practice approaches focusing on engagement.

**SAFETY
PERMANENCY
WELL-BEING**

Better Outcomes

If it can be determined that actual improvement in families' capacities to care safely and adequately for their children rests not only in their attendance at parenting classes or drug and alcohol programs but also on the level to which they are positively involved in the helping process, then a stronger case can be made for practice approaches focusing on engagement.

STRATEGIES THAT PROMOTE FAMILY ENGAGEMENT

- Family Group Decision Making (FGDM, CFT's, etc.)
- Motivational Interviewing
- Frequent and substantive caseworker visits
- Honoring culture
- Father involvement
- Interpersonal helping skills

Strategies that Promote Family Engagement

Strategies that Promote Family Engagement

- Family group decision-making (FGDM) (CFT's, FST's)**

FGDM is an effective and increasingly popular case-level strategy for engagement in the United States and around the world. FGDM is an umbrella term for various processes in which families are brought together

with agency personnel and other interested parties to make decisions about and develop plans for the care of their children and needed services. FGDM strategies differ in meeting format, timing in the life of the case, the extent of family preparation, the extent of family privacy time, and other characteristics. The models are known by a variety of names and include:

- Family group conferences
- Family team conferences
- Child and Family Team meetings
- Family Solutions Team meetings

- **Motivational interviewing (MI)**

MI is a directive counseling method for enhancing intrinsic motivation and promoting behavior change by helping families explore and resolve ambivalence. This technique, which relies heavily on listening reflectively and asking directive questions, has shown positive results in working with child welfare populations with substance abuse issues (California Evidence-Based Clearinghouse for Child Welfare).

- **Frequent and substantive caseworker visits** Workers must have frequent and meaningful contact with families in order to engage them in the work that needs to be done to protect children, promote permanency, and ensure child well-being. States where caseworkers have regular and well-focused visits with the child and parent have demonstrated improved permanency and well-being outcomes in the CFSTRs. Frequent visits with parents also are positively associated with better client-worker relationships; better outcomes in discipline and emotional care of children; timely establishment of permanency goals; timely filing for termination of parental rights; and reunification, guardianship, or permanent placement with relatives (Lee & Ayón, 2004; HHS, 2004).

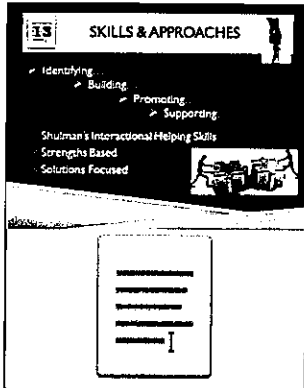
- **Honoring** the culture, racial, ethnic, linguistic, and religious/spiritual backgrounds of children, youth, and families and respect difference of sexual orientation

- **Father involvement**

Father involvement recognizes the importance of fathers to the healthy development of children. Agencies are increasingly reaching out to fathers and working to enhance their positive involvement with their children.

- **Interpersonal Helping Skills**

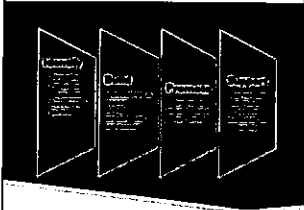
Skillful use of interpersonal helping skills, interviewing techniques, and reflective listening promotes good engagement and relationship build with families.



Skills & Approaches

Handout: Skills and Approaches to Engage Family (Page 13)

Use this slide to introduce the handout then move to the next 5 PowerPoint slides to explain the process, which can be used in each client contact.



Identify, Build, Promote, Support

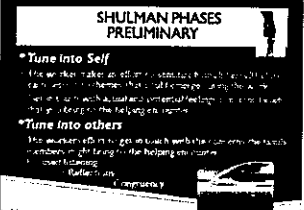
Identify

- Strengths,
- Protective Capacities
- Resilience in parents

Build relationships and rapport through empathy and compassion

Promote families as experts about their family

Support interventions that result in positive outcomes for families



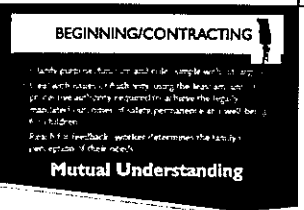
Schulman Phases Preliminary

*** Tune into Self**

- ▶ The worker makes an effort to sensitize himself/herself before each session to themes that could emerge during the work.
- ▶ Get in touch with actual and potential feelings/concerns/beliefs that you bring to the helping encounter

***Tune into others**

- ▶ The workers effort to get in touch with the concerns the family members might bring to the helping encounter
- ▶ Focused listening
- ▶ Reflections
- ▶ Congruency




Beginning/Contracting

- ▶ Clarify purpose, function and role: simple without jargon
- ▶ Deal with issues of Authority: using the least amount of protective authority required to achieve the legally mandated outcomes of safety, permanence and well-being for children.
- ▶ Reach for feedback: worker determines the family's perception of their needs.

MIDDLE/WORKING

This work is based on the issues and concerns identified in the beginning/contracting phase. Includes:

- questioning skills
- communicating information: legal issues, timelines, goals, next steps




Middle/Working

- ▶ This work is based on the issues and concerns identified in the beginning/contracting phase.
- ▶ Questioning/skills
- ▶ Communicating information: legal issues, timelines, goals, next steps

ENDING/TRANSITION

The worker makes connections between the session/working relationship and future work or issues in the life of the family member(s). Be specific. Facilitate family's ability to ask questions or share feelings about their needs. Summarize next steps and timelines. Make sure you have "buy-in".



Ending/Transition

- ▶ The worker makes connections between the session/working relationship and future work or issues in the life of the family member(s).
- ▶ Be specific
- ▶ Facilitate family's ability to ask questions or share feelings about their needs
- ▶ Summarize next steps and timelines
- ▶ Make sure you have "buy-in"

IMPORTANT QUESTIONS

Here are some questions that workers and supervisors can pose to themselves about engagement with the clients with whom they are working:

- Does this client recognize a need for our intervention?
- Does this client believe his or her family will receive help through our intervention?
- Is this client making an effort to benefit from the intervention?
- Are this client and his or her worker able to communicate?
- Does this client have an extreme lack of trust in our intention?
- And most important, if the engagement of this client appears to be low, what might we do to enhance it? (Yatchmenoff, 2005)

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- Does this client have an extreme lack of trust in our intention?
- And most important, if the engagement of this client appears to be low, what might we do to enhance it? (Yatchmenoff, 2005)

KNOWLEDGE TO ACTION

Two Groups: Quick Brainstorming Session
Think of a current case (maybe I could try...)

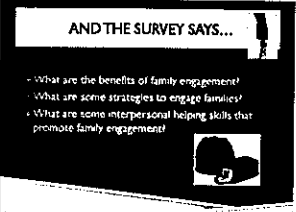
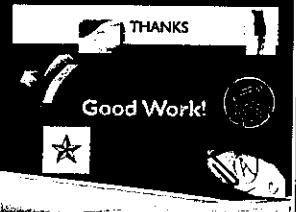
- Record your work on chart paper (10 minutes)
- Share with the other group (10 minutes)

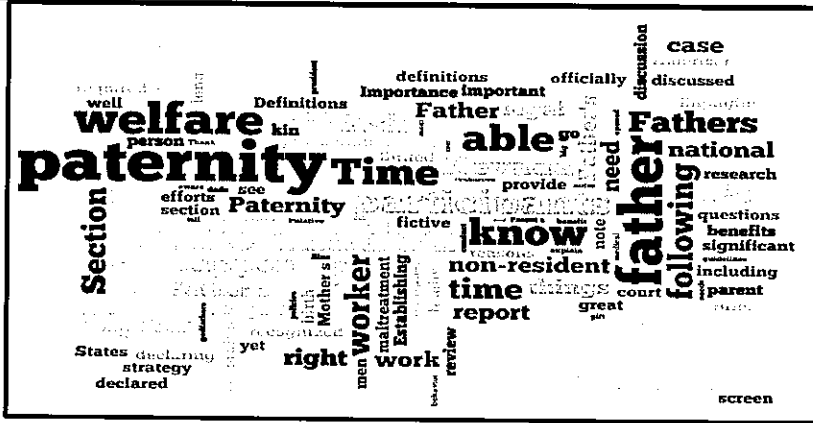


Knowledge to Action

Time: 20 minutes
Material: Chart paper
 Markers
 Mini-candy bars or treats

Quick Brainstorming Activity: Divide participants in to two groups. (The size of the large group may determine that you need more than 2 groups) Each group will think of cases they have that have been challenging and come up with a strategy to increase family engagement. They will select one case from their

	<p>discussion and think of ideas to enhance family engagement. Instruct participants to post their work on chart paper. Encourage both groups to be specific in regards to skills, questions, strategies that they would use to increase family involvement. Allow participants 10 minutes to complete their task, and invite each group to share their work 10 minutes.</p>
<p>Conclusion</p>	
<p>Discussion</p> 	<p>And the Survey Says...</p> <p>Conclude this section with the following questions:</p> <ul style="list-style-type: none"> • What are the benefits of family engagement? • What are some strategies to engage families? • What are some interpersonal helping skills that promote family engagement?
	<p>Thanks</p> <p>Gently toss a mini candy bar to each participant who answers any of the questions.</p>



Section 3

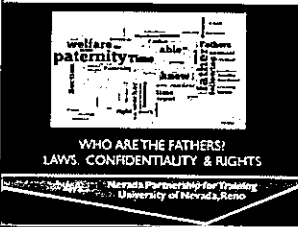
Who Are The Fathers?

Laws, Confidentiality and Rights

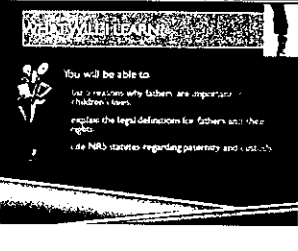
Competency #3	The child welfare worker will be able to provide case management for families/fathers within the legal boundaries provided by state law and policies.
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Time	1.5 hours
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Introduction

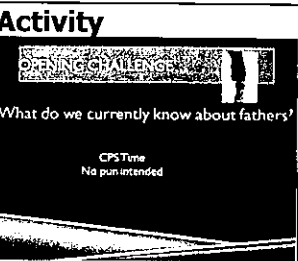


Welcome



- Learning Objectives**
- The child welfare worker will be able to explain the legal definitions for fathers, and NRS statutes that address father's rights.
 - The child welfare worker will be able to describe NRS statues regarding paternity and custody.
 - The child welfare worker will be able to list 5 reasons to establish paternity.

Defining Fathers



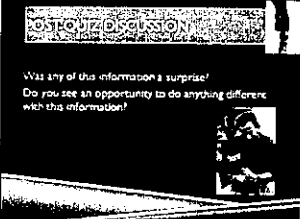
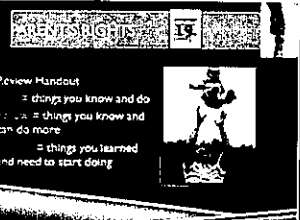

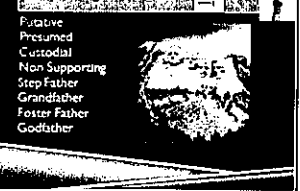
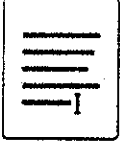
Opening Challenge

Time: 15 minutes
Material: CPS Clickers
 CPS Test Questions

Instructions: Ask participants to take a little "quiz" to see how much they already know about fathers and what there is still yet to learn.

