

CHILD AND FAMILY PRACTICE MODEL



FACILITATOR GUIDE FOR MODULE SERIES

CFPM MODULE SERIES FACILITATOR GUIDE

Contents

CFPM MODULE SERIES FACILITATOR GUIDE 2

Materials 3

Supervisor Tip Sheet for Preparing Social Workers for Module Series & Simulations 4

LEAN IN Module Description 6

LIFT UP Module Description 8

CONNECT Module Description 10

CULTURE Module Description 12

Post Modules Check In and Observation Process..... 15

Supplemental Resource 16

PowerPoint Facilitator Guide..... 17

Handouts..... 52

PURPOSE OF CFPM MODULE SERIES: *Apply the 8 Core Elements and 23 Practice Behaviors in behavioral rehearsals and group learning simulations; utilize peer, group and facilitator feedback in practice improvement cycles.*

Approach: *Initial Practice Model Overview is followed by 4 day-long modules (each at least a week apart to allow for pre-work) organized by the Frontline Practice Approaches: LEAN IN; LIFT UP; CONNECT; CULTURE. Supervisors meet with their social workers prior to the Module Series to prepare them for the learning sessions and simulations. After participating in the Overview and Follow-Up modules, follow-up observation and coaching is required to demonstrate transfer of learning and application of skills to everyday practice. The modules are designed to offer participants a combination of additional knowledge, skill-enhancement, behavioral rehearsal simulation of “real-life” child welfare interactions, and group coaching and reflection. Supervisors are critical coaches and supporters of transfer of learning for those who are building skills and confidence in understanding and using the Practice Model. It is helpful if they participate in delivering the Module Series when they have staff in the modules, however at a minimum they should be present and observing and supporting their staff during the morning or afternoon when each simulation activity occurs.*

Materials

- **Supervisor Tip Sheet for Preparing SW’s for Modules-Simulations**
- **CFPM Module Series PowerPoint**
- **CFPM Module PowerPoint Facilitator Guide**
- **Handout Packet**
 - Self-Assessments and Final Reflections Handouts
 - Facilitated Conversation Handout
 - Three Houses Tip Sheet
 - Genogram and Ecomap Tip Sheet
 - Orienting the Circle of Support Handout
 - Cultural Iceberg Handout
 - Wellness Wheel Handout
 - Simulation Activity Tip sheet
 - Simulation Vignette-Tommy Smithson
 - Simulation Roles and Updates Handout for Actors
 - Simulation Vignette Update for Learners
- **Supplemental Resource or Handout**
 - Cultural Case Scenarios
- **Projector/Laptop/Speakers**
- **Flip Chart Paper/Markers**

Supervisor Tip Sheet for Preparing Social Workers for Module Series and Simulations

Supervisors meet with their social workers before the first LEAN IN module in order to accomplish the following two goals:

GOAL #1: Provide Support and Preparation for the LEAN IN Module and Simulation. This includes:

- **Reinforcing that the goal of all CFPM learning processes** is greater skill and competence in practical application of the CFPM in all of their case work, documentation and interactions
- **Building understanding of the goals and outcomes** the agency is working with staff and partners to achieve by implementing the CFPM
- **Providing orientation to simulation-based learning** in general and to the specific group simulation processes used in the Module Series:
 - Simulation-based learning provides a safe space where practice skills can be acquired, applied and reinforced through immediate feedback.
 - Simulation-based learning is similar to other practice and role playing you've experienced except the learner gets to practice with actors coming in to play out the roles of the family members and their circle of support.
 - For the CFPM Module Series, we'll be using group simulations – that's when a group of learners take turns and each sequentially step into the role play and pick up where the previous member left off.
 - Group simulations provide an opportunity to apply what is being learned, test out new behaviors before using them in real-world settings, and get immediate peer and facilitator feedback.
 - Prior to the simulation you may be exposed to new tools or strategies that can support use of the CFPM practice behaviors, but they are not the only tools and strategies you can use. You are encouraged to try out anything that supports you using the LEAN IN, LIFT UP, CONNECT and CULTURE practice behaviors in the simulation exercise.
 - After each simulation, there will be a facilitated debrief to explore what happened in the exercise, explore reflections and group learnings, and support group members to identify additional opportunities to practice the core elements and practice behaviors to build confidence and competence in using the practice model in diverse families and communities.
- **Orient to supervisor's coaching and support role** - supporting the social worker's professional development and fidelity to CFPM practice. Explain that you will be present to observe and support the social worker during the simulation in each module and that you and the social worker will debrief after each module.
- **Help the social worker prepare for simulation-based learning** by exploring the following questions:
 - How might group simulation assist you to "apply" the Practice Model in your casework and interactions?
 - What is worrisome about participating in group simulations?
 - How might those worries be addressed?
 - What support would you like from your supervisor in preparing for or being in the Module Series and simulations