Direct participants to the "clickers" on their tables. Ensure that each participant has a clicker and that their clicker registers on the screen when tested. Switch to the CPS program screen and proceed with the "quiz."

1. A man's name on a child's birth certificate establishes paternity if a voluntary acknowledgment of paternity form has been completed. True
2. According to NRS 128.016, "_____ " means a person who is alleged or reputed to be the father of an illegitimate child. D. Putative Father
3. Which of the following is NOT a presumption of paternity according to NRS 126.051? B. The father says he is the "daddy"
4. Any of the preceding presumptions of paternity can be rebutted if there is a conflict of paternity. True
5. According to NRS 128.012, how long must a parent go "without provision for the child's support and without communication" before the child will be considered abandoned? C. 6 months
6. According to Federal guidelines (think CFSR), caseworkers are required to contact non-residential fathers on any case or report that is opened. True
7. A non-resident father has a right to receive a written notice of the existence of a report of maltreatment for his child(ren)? True Based on NRS 432b.290
8. A non-resident father has the right to know the status of a report of maltreatment including whether it was substantiated or unsubstantiated. True
9. According to the American Humane Association, which of the following is NOT an engagement strategy for non-resident fathers? B. Ask the father if he has been making child support payments. While it is true that we would need to gather this information eventually, it is not the best way to initiate discussion, as many fathers may become defensive if they are not paying child support. This information will be discussed further in *Section 7 Engaging Fathers*.
10. According to the American Humane Association, which of the following is NOT a strategy to promote help-seeking behavior in men? A. Asking them how they feel about the situation. Many men do not respond well to feelings questions based upon how they have been socialized. This information will be referred to in *Section 3 Gender Roles and Parenting* and will be further discussed in *Section 7 Engaging Fathers*.
11. Mother's day was declared a national holiday in the United States after Father's Day was declared a Holiday. On May 9, 1914 President Woodrow Wilson issued a proclamation declaring the first national Mother's Day. False

	<p>12. Who was the president of the United States when Father's Day became officially recognized as a Holiday? D. Richard Nixon. His wife Pat Ryan Nixon, was born In Ely, Nevada. President Calvin Coolidge recommended it as a national holiday in 1924. In 1966, President Lyndon B. Johnson signed a proclamation declaring the third Sunday in June Father's Day. The holiday was not officially recognized until 1972, during the presidency of Richard Nixon.</p>
<p>Discussion</p> 	<p>Post Quiz Discussion</p> <p>Time: 5 minutes</p> <p>Instructions: For levity you might say "By the way, in-depth research has found that neck ties are the most common Father's Day gift". Conduct a brief discussion with the class on the following 2 questions while collecting the clickers. Do not go into great detail about the information yet to be covered.</p> <ol style="list-style-type: none"> 1. Was any of this information a surprise? 2. Do you see an opportunity to do anything different with this information?
<p>Activity</p>  	<p>Parent's Rights</p> <p>Handout: Father's Rights & Mother's Too of Course (Page 19)</p> <p>Time: 10 minutes</p> <p>Materials: Handout Father's Rights & Mother's Too of Couse (Page 23)</p> <p>Ask participants to review the handout, and as they do, highlight each item as indicated below:</p> <ul style="list-style-type: none"> • Blue = things you already know and already do • Yellow = things you know but could do more/better • Orange = things you learned and need to start doing
 	<p>Who's Your Daddy</p> <p>Handout: Father Definitions in Nevada (Page 21)</p> <p>In child welfare, as well as in life, fathers come in many forms. It's important to be aware of the legal definitions of father's in Nevada. The NRS defines putative, presumed, custodial, and non supporting fathers. These are the terms we should use when referring to these father types in court reports and in court presentation and testimony.</p> <p>Review the Father Definitions in Nevada Handout.</p> <p>We also work with other father figures including step fathers, grandfathers, foster fathers, and godfathers. When natural fathers are non-supporting or "unfit", child welfare agencies are required to make reasonable efforts to find other family</p>

members or "fictive kin" who can parent and meet the child's needs. Remember that according to Nevada's Statewide kinship care Policy, fictive kin is defined as any person not related by birth or marriage who has a significant positive relationship with the child.

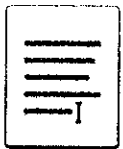
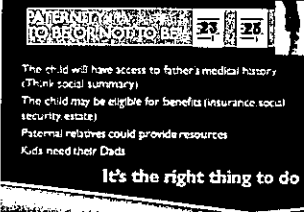
Establishing Paternity

Paternity: To Be or Not To Be

Handouts: *Importance of Establishing Paternity (Page 23)*
Working with Men on Paternity Issues (Page 25)

Highlight: Establishing paternity can be a complicated and time consuming process. Given the multitude of competing demands on a caseworker's time, it may not always seem like a priority. However, there are many benefits to establishing paternity that may not only help you work your case in the long run, it will also very likely be of great benefit to the child. Here are a few good reasons to take the time:

- Medical History – the child will have access to the father's medical history
- Benefits – the child might be eligible for benefits such as insurance, social security or inheritance
- Relatives – paternal relatives might be able to provide resources – placement, extended family support, cultural connection
- Needs – research and kids themselves tell us that they need their dads. You never know when your efforts will impact a child in very significant ways.
- It's just the right thing to do!



Activity



Summary

Time: 10 minutes
Material: 4"x6" Sticky Notes

Instructions: Ask participants to identify 1 "Take away" from this section of the workshop and write it on a big sticky note. As they finish, ask the participants to stick their note on the wall or some other designated area. Use the sticky notes as a guide as you conduct a brief review of the section.

Thank them all for their time, attention, and work with children and families.



discussion should lead into the next question: "Does how kids are raised impact their parenting?" We can probably all agree as we reflect on how we were raised and consider what aspects of how we were parented have been incorporated into how we parent. Our family of origin began providing shared belief, values, customs, practices, and what behaviors were acceptable and unacceptable. These may have come from the larger society or sub cultural groups. Ask participants to provide some examples of how their current parenting practices may have been influenced by their own upbringing and family cultural influences.



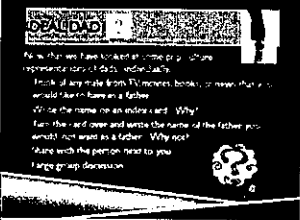
Now, A Blast from the Past

Show the video montage of TV dads, which is about 8.5 minutes long and embedded in the PowerPoint. The clip features all types of dads and reveals a little piece of their approach to parenting. After the clip, ask which portion of the montage really stood out for them as a representation of "reality" in regards to how dads behave. Allow for a couple of comments and then ask them if they can think of other examples of dads that have been positively or negatively portrayed in our culture through books, movies, television, etc. This will be a segue to the next activity



Societal Expectations of Fathers

Activity



Ideal Dad

Time: 15 minutes
Material: Index cards

Self-Reflect: Ask participants to think of a male from television, movies, books, or news that they would like to have as a father and write the name on an index card. Under the name have them list why they would like this person as their father. Allow a few minutes for participants to complete this task and then instruct them to turn their card over.

Now, ask them to think of a male from television, movies, books, or news that they *would not* want as a father and write this name on the back of their card. Under the name have them list why they *would not* want this person as their father.

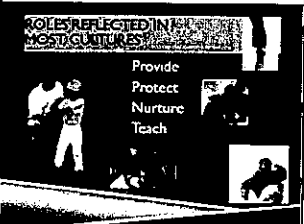
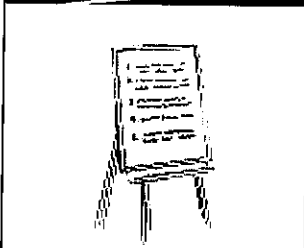
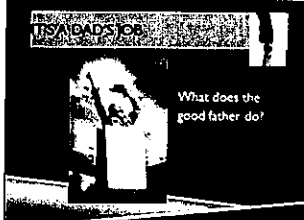
Share: Instruct participants to share with others at their table their two names as well as the reasons they would or would not want this male as a father. Allow about 5 minutes for sharing. Ask a couple of participants to share the discussions they had in small groups. Were they surprised by the men that some of their classmates selected?

Discussion points: There should have been different choices from different participants. These different choices are likely based on beliefs, which reflect the diversity of ways people view a father's role. This activity was designed to involve you in getting in touch with potential feelings/concerns/beliefs that you may personally bring to the helping encounter.

In addition, you became aware of the way others view fathers' parenting skills, which may differ from your views. Be careful about inflicting your personal beliefs onto others. By truly listening to what others believe about parenting, you can give a more open-minded approach to the way you deal with clients, especially non-custodial fathers. The media fathers are what our society views as role models for what to expect in a father. Not all of these role models are positive, or even realistic. Point out to the participants that all societies and cultures have expectations regarding the father's role. In fact, many view fathering as more of a cultural phenomenon. There are few biological reasons for a father to parent his children.

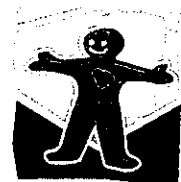
Another point of discussion is if possible negative attitudes about involving dads have been reinforced over time as they have had negative experiences in the field. How do we stay optimistic and hopeful of positive change? More discussion on this topic will be addressed in the closing session.

Activity



It's A Dad's Job

Time: 15 minutes
Material: Chart paper, markers



Brainstorm: Trainer will trace an outline of a male (could look like a large gingerbread figure) on the chart paper and ask participants to brainstorm the various "jobs" or responsibilities fathers have. In other words, what does the good father do? List inside the outline the tasks the group identifies. Facilitate a large group discussion.

Roles Reflected in Most Cultures

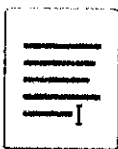
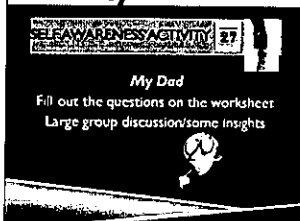
Explain that historically fathers have fulfilled four critical roles in the lives of their children. They are (list either alongside of father outline or on the other chart):

- Provide (fathers provide for their children financially)
- Protect (fathers keep children safe from harm and danger)
- Nurture (fathers provide their children with love and stability)
- Teach (fathers prepare children for entry into the world)

While there may be differences in emphasis on these tasks, these father roles are reflected in all cultures. It's important for fathers to have the opportunity to act in these roles, not only for their children but for their own sense of self and well-being. A father's role is more than that of economic provider of the past and now includes nurturing, caregiving, and emotional support in both obvious and subtle ways.

Self-Reflection of Role of Dads and Potential Impact on Professional Practice

Activity



My Dad

Time: 30 minutes

Material: *Handout: Self Awareness and Work with Men Exercise (Page 27)*

Frame: Share some personal information about your father, or another significant father figure in your life. Some ideas for sharing include a short family biography including where you grew up or a culture surrounding how and where you grew up and the role your father (or this father figure played in your life). Include ways you are like your father (or father figure) ways you are not, motto by which your father (or father figure) lived his life. This activity could bring out some emotions from participants. Be sensitive to their viewpoints.

After sharing, refer participants to the worksheet, **Self Awareness and Work with Men**, page 21 in the Participant Guide. Ask participants to take about 10 minutes to complete this worksheet questions that apply to their situation. Acknowledge that some may have grown up in a single parent family. Try to use their experience to answer the questions. We are thinking in terms of father or father figure, which could include a teacher, coach, uncle, family friend, relative, grandfather, etc.

Debrief:

- Ask volunteers to share insights from the activity.
- It is particularly important for participants to be aware of their response for question #6 on the handout.
- Our work can be impacted by our experiences growing up.
- It is important to consult with supervisors and plan for working with different types of fathers. For example, what will you do if you encounter a father with the characteristic of "Archie Bunker" when his behavior is hard for you to accept?

Activity

First Thought


Time: 2 minute

Materials: None

Instruct participants: "Blurt out the first thing that comes to your mind after this

First Thought

Fathers have had a significant impact on our own lives either positively or negatively and our experiences with our fathers impacts the way we work with fathers on our caseloads.




statement: The worst thing a father could do is _____.”
 Consider what came to your mind....where did it come from? Personal experience?

Use this simple exercise as a way to drive home the point that our personal experiences can impact our “subconscious” beliefs, attitudes, and even behavior.

Conclusion

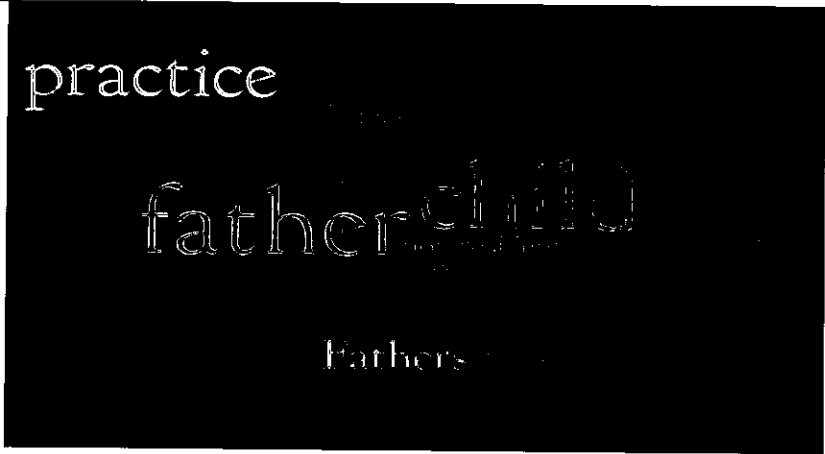
Summary

Fathers have an impact on our lives
 Our experiences may impact the way we work with fathers
 Honesty and self-awareness is crucial to deal with our biases that we talked about earlier



Summary

- Your relationship with your father can affect the way you work with fathers professionally. This is a very common concept in the helping professions. Some of us may have had a great relationship with our father, while others may not have. This applies not only to our biological fathers, but also to other father figures in our life. For women, this also applies to husbands and their children’s father.
- The way to deal with this is to get honest about these issues and create self-awareness. This also helps us to deal with issues concerning bias that we talked about earlier.



Section 5
Strategies for Engaging Fathers

Competency #5	The child welfare worker is able to demonstrate different techniques of engagement based on case specific situations.
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Time	1.5 hours
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Introduction

	Welcome
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	<p>Learning Objectives</p> <ul style="list-style-type: none"> • To identify techniques to elicit male help-seeking behavior • To identify approaches to working with fathers in a range of different situations including angry fathers. • To engage a father using the tools presented in a practice scenario role-play.
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Societal Response to Non-Resident Fathers

	<p>Let's start with a Video</p> <p>After the video briefly discuss the following:</p> <ol style="list-style-type: none"> 1) What are some father and son themes in the Video 2) Did you notice any child welfare themes 3) How does this clip relate to child welfare 4) How do we get past anger/frustration at fathers for not being involved and instead engage them?
--	---



LET'S START WITH A VIDEO

- 1) What are some father and son themes in the video?
- 2) Did you notice any child welfare themes?
- 3) How does this clip related to child welfare?
- 4) How do we get past anger at fathers for not being involved and instead engage them?



Discussion

WHERE'S THE HERO?



Where's the Hero?

Refer participants back to the sticky notes they posted on the wall first thing yesterday morning. Review the reasons that people chose for choosing these characters as their favorites. While some participants will have likely chosen their hero because of their "super" power, identify those who chose their hero because of their "humanness" or "frailty." State, that as child welfare professionals, we admire heroes because of their ability to do good or heroic things in spite of their "humanness" or "frailty." Will's dad is not portrayed as a hero but as a human with frailty. It makes us wonder, could another approach have led to a different outcome? Could he have acted heroically and spent time with Will that Will so desperately wanted and needed? What is your role in bringing out the hero in the fathers of the kids on your caseloads? Segue into the next slide which is to explore way to engage men.



Below is a listing of some of the answers that might be on the sticky notes. It might be a good idea to review the answers on the notes prior to the section so you can already have a plan for presenting this activity.

Superman - ability to fly; immense physical power; adopted; noble; gentle; kindhearted; selfless

Batman – vigilante; seeking revenge; grieving; loner

Spiderman - ability to cling to different surfaces; strength; orphaned; protective of relatives.

The Hulk – Strength but impulsive and emotional

Wolverine - great physical strength and keen animal senses; grieving

Batwoman – beauty; crime fighter; outsider

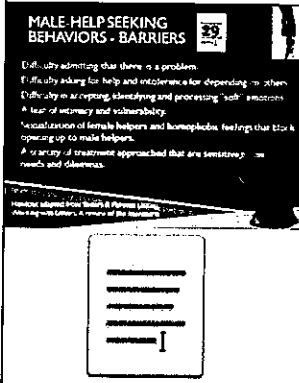
Mighty Mouse – flying; X-ray vision; super-hypnosis; small

Male Help-Seeking Behaviors

Male-Help Seeking Behaviors - Barriers

Handout: *Male Help-Seeking Behaviors (Page 29)*

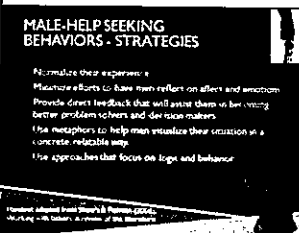
Review the content from the Handout giving additional detail and context from the bullets on the PowerPoint.



Male-Help Seeking Behaviors - Strategies

Handout: *Male Help-Seeking Behaviors (Page 29)*

Review the content from the Handout giving additional detail and context from the bullets on the PowerPoint.



Workers Impact on Father Engagement

Attitude

Randy Jenkins, National Resource Center for Permanency and Family Connections (NRCPCF) Family Engagement Counselor, wrote in an article entitled Non-Custodial Fathers in Child Welfare: Two Sides of the Story:

"I've also interviewed social workers, asking them how they feel when they meet a non-custodial father for the first time. Workers explain that they are often apprehensive, cautious, nervous, and even afraid themselves when they meet non-custodial fathers (3). One of the first questions workers tend to ask fathers is, "Where have you been?" Workers also share that they do not know what to expect when a father shows up. Workers may become guarded, or judgmental, and may question whether or not the father really plans to remain involved. Like fathers, some workers also express relief when a father shows up. They enjoy the opportunity to work with fathers who are supportive and want to be involved in their children's lives. These workers provide equal support for both parents and develop goals that are in the best interest of the children."

Research shows us that caseworker attributes also influence engagement. Parents described that the ways in which the attitudes, beliefs and behaviors were communicated to them by their caseworker was significant. Programs helpful to parents had staff members who utilized communication patterns that conveyed messages of respect, care and value to the parents; making it easier for them to receive assistance and take the necessary risks to make changes (Gockel et al., 2008). Service providers who had characteristics such as a sense of being genuine,

collaborative, and empathic, and who focused on parents' strengths with respect parent's autonomy were identified as helpful by parents to be engaging and helpful (Gockel et al., 2008). These findings are indicative of the necessity of examining the impact of the service provider-parent relationship as an indicator of case outcome (Alpert, 2005).

A Multilevel Model of Client Participation in Intensive Family Preservation Services

Julia H. Littell and Emiko A. Tajima

Social Service Review , Vol. 74, No. 3 (September 2000), pp. 405-435

Published by: The University of Chicago Press

Article DOI: 10.1086/516411

Article Stable URL: <http://www.jstor.org/stable/10.1086/516411>

- **Authority:** Child welfare caseworkers are charged with promoting the safety of children and youth and are vested with a certain amount of legitimate power to enable them to achieve this goal. This power, or authority, affects caseworkers' relationships in two ways: it vests them with control over the lives of the families on their caseloads, which can activate the dynamic of resistance, and it simultaneously gives them influence that can be used to effect positive change. Child welfare caseworkers need to be able to assess the influence of authority on their relationships with families and colleagues and be prepared to manage it to promote child welfare outcomes. (Nevada New Worker core Module 1 Section B)

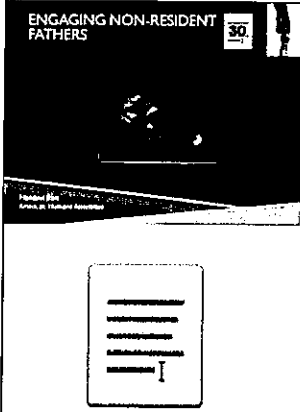
Deficit Perspective: In Littell and Tajima's (2000) study of family preservation services, workers with a strong deficit orientation reported lower levels of client collaboration and compliance.

How we think effects how we work.

In the latter half of this century, casework practice models have been heavily influenced by physical and mental health treatment models, and therefore placed a significant emphasis on the assessment and diagnosis of dysfunction. The theory was a straightforward one; if the proper diagnosis of the problem or deficit was made at intake, then the prescribed corresponding treatment (or service provision) would provide the expected outcome. In such a model, families were viewed as recipients of treatment services rather than *partners in change*. client compliance with the case plan became a common issue of contention, as well as a relied upon measurement for decision making. In this deficit based model, the client was viewed as having the need for expertise, not as a source of expertise. The workers job was to assess, diagnose, and prescribe the needed service and the client's job was to make themselves available to receive the needed expertise. The adoption of this model in child welfare led to caseworkers learning proper deficit based assessment and service delivery skills, however

family engagement was relegated to the role of insuring compliance. Furthermore, case progress tended to be measured by service compliance and completion, versus measurable change in the self-management skills of patterned risk behavior. The process for changing this has been ongoing for some time, but child welfare change happens slowly.