- **Come to an agreement** on how the social worker and supervisor will work together during the module to provide the support that the social worker has requested. It is helpful if the agreement is put into written format, such as an e-mail, to re-affirm what was discussed and agreed to.

GOAL #2: Exploration of the Social Worker's LEAN IN Self-Assessment

- **Before meeting with the social worker the supervisor thinks about areas of social worker improvement needs** and how the LEAN IN module might be helpful to social worker
- **Before meeting with the supervisor the social worker completes their LEAN IN Self-Assessment** ratings and thinks about LEAN IN strengths and potential areas of growth and development
- **The social worker and supervisor meet together and explore the worker's self-assessment ratings and reflections** on areas of strength and possible opportunities for growth and development. (If worker speaks to "general" area for improvement, help them to focus that general area in a more specific way looking at how it connects to the LEAN IN practice elements and behaviors.)
- **The supervisor provides positive and developmental feedback regarding the social worker's self-assessment**, including affirming strengths the social worker identified and/or lifting up additional LEAN IN strengths the supervisor is aware of, as well as offering any additional insights on possible areas of growth to consider.
- **The supervisor makes the connection to the tools and strategies that will be covered in the LEAN IN module** and explores how the module can provide important LEAN IN learning opportunities to build on the specific strengths and needs of the social worker.
- **The supervisor encourages the social worker to think about real and current LEAN IN case issues** to think about and work on during the LEAN IN module.
- **Together social worker and supervisor agree on a particular area of LEAN IN growth/development** that the worker will work on and is willing to share with others during the LEAN IN module and simulation. That way others can be keyed into that and provide feedback and support.
- **The supervisor works to build the motivation of the social worker to engage in CFPM learning and coaching opportunities** to assist them in effective and culturally responsive CFPM work with children, families, communities and Tribes.

LEAN IN MODULE DESCRIPTION

LEAN IN PREWORK: Each learner will complete the **LEAN IN Self-Assessment** and then meet with their supervisor to discuss their Self-Assessment and prepare for the LEAN IN simulation. As a part of discussing the LEAN IN Self-Assessment with their supervisor they will consider their areas of LEAN IN strength, as well as identify a particular area of growth or challenge to work on and share with peers during the LEAN IN module and activities.

LEAN IN Learning Objectives

- Learners will be knowledgeable about the core practice elements and practice behaviors in LEAN IN and be able to recognize and demonstrate those behaviors in role play, simulations and case documentation.
- Learners will be able to point out and describe the presence of *Partnership, Culture, and Humility* in interactions with children and families when LEAN IN practice behaviors are being used.
- Learners will learn about and begin to build skill in using 3 Questions and 3 Houses tools.

Agenda

Time	Content/Activities/Handouts
Morning	Introductions Group Agreements Reflection & Homework from Overview Content and Practice
Afternoon	Lean-in Group Simulation Activities
Closing	Debrief, Homework and Next Steps

MORNING CONTENT AND PRACTICE ACTIVITIES:

Learners will have an opportunity to brainstorm, practice, and reflect on real interactions with families. In this session, Learners will be exposed to tools to support engagement of family members, (see scenarios or have prepared a real family/case example). The goal is to practice using the Facilitated Conversation Structure and Process and other tools to engage and begin gathering information about the family story that will help them build an effective working relationship (see Facilitated Conversation Structure Handout).

I. LEAN-IN Module (slides 1-17)

Lean-In Practice Activities: Adapt and use any combination of these practice activities that match with your local context, resources and time-capacity. It is encouraged to let staff practice the tools prior to the simulation in the afternoon.