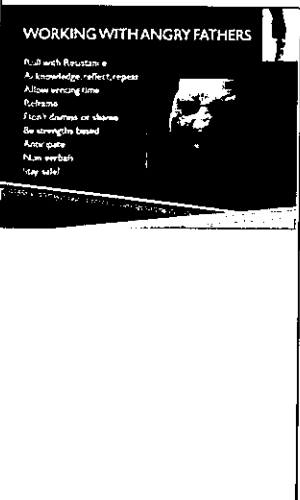
Engagement Strategies



Engaging Non-resident fathers

Handout: *Engagement Strategies for Non-Resident Fathers (Page 30)*

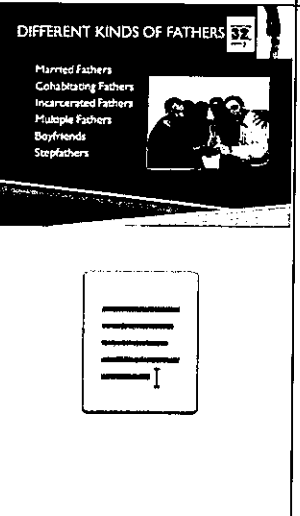
Review each of the strategies presented in the Handout asking for examples or ideas as you go.



Working with Angry Fathers

Review the bulleted concepts and providing details and eliciting examples as needed.

- Roll with Resistance
- Acknowledge, reflect, repeat
- Allow venting time
- Reframe
- Don't dismiss or shame
- Be strengths based
- Anticipate
- Non-verbals
- Stay safe!



Different Kinds of Fathers

Handout: *Working with Different Fathers in Different Situations (Page 32)*

Review the bulleted types of fathers and highlight key points from the handout.

Case managers need to adapt their approaches to fit fathers in varying circumstances. There is no single model for fatherhood and no single model for being an involved father. While it is clear that a married father is more likely to be involved in his child's life, fathers in other situations can be and are good fathers as well. The following discussion highlights different father situations and explores relevant case manager issues for each situation while working with families in the child welfare system.

Married Fathers. This is the model most often associated with positive outcomes

for children. Child maltreatment may be a sign of a problem in the marriage. At the very least, it signals significant stress upon the marital unit.

Cohabiting Parents. A man and a woman living together who have one or more children together display many of the same issues as a married couple. However, the research shows that cohabitation—even and especially when children are involved—is not the same as marriage. It is theorized that perhaps cohabitating parents, especially men, view the union as more tenuous and perhaps temporary, which suggests that the case manager determine how the cohabitating mother and father view their own relationship, its strength, and its longevity.

Incarcerated Fathers. More and more programs are working with men in prison not only to prepare them for returning to a productive role in society, but just as importantly to prepare them for being a good father upon their return. Many men who are in prison have never had an opportunity to learn how to be good fathers. A case manager working with a family who has a father currently in prison may find it valuable to determine if one of these programs is currently operating at the facility.

Multiple Fathers. A situation that can be extremely challenging occurs when there are multiple fathers involved in the family. In some families, children are living in the same household, yet have different fathers.

There may be different arrangements:

- The mother is living with children by herself, while the fathers of the children may or may not be involved.
- The mother may be living with the father of one or more of her children, while the father(s) of her other children may or may not be involved.
- The mother may be living with a man who is not the father of any of her children, and the father(s) of her children may or may not be involved.

Obviously, any one of these scenarios presents the potential for tension and confusion over roles. Concerns over who is responsible for the safety of the children, who plays the role of the psychological father—the man who acts, in the eyes of the child, as "dad"—and how other adults are portraying the father to his children will come into play. When working with a family with multiple fathers involved, it is important for the case manager to understand the role each man plays in the family dynamic. It is also important to learn how each father views the maltreatment, what led up to it, and who, in his mind, is responsible for the maltreatment occurring. All men living in the household should be part of the process, including family meetings.

Boyfriends. While he is not the father, a boyfriend may fill the role of father to the child. He may contribute financially to rearing the child. He may be the father of other children in the house, but not of the child who was maltreated. If the father of the child who was maltreated is involved in any way, the father assuredly will have strong feelings about the boyfriend. Much has been written about boyfriends in the house and their role in child maltreatment. Because these men typically do not have the same history of care and nurturing with the child, the

same emotional and normative commitment to the child's welfare, and the same institutionalized role as a father figure as do biological fathers in intact families, boyfriends pose a higher risk to children if they spend time alone with them. These factors help to explain why mothers' boyfriends are much more likely to be involved in physical or sexual abuse of children than a biological father. In one study of physical abuse, boyfriends accounted for 64% of non-parental abuse, even though boyfriends performed only 2% of non-parental care. Another study found that the odds of child maltreatment were 2.5 times higher in households with a boyfriend living in the home, compared to households with a biological father. The authors of this study concluded that CPS case managers should "focus more of their attention on the high-risk relationship between a surrogate father and the children."

Stepfathers. While research varies, some studies show that stepfathers are more likely to abuse their children physically and sexually. A 1997 study of more than 600 families in upstate New York found that children living with stepfathers were more than three times more likely to be sexually abused than children living in intact families. Another study found that the presence of a stepfather doubles the risk of sexual abuse for girls—either from the stepfather or from another male figure. Analyzing reports of fatal child abuse in the United States, one study found that stepfathers were approximately 60 times more likely than biological fathers to kill their preschool children. While these studies find that stepfathers often invest less in caring for their stepchildren, others cite many examples of caring behaviors by and close relationships with stepparents, suggesting that paternal investment is not restricted only to biological offspring. This is not to suggest that the case manager should assume the boyfriend or stepfather is a dangerous member of the family. There are, of course, countless stepfathers who step into the role of dad with both competence and caring, and many live-in boyfriends provide both love and structure for the children in the household. It does mean that the case manager needs to recognize that there are unique issues at play when working with a live-in boyfriend or stepfather. It also may mean that, if the perpetrator is the live-in boyfriend or stepfather, there are additional challenges and issues to consider when assessing the safety of the child.

Adapted from: Rosenberg, J., & Wilcox, W. B. (2006).
The Importance of Fathers in the Healthy
Development of Children. U.S. Department of Health & Human Services.
Office of Child Abuse and Neglect, User Manual Series.
<http://www.childwelfare.gov/pubs/usermanuals/fatherhood/fatherhood.pdf>
Skills and Strategies for 21 April 2009
Working with Fathers

Interview Practice

Activity

Practice Interview

Time: 25 minutes

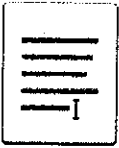
Materials: Handout: *Interview Observation Sheet (Page 35)*

- Divide room into groups of 3 (Caseworker, Mr. Howard, and Observer)

MR. HOWARD INTERVIEW

1 Divide into 4 groups of 3 (1 caseworker, Mr. Howard, Observer)
 2 Choose a scenario. Take 3 minutes to create details. Try to make similar to a case you are working. 5 minutes role play, switch

3 Contacting non-residential father for 1st time for report
 4 Contacting non-residential father for 1st time due to placement
 5 Talking with angry father due to substantiation of physical abuse
 6 Talking with father about case plan and services, child in custody




- Ask each group to choose one of the 4 scenario types provided
 1. Contacting non-residential father for 1st time for report
 2. Contacting non-residential father for 1st time due to placement
 3. Talking with angry father due to substantiation of physical abuse
 4. Talking with father about case plan and services, child in custody
- Give 3 minutes for them to create details – encourage them to try to make it similar to a case they are working.
- Provide 5 minutes for each role play and then switch roles so each member has a chance to be the caseworker.
- Process

Conclusion

Activity

SUMMARY

What'd ya learn?

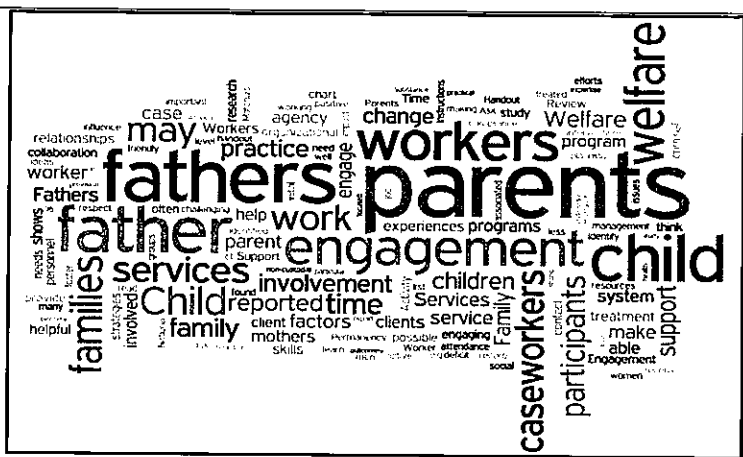


Summary

Time: 5 minutes
Materials: Piece of paper per participant

Conclude section with a snowball activity. Asking each participant to write one thing they learned in this section on a piece of paper. Have everyone ball up their paper and throw it up to the front of the classroom. One by one have them pick up and read one of the ideas presented on the paper.

Thank them for their time and work on behalf of kids and families.



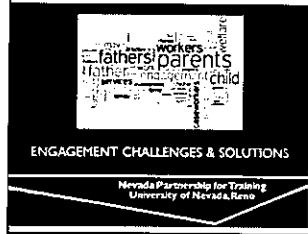
Topic 6

Engagement Challenges and Solutions

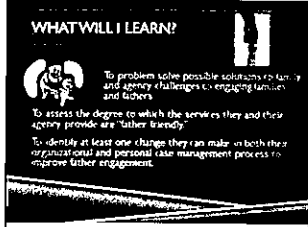
Competency #6	The child welfare worker can identify familial and systemic factors that challenge engagement.
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Time	1.5 hours
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Introduction



Welcome

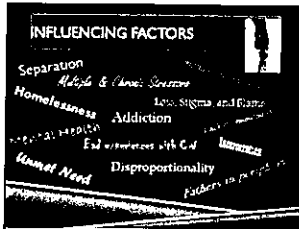


Learning Objectives

The child welfare worker will be able to:

- problem solve possible solutions when mother’s obstruct attempts at engaging fathers.
- assess the degree to which their agency and their professional practice provide ‘father friendly’ services.
- identify at least one thing they can do to improve father engagement on a macro (organizational) practice level.

Personal Factors that Influence Engagement



Influencing Factors

Engaging and working with fathers whose children are involved in the Child Protective Services or Foster Care system has been a challenge for child welfare systems across the nation. Scores from the second round of the Child and Family Services Review (CFSR) were low scores in the area of engaging fathers.

Acknowledge to the participants that we can all agree that there are parent and family factors that can make it challenging to engage families as a whole and fathers in particular. Review the factors on the slide and encourage participants to contribute to the list from their own casework experiences.

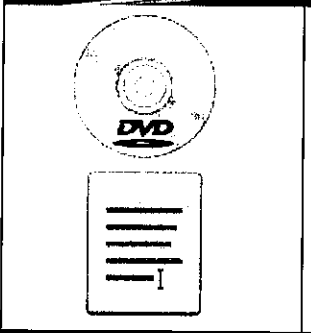
- **Parents may or may not be living with their children**
- **Unstable housing/homelessness**
- **Father addictions and mental health issues** (The National Center on Addiction and Substance Abuse reports the primary obstacle to parent involvement is substance abuse and addiction (CASA, 1999). Indeed, research indicates that approximately 70% of child welfare spending is associated with parental substance abuse and addiction (CASA, 1999).
- **Most pressing needs are overlooked or inadequately addressed by child welfare services. (basic survival: food, clothing, shelter)**
- **Disproportionality** (families of color receive and use fewer services and supports than white families do.
- **Multiple, chronic stressors** (including: generational experiences of poverty, domestic violence, developmental delays, incarceration, social isolation, child care difficulties, and conflicts between work schedules and mandated services)
- **Loss, stigma, blame**
- **Previous negative experiences with social service systems**
- **Fathers Are Peripheral to the Child Welfare System**
- **Fathers Mistrust and Avoid the Child Welfare System**
- **Many Fathers Have Little or No Commitment to Their Children**
A man of any age who fathers a child without intending to is less likely to embrace the parenting role than a man who intends to become a father.
- **Incarceration** (discussed in the Incarcerated Fathers section)
- **Mothers Obstruct Fathers' Involvement in Child Welfare** (Defer conversation on this topic to next slides)



Carlos' Story
Handout: *Standing Up for My Son (Page 37)*

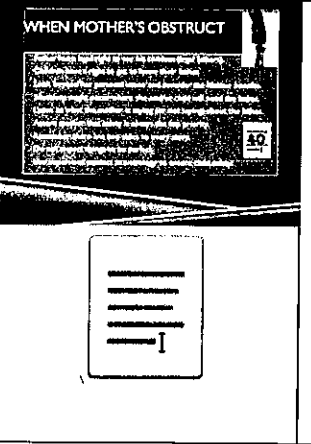
Show the digital story of Carlos, which describes how the mother of his son impacted his involvement with him. In the end, he was successful in becoming a custodial parent. The transcript from this video is provided on the Handout. The focus on this digital story is the mother's obstruction to his involvement.

National Resource Center for Permanency and Family Connections,
 Digital Stories from the Field.
http://www.nrcpfc.org/digital_stories/PP_Boyet_C/index.htm



When Mother's Obstruct
Handout: *Strategies for Enlisting Mothers' Support (Page 40)*

Refer participants to Handout "Strategies for Enlisting Mother's Support" and have them read the suggestions. Ask if they have other ideas or strategies to help mothers work with fathers. Keep in mind that we support safety first. Mothers have to place reasonable limits on access to children when the father is absent from the home, but total denial of access is seldom justified. A father can relieve the mother of some of the emotional, physical, disciplinary, and financial burdens of child rearing. Not only will the child benefit from the father's involvement, but the mother can benefit as well.



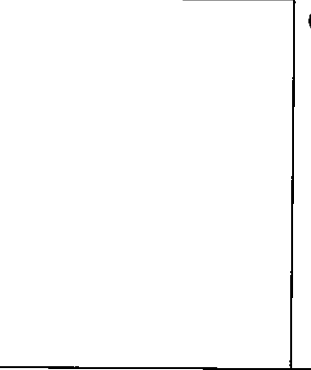
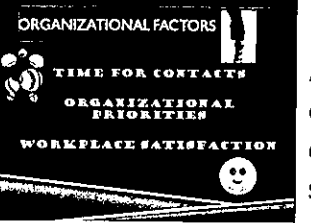
Organizational Factors that Influence Engagement

Organizational Factors

Also acknowledge to the participants that not only do the families they serve bring challenges to engagement, sometimes, even the agencies and positions we have can impact our ability to engage with clients. Review the 2 major factors on the slide adding in content from below.

Organizational and Worker Factors Influencing Family Engagement

- **Time for face to face contact with parents**
 Worker, organizational, and policy factors interactively influence the nature and outcomes of efforts to engage parents. The more time workers and clients spend in direct contact, the higher their degree of collaboration (Dawson & Berry, 2002). Yet caseworkers (108 CHILD WELFARE • VOL. 88, #1) report that they have little time to work with parents (Smith & Donovan, 2003). Of parents receiving in-home services surveyed by the NSCAW, 28% reported that they had not seen a caseworker since the



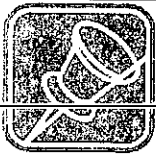
initial investigation; those who were being visited experienced long gaps between visits (Chapman et al., 2003). A report on child welfare practice in Canada (Cooper, 2002, as cited in Davies & Krane, 2006) found that face-to-face contact between child protection workers and families amounted to just 15% of their work time. Although the study attributed this low level of contact to increases in paperwork, factors such as managing large, complex caseloads and difficulties scheduling time with parents who may be avoidant, hostile, or juggling multiple demands can also have a substantial negative effect on client contact (e.g., Ferguson, 2005).

- **Organizational priorities**

Organization priorities shape the time and attention caseworkers allocate to parents. Smith and Donovan (2003) found that where the agency prioritized work with children, court work, and record keeping over work with parents, or placed lower priority on reunification (making workers less accountable for engaging parents), workers often contacted parents by phone or letter, and referrals to other services substituted for involvement with caseworkers.

- **Workplace satisfaction**

Research shows us (Glisson and Hemmelgarn (1998) (p. 405)) that positive relationships between workers and clients are most likely to occur in organizations where caseworkers "agree on their roles, are satisfied with their jobs, cooperate with each other, and personalize their work."



Additional Study for Consideration of Content

~~The Importance of Family Engagement in Child Welfare Services:~~

Northern California Training Academy, UC Davis Extension, Center for Human Services

http://humanservices.ucdavis.edu/academy/pdf/family_engagement_review.pdf

Service Process and Relationships: In a qualitative study of 35 parents who participated in Project Parent, a strengths-based ecological intervention focused on family preservation, Gockel, Russell and Harris (2008) report that the single most important factor reported by participating parents as being helpful is that the program personnel were like family to them. That is, the parents reported that they felt recognized, valued, cared for and supported. Because of this, they reported wanting to learn from the program personnel what they could not learn from their own families. In addition, parents reported that every staff member from the receptionist to the cook and counselor provided a nurturing family-like environment for them.

The characteristics associated with positive initial engagement were warmth, acceptance without judgment, understanding, flexibility and a strengths-based focus. For the next step, exploration and goal-setting, integrity and respect were highlighted as paramount to active program participation. Parents also reported that personnel were empathic and focused on the intergenerational transmission of family dysfunction to help them understand the linkages with their early experiences and their current problems. Next, program personnel initiated discussions with the parents to foster a sense of empathy and understanding for their children. In turn, this focus on the parents' and children's experiences developed into motivation to learn new skills and ways of interacting with their children.

In the next phase of the program, wherein parents were expected to initiate change and build new skills, parents reported that the hands-on mentoring and support were empowering for them to effect change. The hands-on component consisted of an informal and peer-oriented approach to modeling such as enjoying meals together and other day-to-day experiences. Support consisted of encouragement, emotional support and reinforcement. Finally, parents reported the empowering impact of program personnel not only serving as their advocates in a challenging system but also mentoring them to become self-advocates.

Of note, many of the characteristics deemed helpful by program participants are documented in the literature. For example, recreating a nurturing family environment, or "reparenting" has been identified as critical to family preservation interventions (see *Northern California Training Academy 17 The Importance of Engagement in Child Welfare Services August, 2009*

Bacon & Gillman, 2003). In addition, the strengths-based approach with empathy, collaboration and genuineness has been associated with parent reports of workers who are engaging and helpful (see Chapman et al., 2003; Fernandez, 2007; Harris, Poertner, & Joe, 2000; Ribner & Knei-Paz, 2002). Support and advocacy, inclusion in decision-making and trust (Jimanjee, 1999) have all been identified as important. In contrast, however, some parents have reported that although the goal is for them to be involved in planning and decision-making, they were simply informed of decisions more often than being a true participant in the process (Corby, Millar & Young, 1996).

PERMANENCY PLANNING

- Timelines don't take into account realities of parent lives or time it takes to achieve sobriety
- Aware of the "ticking clock" workers may spend less time building relationships in favor of connecting them with court-ordered services
- Fear that the family will not ever be able to provide the child a safe environment may prevent the caseworker from engaging

Permanency Planning

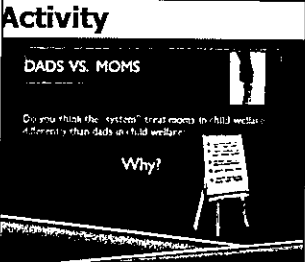
Permanency planning timelines can also impact a caseworker's ability to engage their clients more fully.

- Workers may struggle to engage families effectively within mandated permanency planning timelines that frequently bear little

relationship to the realities of parents' life circumstances, such as the time it actually takes to achieve sobriety (Wulczyn, Barth, Yuan, Harden, & Landsverk, 2006).

- Acutely aware of this "ticking clock," caseworkers may direct their energies to connecting families with court-ordered services and spend less time building strong working relationships with parents themselves. Smith and Donovan (2003) found that workers were unconvinced that change-oriented efforts with parents were feasible given the extensive problems typical of most families and limitations on time and resources. Anecdotal evidence also suggests that workers may keep families at arm's length if they see little likelihood of reunification and thus anticipate a series of difficult and painful interactions with parents related to termination proceedings.
- Clearly, worker attitudes and behaviors are deeply embedded in and shaped by organizational influences and factors.

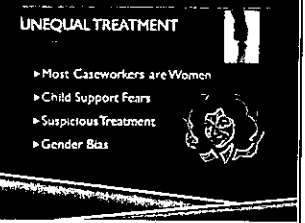
Unequal Treatment



Dads vs. Moms

Time: 15 min
Materials: Flipchart

Instructions: Ask participants if they think the "system" treats moms in child welfare differently than dads. Expect both yes and no responses. Be careful not to argue...this is just a poll. From those who said, "yes," ask why they think this is. Generate a list of about 10 thoughts and record them on the flipchart. Then move on to what the literature says on the next slide.



Unequal Treatment

State that while the degree to which mothers and fathers in child welfare are treated differently varies from state to state, agency to agency, and worker to worker, the research shows that the general trend is toward unequal treatment and thus agencies across the nation are having similar conversations about father involvement. The difference between how mothers and fathers are treated by the child welfare system becomes even greater when there is a non-custodial father involved. Bottom line is that the system *does* treat fathers more severely than mothers. Let's explore what other caseworkers have to say (from a study)...

- **Most Caseworkers are Women**
 Fathers can feel uncomfortable in the child welfare environment because of its strong female orientation. Over 80% of the caseworkers employed in the child welfare system are women. Though dedicated and well

intentioned, workers are sometimes uneasy or afraid to work with fathers. Many female caseworkers can empathize with their women clients, but have difficulty relating to fathers, especially those who are hostile and angry toward the system. Some caseworkers use rapport building and interventions that work well with women but not men.