Practicing the Facilitated Conversation Structure and Process. In different groups of two-three staff, with an observer, have each staff take turns trying on different stages of the process. They can either use the Cultural Case Scenario Handouts to role-play what an initial meeting might look like with one or more of the family members from those scenarios or they can role play being a supervisor with a worker who has come into supervision. (Both the worker and the supervisor have several pressing items to cover in short period of time, one of which involves a child removal or placement change etc.) Include a short debrief after the activity both in their small groups and consequently in the larger group to lift-up reflections.

Practicing 3 Questions, 3 Houses or Mapping (Each round should last approximately 20 minutes) A learner will role play an interaction with a parent or caregiver using the 3 Questions; the 2nd round will focus on role playing an interaction with a child using the 3 Houses. Learners form triads with one person taking on role of Social Worker, another the parent or child, and the 3rd person acts as observer/coach (This should be another learner, but could be a supervisor/coach or community partner). They rotate through those roles so each has an opportunity to role play each role. When in the role of Social Worker, each person will have 5 minutes to role-play their interaction; after all 3 have rotated into the Social Worker role and had their 5 minutes of practice, the triad group will debrief for 5 minutes together and share observations/experience.

Note: For variety, groups can change the context by picking the other caregiver or another family member to engage, or by changing the age of the child they are practicing on. Let the groups take a few minutes to get creative about what they want to try on, or an area of practice that they are excited to try these approaches out with. If participants bring their own cases, it will be important to give groups an opportunity to explore key pieces of information in order to have enough information for practicing. Have the presenting staff either do a quick ecomap, genogram or give a “2-minute commercial” about some of the context around the case. Another approach is to have the worker say quickly “what their biggest worries for the family are right now and what things are working for the family that are contributing to potential safety, permanency and well-being for the children within 2 minutes.

Live Demo of Approaches and Tools. Ask for any volunteers that feel particularly confident and are willing to demonstrate the use of tools or other engagement strategies in front of the group (mapping on one of their cases with the facilitator, Three Houses or Facilitated Conversation about any topic).

Option 1: Ask for one of the learners to role play a parent or youth from the Cultural Case Scenarios, and encourage a volunteer learner to come demonstrate for the room what one or more of the approaches or tools can look like in practice.

Option 2: Facilitator to ask for a volunteer to talk about one of their cases as a way to demonstrate the value of mapping, or three questions. Facilitator will ask the three questions and map the information provided. Have one table be the “ecomap” table that is in charge of writing up the ecomap for the family. Have another table be the “trauma and culture lens” and their job is to ask follow-up questions relating to family culture and trauma that might shed more light on family functioning. Have another table be “the jargon police” and they have to shoot up their hands and ask for “behavioral descriptions” rather than labels, as the volunteer is talking out the family. This is a chance to showcase their practice and have some fun, or see the facilitator execute the desired use of the approach or tool. Facilitate group sharing and discussion about what they saw, what worked well, what they would do differently etc.

Debrief what they saw, heard and felt reflected the spirit of the CFPM behaviors.

In preparation for the simulation activity (before lunch break): Have learners spend 5-7 minutes reading the case vignette and have them draw numbers out of a hat. It is important that any “actors” for the simulation have been prepared ahead of time with a framing for the activity and what role they will play before, during and after the simulation. It is advised to partner with community and former clients for these roles and that they be integrated into debriefing activities. (for example have them identify CFPM behaviors they saw during the interaction or provide constructive feedback around missed opportunities.

II. Lean IN Afternoon Group Simulation and Debrief (slides 18)

See Lean IN Simulation Handouts

III. Reflection and Homework (slides 19-20)

LIFT UP MODULE DESCRIPTION

Each learner will complete the **LIFT UP Self-Assessment** and in preparing for the LIFT-UP modules and simulation activities will assess their areas of LIFT-UP strength, as well as identify a particular area of growth or challenge to work on and share with peers during the LIFT-UP module and activities.

LIFT UP Learning Objectives

- Learners will be knowledgeable about LIFT UP Practice Behaviors and able to recognize and demonstrate those behaviors in role play, simulations, and case documentation.
- Learners will be able to point out and describe the presence of *Partnership, Culture, and Humility* in interactions with children and families when LIFT UP practice behaviors are being used.
- Learners will be able to self-reflect and give and receive positive and constructive feedback.