- **Child Support Fears**

Child support issues can complicate the ability to engage with fathers. Many fathers fear involvement would result in their being ordered to make child support payments which they could not, or did not want, to make.

- **Suspicious Treatment**

Although workers are required to conduct diligent searches for fathers in all placement cases, participants noted that those fathers who are located or come forward to assert their right to custody are often treated with considerable suspicion. Courts, for example, may impose conditions for custody that were not applied to other potential custodians, even when the father had no criminal history and was not involved in abusing or neglecting the child. One the study groups it was noted that men who have any criminal history may be especially vulnerable to harsher treatment: "Most of the fathers I've worked with have a criminal history. The father will be treated more harshly than foster parents who have a [criminal record] background. When you've served your time, then you go into juvenile court, it's like reliving the criminal court involvement...courts are hard on them."

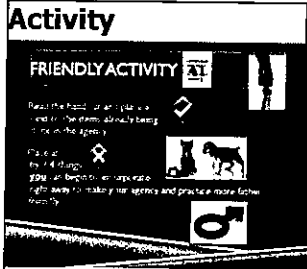
- **Gender Bias**

Some caseworkers speculated that the fathers are often marginalized because of gender bias: "I think that there is a gender stereotype here when it comes to fathers because society looks at mothers being the sole parent and that the kids need mothers more than fathers...If [fathers] step forward society says "No...you have to prove to us that you are able to be a parent."

**Fathers in Child Welfare:
Caseworkers' Perspectives**

*John M. O'Donnell, Waldo E. Johnson Jr.,
Lisa Easley D'Aunno, and Helen L. Thornton*
CHILD WELFARE • Vol LXXXIV, #3 • May/June

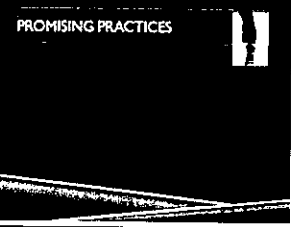
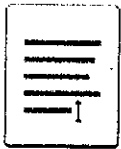
Father Friendly Agencies



Friendly Activity
Handout: *The ABC's of a Father Friendly Environment (Page 41)*

Time: 10 minutes
Materials: Handout

Instructions: Refer participants to the handout. Have them individually read the handout and place a ✓ next to the items already being done, to their knowledge, in the agency. Have them place an X by 3 things they can begin to incorporate right away to make their agency and practice more father friendly. Ask for volunteers to share their ✓ and X's.



Promising Practices

Describe the following programs and projects that other States have successfully implemented to help workers start thinking about what is possible.



What are our Resources?

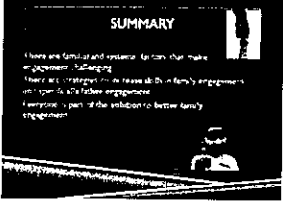
Time: 10 min
Materials: Flipchart

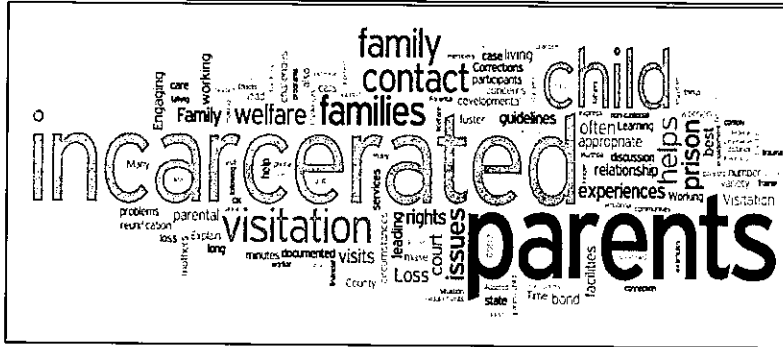
Instructions: Ask the participants what resources they have in their agency or community that could be considered "father friendly." Write some of the responses on chart paper. Then, ask what we still need to boost resources for fathers. Record responses on chart paper. Remind participants that many communities all over the country have started initiatives in response to the Child and Family Services Reviews



Activity	What Can We Do? Time: 10 minutes Materials: Flip chart paper Markers Instructions: <ul style="list-style-type: none"> • Divide participants into groups of two or three by agency. Have each group brainstorm and generate a list of things they could do to help improve father engagement/involvement by addressing an existing barrier. Have them decide on their "best" idea to share with the group. • Each group should record their ideas on chart paper • Engage participants in a large group discussion on the results of their work. Notice any particular trends in their ideas and encourage them to follow through as advocates for father engagement.
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Conclusion

	Summary <ul style="list-style-type: none"> • There are familial and systemic factors that make engagement challenging. • There are strategies to increase skills in family engagement and specifically, father engagement. • Everyone is part of the solution to better family engagement <p>“Agency cultures that value client participation, promote respect, emphasize practical help (e.g., material aid), and provide adequate support and supervision for frontline staff may be most effective in developing engagement and achieving active parent participation in reaching the goal of safety for their children.”</p>
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Section 7

Working with Incarcerated Parents

Competency #7

The child welfare worker will be able to assess how parent incarceration impacts their role in working with children and families.

Time

1.5 hours

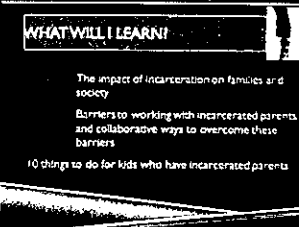
Introduction



Welcome

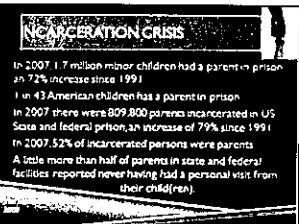


Learning Objectives



- The impact of incarceration on families and society
- Barriers to working with incarcerated parents, and collaborative ways to overcome these barriers
- 10 things to do for kids who have incarcerated parents

Incarceration Statistics & Impact



Incarceration Crisis

- In 2007, 1.7 million minor children had a parent in prison, an 72% increase since 1991
- 1 in 43 American children has a parent in prison
- In 2007, there were 809,800 parents incarcerated in US. State and federal prison, an increase of 79% since 1991
- In 2007, 52% of incarcerated persons were parents
- A little more than half of parents in state and federal facilities reported never having had a personal visit from their child(ren).

The number of incarcerated mothers has more than doubled (122%) from 29,500 in 1991 to 65,600 in 2007. From 1991 to 2007, the number of incarcerated mothers increased by 122%, compared to a rise of 76% for incarcerated fathers. The rising number of women in prison poses particular challenges for family

stability. While the vast majority of children of male prisoners are living with their mothers, only about a third (37%) of the children of incarcerated women are living with their fathers. Most of these children are living with grandparents or other relatives, while one of every nine (10.9%) women in prison has a child living in foster care.

Schirmer, Nellis, Mauer, (2009).
Incarcerated Parents and Their Children: Trends 1991-2007. The Sentencing Project.
http://www.sentencingproject.org/doc/publications/publications/inc_incarceratedparents.pdf

Effects of Incarceration

Handout: Effects of Incarceration (Page 43)

→ **Financial Loss and Added Expenses**

Not only has the family possibly lost income from the incarcerated parent, they quite often take on additional expenses such as long distance phone calls, putting money in the incarcerated parent's account and paying for transportation to the prison for visits.

→ **Stigma of Incarceration**

Individuals can look down upon families and children causing a variety of problems. This is why many families attempt to keep the incarceration hidden from children, friends, and neighbors.

→ **Loss of Parent/Child Bond**

Incarceration affects both the parent and the child causing a variety of developmental issues and concerns.

→ **Added Stress on Grandparents and Extended Family Members**

There are financial stressors, lack of support and services, and issues of grief and loss that make caring for the children a challenge.

→ **Costs to the Community, Its Systems, and Society**

Many communities have very high rates of incarceration leading to the draining of community resources and its slow deterioration.

→ **Potential Loss of Parental Rights**

It is extremely difficult for the incarcerated parent to comply with ASFA guidelines, child welfare requirements, and participate in required programs.

→ **Family Instability**

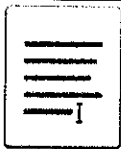
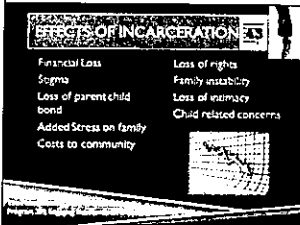
Conditions in many of these families were already tenuous. The incarceration could lead to the complete collapse of the family.

→ **Loss of Intimacy**

If the mother and father were together prior to incarceration, it negatively affects their relationship possibly leading to a breakup.

→ **Child-Related Concerns**

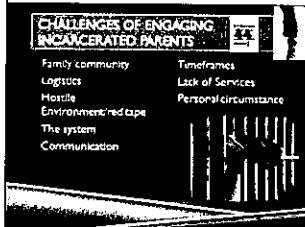
A variety of problems can develop ranging from attachment issues, developmental delays, emotional and psychological problems, peer relationship issues, fears and phobias, school failure, delinquency, intergenerational



incarceration, issues of grief and loss, and self-esteem concerns related to feelings of shame and guilt.

The Pennsylvania Child Welfare Training Program 305: Engaging Incarcerated Parents
Handout #3

Challenges & Importance of Engaging Incarcerated Parents



Challenges of Engaging Incarcerated Parents

Handout: Challenges of Engaging Incarcerated Parents (Page 44)

→ **Non-Incarcerated Parent/Extended Family Members/Other Caregivers:**

Success in maintaining ties often depends on the quality of the relationship between the caregiver and their children. Family members on the outside might not be supportive of visitation and contact by the child with the incarcerated parent. Resource parents, likewise, may not be supportive of visitation.

→ **Distance/Transportation:**

It is common for an incarcerated parent to be institutionalized a hundred miles or further from their children. There are few programs assisting with transporting parents and children to correction facilities.

→ **Hostile Environment:**

Correction facilities focus on security first. Prison staff often view visitation as an added burden. Visitation provides an opportunity for contraband to be smuggled into the prison. As a result, visitors are often treated poorly, forced to wait long periods, and often turned away for a small infraction such as some dress code violation.

→ **The System:**

Individuals in the social services and related systems may not value or possess the knowledge and skills to work effectively with the incarcerated parents and their families. Agencies might not accept collect calls from incarcerated parents.

→ **Communication:**

Loss of connection to one's family is identified as the leading cause of depression for the incarcerated parent. While there is some contact through letter writing and telephone contacts, most parents do not receive visits from their families. The longer the incarceration, the less frequently contacts occur.

→ **Finances:**

Money is tight. Many families fall below poverty guidelines and are on fixed incomes. The cost of long distance phone calls and visitation takes a toll.

→ **Legal Timeframes:**

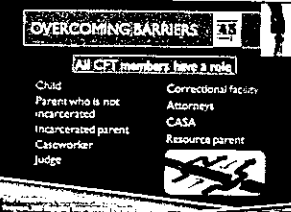

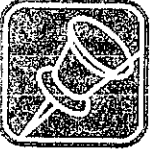
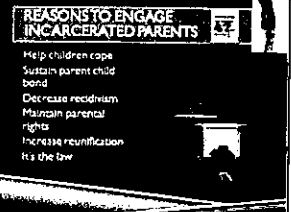

Tightened guidelines for making permanency plans put added burdens on the incarcerated parent.