AGENDA

Time	Content/Activities/Handouts
Morning	Review Group Agreements Group Reflection from Lean-In Homework Lift-up Practice Activities (Uncle Smoky part one and two) Documentation Activity
Afternoon	Lift Up Simulation Activity Practice writing contacts to reflect the work done in the morning during simulation – sharing
Closing	Debrief, Homework and Next Steps

MORNING CONTENT AND PRACTICE ACTIVITIES

I. LIFT-UP Module Slides (21-28)

Lift-Up Practice Activities:

Uncle Smoky Activity. In the first part of the activity, tell the table groups of no more than 6, that they are working with a 13-year old female, **Sara**, and that **Sara** has been removed from home and is residing in a foster home. When you asked the father, **Kevin**, who is in Sara's family network, he told you the following:

- Uncle Smoky (smokes marijuana everyday but has always had a really good relationship with his nieces)
- Grandma Gertrude (89 years young and lives in Nova Scotia, Canada)
- Jaime (Sara's 16-year-old sister who has been in and out of group home care for behavioral issues recently)
- Lupe (the 38-year-old next door neighbor who Sara confides in regularly. She has extensive CPS history)
- Michael (Sara's 15-year-old boyfriend)
- You may need to create other characters, depending on the number of participants. Get creative!

Part One: Give each table a person to focus on and have them talk with each other about whether or not the person is “a safe person”. **If so, why and if not, why not. Have the groups talk about how they might play a role in supporting Sara.**

Part Two: Have learners pick someone at the table to role play the social worker and another to play their identified character. The remainder of the group will take on the other roles in Sara’s network and although the focus will not be on them, they are pretend they are a part of the meeting as well. The goal of the meeting/interaction is for the family to discuss the role the identified family member can play in supporting Sara and/or the family, making sure to attend to any worries or concerns, as part of the discussion. (CPS is worried, that given Uncle Smoky’s suspended license, that he would ever be in a position to need to operate a vehicle with Sara as a passenger. The group would need to develop a back-up plan, should Uncle Smoky and Sara ever face that predicament.)

Debrief the activity by having each table share about the plan that they came up with that includes the following: What case-related activities would the family-member be included in? What role might he play in the child’s support? What roles do other family members play in child’s support?

Part Three: Lift-up in Documentation

Continue group morning reflections, asking: **“How can you write up this morning’s contact with the family and interactions in a way that the family will see their conversation and perspective included?”** Encourage group to write a contact, in pairs or as a table and tell them to write it as if the family member is writing it with them. Provide 20 minutes to write a narrative summarizing the interaction.

II. Lift UP Afternoon Group Simulation and Debrief (slides 29-30)

See LIFT UP Simulation Handouts.

III. LIFT-UP Reflection and Homework (slides 31-32)

CONNECT MODULE DESCRIPTION

Each learner will complete the **CONNECT Self-Assessment** and in preparing for the CONNECT modules and simulation activities will assess their areas of CONNECT strength, as well as identify a particular area of growth or challenge to work on and share with peers during the CONNECT module and activities.

CONNECT Learning Objectives

- Learners will be knowledgeable about the core practice elements and practice behaviors in CONNECT and be able to recognize and demonstrate those behaviors in role play, simulations and case documentation.
- Learners will be able to point out and describe the presence of *Partnership, Culture, and Humility* in interactions with children and families when CONNECT practice behaviors are being used.
- Learners will self-reflect and give and receive positive and constructive feedback.

AGENDA

Time	Content/Activities/Handouts
Morning	Review Group Agreements Group Reflection from Lift-Up Connect Simulation
Afternoon	Focusing Practice Growth in key areas, goal setting and scaling
Closing	Debrief, Homework and Next Steps

I. MORNING REFLECTIONS, SIMULATION AND DEBRIEF ACTIVITY (slides 33-40):

See CONNECT Simulation Handouts.

II. AFTERNOON CONTENT AND PRACTICE ACTIVITIES (slides 41-52)

Bringing Networks Together: Learners will explore bringing together supports for a family in this quick exercise.

Have them think about a time in their work when they were able to bring together a number of extended family, community and “natural supports” to address a child or family’s needs. Have them address the following in table groups:

- What exactly did you do?
- How did you do that?
- What kind of difference did having this “network” make?
- What became *easier* because these people were involved?
- What became *harder* because these people were involved?