→ **Lack of Programs/Services:**

Incarcerated parents might lack access to needed services during incarceration or not meet participation requirements.

→ **Personal Circumstances:**

Many incarcerated parents suffer from mental health issues, learning disabilities, and other concerns affecting their ability to comply with the

 <p>OVERCOMING BARRIERS</p> <p>All CRT members have a role</p> <ul style="list-style-type: none"> Child Parent who is not incarcerated Incarcerated parent Caseworker Judge Correctional facility Attorneys CASA Resource parent 	<p>expectations of child welfare and the courts.</p> <p>Overcoming Barriers Handout: Working Collaboratively to Overcome Barriers (Page 45)</p> <p>Discuss the content on the Handout. The handout contains roles and responsibilities of different child and family members in regards to working with families who have a family member who is incarcerated. This handout provides guidelines for what social workers should expect and advocate for within the child and family team.</p> <p>Facilitate a brief discussion around the following talking points:</p> <ul style="list-style-type: none"> • experiences workers have had making arrangements for parents who are incarcerated to attend family court hearings • experiences interviewing parents when they are incarcerated • experiences developing case plans with incarcerated parents • examples of times when reunification has occurred shortly after a parent has been released from incarceration.
	<p>Trainer note: Attempt to keep the discussion positive and focused on solutions and successes. Use gate keeping skills if participants turn to venting about the challenges of working with incarcerated parents, challenges were covered in the previous section.</p>
 <p>REASONS TO ENGAGE INCARCERATED PARENTS</p> <ul style="list-style-type: none"> Help children cope Sustain parent child bond Decrease recidivism Maintain parental rights Increase reunification It's the law 	<p>Reasons to Engage Incarcerated Parents Handout: Reasons to Engage the Parent and Advocate for Contact/ Visitation (Page 47)</p> <p>→ Maintaining parental engagement and contact/visitation can help the child cope with the situation.</p> <p>Separation leads to immediate and long-term effects. Initially the child experiences guilt, shame, abandonment, and the loss of financial support. Long-term it can lead to developmental delays, an inability to cope, and future stress and trauma. Studies indicate that visitation can help the child cope with the situation and lessen the trauma that the child experiences – improving the child’s overall well-being. Visitation helps normalize interactions and benefits children emotionally and behaviorally. It allows them to express and deal with their emotional reactions to the incarceration and separation from their parent. It also helps them develop a more realistic understanding of the circumstances and model appropriate interaction.</p> <p>→ Contact and visitation helps sustain the parent/child bond.</p> <p>Research proves that continued contact and visitation, when appropriate, is essential to healthy development, fosters a bond that is crucial to developing children, and serves as a protective factor for adolescents to lessen the chance</p>

of them committing crimes and becoming incarcerated.

→ **Maintaining connection during incarceration helps decrease the recidivism rate.**

Parents are less likely to re-offend. Repeated incarceration also increases the likelihood that their children will also commit crimes leading to incarceration.

→ **Maintaining contact with their children helps parents maintain their parental rights.**

The Adoptions and Safe Families Act of 1997 states that a child who has lived in foster care for 15 of the previous 22 months needs to be evaluated by child welfare for permanency. An average parent who is incarcerated is sentenced to terms longer than 22 months – increasing the probability that parental rights will be terminated. In order that their parental rights are not terminated, a strong and continued bond must be proven. Visitation and exploring other methods of maintaining contact helps maintain this parent/child bond.

→ **Regular contact and visitation helps family reunification upon reentry.**

Keeping the relationship current helps the reentry & reunification process upon release.

→ **When appropriate, it's best practice.**

In addition, the recent Child and Family Services Review (CFSR) indicated that Nevada's child welfare agencies need to improve their efforts in connecting with and involving non-custodial parents, which includes incarcerated parents. Engaging parents who are incarcerated and advocating for visits when appropriate might call for extra time up-front; however, the benefits, especially for the child, largely outweigh the costs.

→ **Unless the court orders otherwise, it's the law.**

Unless court-ordered not to and documented as to why (e.g. aggravated circumstances) incarcerated parents have the same rights as other parents.

Parental engagement and/or offering the opportunity for visitation is not a choice, unless aggravated circumstances have been found by the court to exist and/or the court determines that visitation would be detrimental to the child and/or is not in the child's best interest. Unless otherwise documented, incarcerated parents have the same rights as other parents, including regular contact with their children.

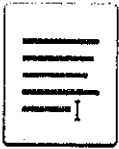
Source: Adapted from Brooks, S. (Spring 2008) *Reaching out: Current issues in child welfare practice in rural communities*. UC Davis, CA: Northern California Training Academy

Working with the Children of Incarcerated Parents

WORKING WITH CHILDREN WHO HAVE INCARCERATED PARENTS

10 things Kids need:

1. To know it's not their fault
2. To know what's happening
3. To have contact
4. OK to love parent
5. OK to be angry
6. To express feelings
7. To feel safe
8. What will stay the same what will change
9. People make choices that lead to consequences
10. Stability & Consistency



Working With Children Who Have Incarcerated Parents
Handout: Tips for Working with Children Who Have Incarcerated Parents
(Page 49)

Discuss the content in the Handout. Explain that the Handout was created with younger children in mind, but the **10 things Kids Need** are consistent for any aged youth.

1. To know it's not their fault
2. To know what's happening
3. To have contact
4. OK to love parent
5. OK to be angry
6. To express feelings
7. To feel safe
8. Stability & Consistency
9. What will stay the same, what will change
10. People make choices that lead to consequences

Adapted from California Department of Corrections and Rehabilitation And Friends Outside

Discussion

EXPERIENCE FROM THE FIELD

Experience from the Field

Time: 10 minutes

Materials: None

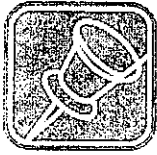
Facilitate a brief discussion about case examples in which caseworkers have worked with children who have incarcerated parents involving the following talking points:

- Successes they have had and what has worked well.
- Times they have facilitated visits with children and their parents while incarcerated
- Experiences with contact visits
- Tips for foster parents and relative caregivers if children have regressive behaviors after a visit. Stress that one of the best ways to address regressive behaviors is to have more frequent visitation and contact (when it is in the best interest of the child)

KNOW YOUR FACILITIES

Know your Facilities

Briefly browse the 3 websites which are hyperlined to the photos in the PowerPoint. Explain that caseworkers can access visitation information and search for inmates from these webpages. Recommend participants write down the web address, and bookmark them on their computers at their office if they have not already.

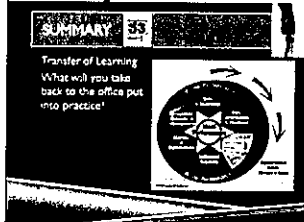


Trainer Note:

- ➔ The **Nevada Corrections logo** is a **hyperlink** to the **Nevada Department of Corrections Visiting Information Webpage**. This is a list of all state operated correctional facilities.
- ➔ The **Washoe County Sheriff's logo** is a **hyperlink** to the **Washoe County Jail**.
- ➔ The **complex picture** is a **hyperlink** to the **Clark County Detention Center webpage**.

Conclusion

Activity



Summary

Handout Transfer of Learning (Page 53)

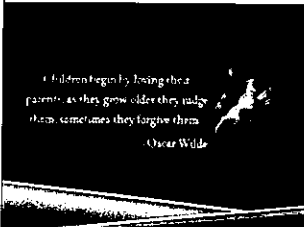
Time: 15 minutes

Materials: Handout: Transfer of Learning

Explain that it can help to think right now, while the material is fresh in your mind, how you might take this information and apply it to your work with families. Ask the participants to take 5 minutes to complete the form. Ask for about 3 people to share what they documented and provide positive reinforcement.

Closing Quote

Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them. ~Oscar Wilde





Section 8

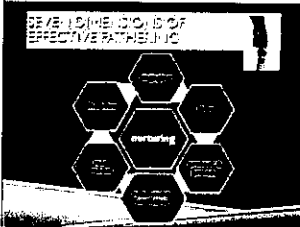
What is Success?

Competency #8	The child welfare worker will be able to maintain optimism and consistently work toward family, and especially father, engagement despite challenges.
Time	1.5 hours
Introduction	
	<p>Welcome</p>
	<p>Learning Objectives</p> <ul style="list-style-type: none"> • The child welfare worker will be able to keep engagement at the forefront throughout the life of the case and provide information and resources to fathers/families to increase parenting skills. • The child welfare worker will be able to identify signs of success when working with fathers while balancing optimism and reality. • The child welfare worker will be able to identify strategies for taking care of themselves while doing the tough job of child welfare.
Identifying Success	
	<p>Does it Have to be Perfect?</p> <p>Direct influence is often accomplished by a father's assumption of parental roles that involve father-child interaction, such as mentor, caregiver, role model, and playmate.</p> <p>Indirect influence is usually brought to bear through a father's material and emotional support of a child's mother. Indirect influence is particularly important because mothers continue to provide more direct child care than fathers.</p> <p>*Solangel Maldonado, professor and researcher at Seton Hall University School of</p>

Law (2006)* In her 2006 study of the federal child support system and its impact on low-income fathers, Maldonado noted that many low-income fathers provide indirect support to their children (e.g., diapers, milk, and clothing) instead of payments through the child support system. Moreover, Maldonado states that 70% of outstanding child support is owed by fathers who make less than \$10,000 per year. In other words, they do not lack the will but may lack the necessary resources to support themselves and their children.

Therefore, individualized supportive services and resources need to be employed, rather than the common punitive measures, such as court ordered deliverables, without a determination as to the actual capacity of the fathers to deliver.

Research has also identified circumstances that affect a father's involvement, such as the quality of the mother-father relationship (Furstenberg & Harris, 1993; Johnson, 2002), the mother's attitude toward paternal involvement (DeLuccie, 1995), and the support for involvement from others such as the father's family and friends (Belsky, 1996).



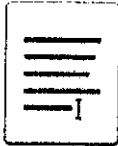
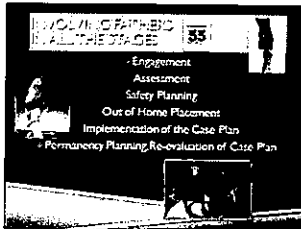
Seven Dimensions of Effective Fathering

Of course, fathers are not all the same, and being an effective father takes many different forms. It is important for any caseworker who is going to be working with fathers—in other words, every caseworker—to understand what effective fathering is. Understanding what makes for an effective father can help the caseworker work with a father around setting goals and objectives and assist both the caseworker and the father in understanding when progress has been made.