Ecomaps and Genograms: Review Ecomap and Genogram handouts. Allow each individual to work on creating their own Ecomap or Genogram and have them tell a partner a story about their family or network, using the Ecomap or Genogram to help them paint the picture. Have partners ask questions like: “pick the most important person to you on your genogram and talk to me about, him/her” or “who on this genogram knows you the best?” Explore with the larger group if they have used either in their work with families and how they have been useful.

Giselle's Circle of Support Video: Play the video link on **slide 44** of the PowerPoint. After watching Giselle's digital story, facilitate a large group discussion regarding:

- Who and what was important to Giselle?
- How would you describe Giselle's Circle of Support?
- What role did Giselle's Circle of Support play during child welfare involvement?
- What role did Giselle's Circle of Support play after child welfare involvement ended?

Facilitator Note: During the discussion and/or as a summary at the end, reinforce the importance of **NATURAL** supports that can provide love and caring in a way no formal helping system can, and that can be there more consistently over time.

Teaming in Family Interactions. Groups should **practice** facilitating conversations in home visits and family team meetings using the facilitated conversation structure, mapping, solution-focused questions and other tools and strategies to team with families in the shared planning process. Using one of the Cultural Scenarios, have each group choose roles and practice to attend to safety planning or case planning with the family's circle of support using all they have learned thus far.

Supportive Networks and Decision-Making

Ask learners to pair-up with another learner or community partner. Have them choose who will be person A and person B.

Person A: Think about a time in your own life where you had to make a decision about something (G-rated please!). Tell a partner about that decision. **Person B:** Ask-if you had to make a decision like that again, would your support network look the same or different? How? How would you go about **"activating"** your circle of support or child and family team?

Debrief: What was it like to be asked these questions if you were Person A? Did anything in your support network surprise you? Would you have wanted to move anyone in or out of your team? What was it like to do this for people who were Person B? Was it easy/hard to ask the questions? Now imagine that you were involved with CPS at that time, how might your circle of support be "activated" (brought together as a working team) in a way that feels supportive and respectful to you?

Facilitated Discussion: Based on the debrief, help the group explore outreach and preparation strategies that will help "activate" the circle of support or family team. Here are ideas the facilitator can offer if helpful but it is good for the group to come up with their own:

1) Meet with parents to identify their outcomes and discuss/coordinate how to prepare their team

2) Meet with team members to:

- Determine if they willing and able to participate on the team
- Set the tone for focusing on child and family strengths, culture and needs
- Exploring what role they are interested/able to play in the team process
- Explore any potential conflicts and discover ways to manage emotions positively
- Determine what they might need to participate in a positive way

III. CONNECT REFLECTION AND HOMEWORK (slides 53-54)

CULTURE MODULE DESCRIPTION

Each learner will complete the CULTURE **Self-Assessment** and then meet with their Supervisor to discuss their Self-Assessment and prepare for the CULTURE modules, simulation activities and coaching/transfer of learning processes with their supervisor. Note: Participants will be bringing their pre and post assessments and reflections, along with their initial thinking for a transfer of learning plan into supervision/coaching at the culmination of the 4 modules.

CULTURE Learning Objectives

- Learners will be knowledgeable about the core practice elements and practice behaviors in CULTURE and be able to recognize and demonstrate those behaviors in role play, simulations and case documentation.
- Learners will be able to point out and describe the presence of *Partnership, Culture, and Humility* in interactions with children and families when CULTURE practice behaviors are being used.
- Learners will understand transfer of learning expectations and next steps in their coaching relationship with their Supervisor.

AGENDA

Time	Content/Activities/Handouts
Morning	Review Group Agreements Group Reflection from Connect Culture Practice Activities
Afternoon	CULTURE Simulation
Closing	Debrief, Next Steps and Transfer of Learning Objectives

I. CULTURE MORNING PRACTICE ACTIVITIES:

Staff will deepen their understanding of family and community well-being through use of Wellness Wheel and Cultural Iceberg to support healing, deepen engagement and support re-connection with relationships and spiritual practices. **Activity debrief should include a small group discussion to craft questions to get at each quadrant of the Wellness Wheel, for use in the afternoon simulation activity.**

Cultural Iceberg Activity

Preparation: Have flipchart or quick sketch done on board or an iceberg, with only a small portion showing above water, like the picture on the handout. Lead a conversation about depths of culture and how they impact the client relationship.

Have them consider the following: When you think about culture, what things immediately come to mind? (As participants start to call out things that are perceivable with the senses or that can be experienced, seen, heard, tasted etc., list them at the top of the iceberg. What about the things that we cannot see, feel, taste, hear or perceive with our senses that are also cultural? (Again write in responses under the surface of the water)

Activity: At their tables, please write down a list of additional values, behaviors and attitudes that can lie beneath the surface that we have not already lifted up. The table with the longest list gets a “prize” for healthy competition (first pick from the candy bag or similar). Facilitate debrief of additional things to add to list and mark them on the iceberg.

Now have them talk at their tables about what would knowing, or having an understanding about these things, help you do with children and families as a part of your role? How might they get in the way of your work or present other challenges in engaging children and families? Why is this important to consider with each and every family? Debrief key points as a large group.

Wellness Wheel Activity

Part One: Review the Wellness Wheel on slide 63, and ask the group “Where do you see some of the CFPM behaviors through the lens of this wheel? Talk at your tables”. Debrief with large group. In a moment we are going to provide some guidance to help you explore questions that you can ask families in each of these quadrants. We will start with the Spiritual section and move clockwise around circle.

Part Two: List the headers from the example (**on slide 64**) on flip chart paper around the room and have participants decide what kinds of questions they could ask to get to the subcategories. Debrief with this slide and ask, what is missing?

Take sticky notes and have them create questions they would ask. Share in small groups and have them put them on the poster. The composite list of questions can be used as a local tip sheet. Over time you have a toolkit of potential questions, if you can get someone to volunteer to type them up. This now becomes customized to your local context, community and culture. This can be used to do customized visitation. Create a slide connected to simulation on customized visitation: What are some times in your family traditions where you like to get together, or where family traditions are experienced, how can we create customized visitation around this tradition.

Example of Cinco de Mayo or Thanksgiving-who helps with food, who gets everyone together etc.? Are there any special needs that your child has that we may need to create a plan around with your family (naps, medication etc.)? Who helps the family with groceries, getting the children to school and medical care, making meals, getting wood, the physical aspects of care giving? Who supports the family emotionally, encourages, is funny and lifts up spirits? Who else keeps family members connected with each other, in the community, socially, helps with good decision making and communication? Who keeps connected to the values in the family and community, with culture and traditions; who do they trust, love, encourages and keeps hopeful?

II. AFTERNOON GROUP SIMULATION

See CULTURE Simulation Handouts.

CULTURE Simulation Facilitator Notes: As a part of the set-up for the simulation, encourage learners to use tools, strategies and techniques learned throughout the CFPM modules, and especially questions and approaches learned earlier in the day around the Wellness Wheel and Cultural Iceberg as a way to deepen relationships with families and explore into family culture. Learners should walk out of the simulation with “plans” that have been developed with the family and circle of support that lift-up the voice of the child and community, and that attend to child welfare mandates of safety, permanency and well-being. Encourage learners to create “the plans” on flipcharts or a dry erase board that will be the starting template for future written and formalized case plans and Court Reports.

CULTURE Simulation Debrief and Homework:

Part One-Participants should complete the post-module self-assessment related to CULTURE. Learners should use the Notes field to individually document personal reflections and feedback received from peers and community partners, role players and observers. The group should process together to explore what they saw, heard and felt that reflected the core elements and behaviors associated with CFPM and reflect where there may have been missed opportunities and opportunities for growth.

Part Two- Each learner should spend time reviewing all of their post-module assessments and document areas for growth, next steps and develop their initial thoughts about how they can grow their practice. These initial thoughts should be documented so that they can be incorporated into the transfer of learning plan that gets developed with their supervisor/coach.

Part Three- Clarify that there will be a Check-in and Observation process with their supervisor as part of the transfer of learning process. The Overview and Module Series have provided important information that needs to be transferred to practice so the Practice Model is consistently reaching children and families. The Check-in and Observation will be part of continuing support from their supervisor/coach to grow culturally responsive CFPM practice into all of their casework and interactions.