- Fostering a positive relationship with the children's mother
- Spending time with children
- Nurturing children
- Disciplining children appropriately
- Protecting and providing
- Serving as a positive role model

The Importance of Fathers in the Healthy Development of Children,
Section I Effective Fathering
Office on Child Abuse and Neglect, U.S. Children's Bureau Rosenberg,
Jeffrey., Wilcox, W. Bradford
2006

Involving Fathers Throughout the Child Welfare Process



Involving Fathers in the Stages of Child Welfare Process

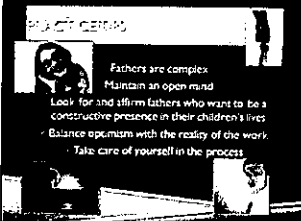
Handout: *A Snapshot: Including Fathers in Family-Centered Child Welfare Services (Page 55)*

Fathers can reasonably be included in every stage of child welfare practice. Besides being required, this inclusion, in fact, enhances practice. We will talk about some father friendly versions of procedures for the stages of good casework.

- **Assessment:**
Comprehensive assessments include all family members; therefore, fathers and paternal family are an active part in the ongoing assessment process. Initial assessments include the strengths, needs, resources/assets and supports of the father and paternal family as well as their protective capacities. Good assessments also yield information about potential placements should removal be necessary. Assessment is an ongoing process and information is being continually gathered and updated.
- **Safety Planning:**
Fathers and paternal family are actively involved in the development of a safety plan based on information and support of team members. Fathers and paternal family members should be considered as informal service providers in the safety plan or to supervise visits between child and parents.
- **Out of Home Placement:**
Before placing a child or children in an unrelated home, father and paternal family members are assessed for placement. Foster parents, group home staff, residential treatment staff, hospital staff and adoptive parents are encouraged to build and maintain partnerships with birth or adoptive parents. The child welfare agency provides services and supports to establish and maintain father-child relations through telephone and mail contact, visitation and case planning activities.
- **Implementation of Case Plan:**
Fathers are actively involved in setting goals, and they are encouraged to express their opinions, concerns, requests or questions about the services needed. Services are accessible to working fathers. Service providers emphasize the importance of child relationships with both mother and father.
- **Permanency planning, Re-evaluation of case plan**
Fathers are involved in all reviews of the case plan and in the development of the child's permanency plan. Caseworkers emphasize the importance of the role fathers play in the development and implementation of the plan. Fathers receive court notices and are contacted by their caseworker to discuss the hearing and the agency's recommendations to the court.

Fathers are included in the discussion of conditions for return and are aware of the protective capacities needed to keep children safe in their environments.

Northern California Training Academy
 Reaching Out, Current Issues for Child Welfare Practice in Rural Communities
 Winter 2010
 Theme: Working with Fathers

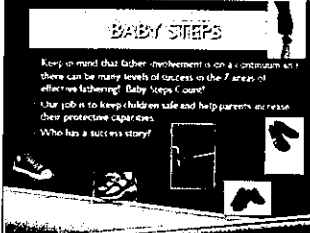


Practice Tips

- Recognize that fathers are complex. Although some fit the stereotype of the man who is unconcerned about his children, many others care deeply about their children’s well-being and have the capacity to be active participants in their lives.
- Maintain an open mind and a positive perspective with each new father you meet.
- Look for and affirm fathers who want to be a constructive presence in their children’s lives.
- Balance optimism with the reality of the work

Advocating for Nonresident Fathers in Child Welfare Court Cases
 American Bar Association Center on Children and the Law
 National Quality Improvement Center on Non-Resident Fathers and the Child Welfare System

Discussion

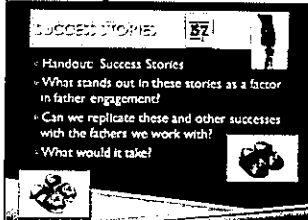


Baby Steps

Time: 10 minutes
Materials: None

Remind participants that our job in child welfare is to keep children safe, which includes increasing parental protective capacities. We want to remember that success doesn’t always mean huge changes, but celebrate the baby steps to better father involvement. Ask for a volunteer to share a success story. Be sure to support the person sharing their success and validate their use of any of the techniques that were included in the workshop.

Activity

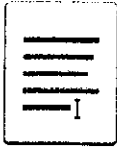


Success Stories

Handout: Success Stories (Page 57)

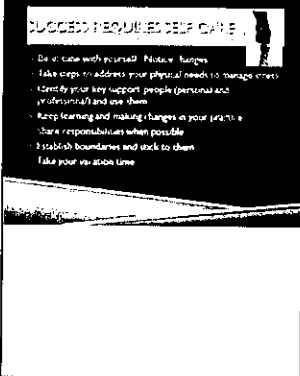
Time: 20 minutes
Materials: Handout: *Success Stories*

Divide the large group into three groups. Assign each group to read one of the stories and answer the following questions: What stood out for you in this story as an important factor leading to father engagement? Can we replicate these and other successes with the fathers we work with? What would it take? Give the



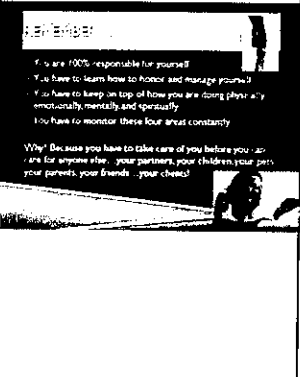
groups about 10 minutes to read their story and answer the questions. Then, ask each group to report out on their work. Notice any similarities in discussions and ideas for promising practices in father engagement.

Self-Care



Success Requires Self Care

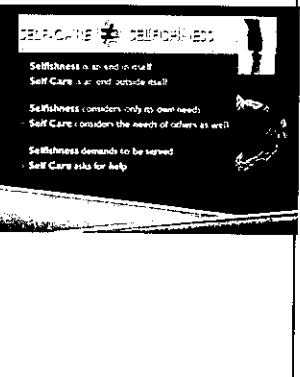
- Be in-tune with yourself / Notice changes
- Take steps to address your physical needs to manage stress
- Identify your key support people (personal and professional) and use them
- Keep learning and making changes in your practice
- Share responsibilities when possible
- Establish boundaries and stick to them
- Take your vacation time



Remember

- You are 100% responsible for yourself
- You have to learn how to honor and manage yourself
- You have to keep on top of how you are doing physically, emotionally, mentally, and spiritually
- You have to monitor these four areas constantly

Why? Because you have to take care of you before you can care for anyone else...your partners, your children, your pets, your parents, your friends...your clients!



Self-Care does not equal Selfishness

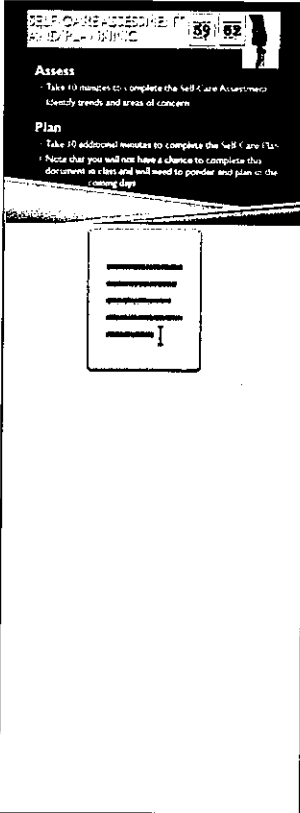
- Selfishness is an end in itself
- Self Care is an end outside itself
- Selfishness considers only its own needs
- Self Care considers the needs of others as well
- Selfishness demands to be served
- Self Care asks for help

Activity

Self-Care Assessment and Planning

Time: 20 minutes

Materials: Handout: *Self Care Assessment (Page 59)*



Handout: *Self Care Plan (Page 62)*

Instruct participants to complete the Self-Care Assessment that asks them to evaluate their attention to items in 7 arenas (Physical, Psychological, Emotional, Spiritual, Relationships, Workplace, and Overall Balance) by rating them as follows:

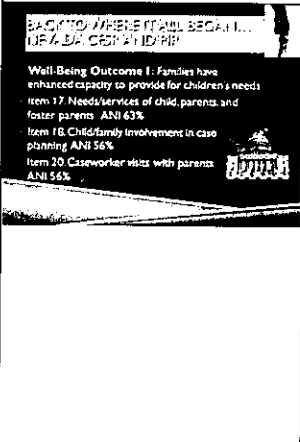
- 3 = I do this well (e.g., frequently)
- 2 = I do this OK (e.g., occasionally)
- 1 = I barely or rarely do this
- 0 = I never do this
- ? = This never occurred to me

Retrieved March 21, 2012 from http://www.socialwork.buffalo.edu/students/self-care/documents/plan/Self-Care_Assessment.pdf

Then, ask them to turn to the My Maintenance Self Care Plan Worksheet to make a plan for addressing the areas that needed attention on the assessment. Note that there will not be enough time to complete this fully and thoughtfully in this session and encourage them to take a look at this when they go home to refine their plan and set action steps in motion.

Retrieved on March 21, 2012 from http://www.socialwork.buffalo.edu/students/self-care/documents/plan/My_Maintenance_Self-Care_Worksheet.pdf

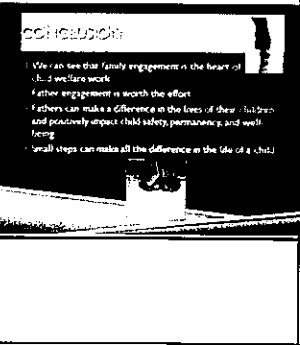
Conclusion



Back to Where it all Began...Nevada CSFR and PIP

Wrap the 2 day training up by summarizing that a review of files indicated that Nevada's child welfare workforce would need to place additional focus on engaging families in the process such that more clients needs are getting met, more children and families (including fathers) were involved in their case planning process and that parents get more face time with their workers. All of these items are impacted by the level of engagement workers get with their clients. If improvement is made in these areas, children will do better and have more safety, permanency and well-being...and yes, the numbers on the CSFR, the numerical measure of improved outcomes for children, will improve.

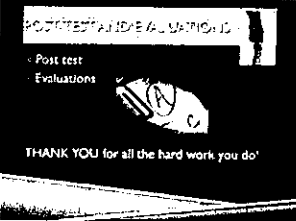
Conclusion



Review the points on the slide:

- We can see that family engagement is the heart of child welfare work
- Father engagement is worth the effort
- Fathers can make a difference in the lives of their children and positively impact child safety, permanency, and well-being
- Small steps can make all the difference in the life of a child

As we grapple with issues related to engaging and working with families, and

	<p>especially fathers, it is important to look at feelings and behaviors from mothers and fathers. It is equally important to engage fathers in all decision making opportunities and to invite them to the planning table to hear about their experiences with the system before we move to developing new policies or making practice changes. Fathers can make a difference in the lives of their children and positively impact child safety, permanence, and well-being if we engage them and encourage their involvement.</p>
<p>Activity</p> 	<p>Post-test and Evaluations</p> <p>Time: 20 minutes</p> <p>Materials: Post-Test Evaluation</p> <p>Thank the participants for their attendance and participation in the workshop and let them know that we appreciate the hard work they do to help children and families. Acknowledge that this is hard work! Pass out the post tests and workshop evaluations and allow participants 15 minutes to finish. Collect post tests and evaluations.</p>