Check-in and Observation Process:

- The social worker completes a Self-Assessment regarding their use of culture, humility, and the 8 core practice elements in interactions with children and families.
- The social worker and supervisor identify an upcoming case interaction (home visit, family meeting, etc.) that the supervisor will attend with the social worker in order to observe the interactions with the family.
- The supervisor observes and makes notes of the interactions keeping culturally responsive use of the 8 core practice elements and 23 practice behaviors in mind.
- Immediately following the observation (or within a couple of days) the social worker and supervisor debrief the interaction and observation, discuss their reflections and share positive and developmental feedback of when/how the 8 core elements were present in the interactions and lifted up in the worker's written narrative of the contact.
- As a result of the Check-in and Observation process, the social worker and supervisor develop CFPM transfer of learning goals and a plan for achieving those goals.

Post Modules Check In and Observation Process

(Note: This information is provided here for awareness and convenience, however supervisors should use the CFPM Coaching Guide which includes this process and the Profile of the 8 for the worker's self-assessment.)

- The social worker completes a Self-Assessment regarding their culturally responsive use of the 8 core practice elements in interactions with diverse children and families. As part of this self-reflection they consider their CFPM practice strengths and progress, areas for development, and possible next steps for growing their CFPM practice.
- The social worker and supervisor identify an upcoming case interaction (home visit, family meeting, etc.) that the supervisor will attend with the social worker in order to observe his/her interactions with the family.
- The supervisor observes and makes notes of the interactions keeping culture, humility and use of the 8 core practice elements and 23 practice behaviors in mind, then completes a rating on the worker's use of the 8 core practice elements using the Profile of the 8 (*see p. 33 of the CFPM Coaching Guide*). The social worker writes up their narrative for the observed interaction and provides it to their supervisor.
- Soon after the observation (within a couple of days) the social worker and supervisor debrief the interaction and observation, discuss their reflections about areas of strength and development, and the supervisor shares positive and developmental feedback regarding the social worker's use of the Practice Model in the observed interactions and in the worker's written narrative of the contact.
- The supervisor asks the social worker what they consider their greatest CFPM strengths – the strengths that the social worker would like to build on as they continue to build competency in the CFPM. This is followed by facilitating exploration of 1-2 areas for growth and development in using the CFPM with children, families and communities.
- Based on the discussion of strengths and areas for growth and development, the social worker and supervisor co-create coaching goals and a plan to achieve those goals, including who (in addition to the supervisor) will be involved, type/frequency of coaching support, and activities between coaching sessions to achieve goals. It is helpful to have the plan in writing for both to refer back to, such as a memo or e-mail.

Supplemental Resource

Cultural Case Scenarios



These are a few potential case scenarios that can be used at different points, should some of your learners not have active cases, or perhaps they play a support role in the agency that does not directly handle case management, or in some cases their role may limit their ability to think of real situations. The below case scenarios can be built upon for use with activities and practice during learning modules or simulations.

1. Joseph is a 5-year-old American Indian boy. He is a registered member of his Tribe through his father, who was murdered when Joseph was an infant. Joseph has lived with his mother, who has a drug and alcohol abuse problem, off and on his whole life. Recently, her boyfriend beat Joseph up because he was not listening to his mother. Joseph had a black eye and multiple contusions. Joseph's mother refused to believe her boyfriend had committed the assault and said she could not handle Joseph's behavior anymore.
2. Marcus is a 10-year-old African American male who lived with his grandmother until her sudden death last year. His mother died when he was one-year-old and his father is not listed on his birth certificate. He has no other known living relatives. When his grandmother died, Marcus came into custody. He was initially placed in a receiving center while a foster home was being identified. In his first 24 hours in the receiving center, Marcus was beat-up by a 15-year-old boy.
3. Mi Sun is an 8-year-old Korean-American female who recently disclosed to her teacher that her father was sexually abusing her. The family emphatically denies the abuse, and Mi Sun was placed into foster care with a Caucasian family. Mi Sun's parents are very involved in a church community, who supports Mi Sun's father and is pressuring Mi Sun to rescind her abuse allegation.
4. Sylvia is a 14-year-old girl. Her family recently entered the country illegally from Mexico, fleeing from poverty and drug-related violence in their home town. Sylvia came into custody after her mother beat her for staying out all night, calling her a slut and telling her she will pay for her sins. Sylvia's father is still in Mexico serving a prison term. He was violent toward Sylvia's mother throughout Sylvia's childhood.
5. Charlie is a 17-year-old Caucasian male. He recently ran away from home after his father beat him up when Charlie told his parents he was gay. He came to a drop-in center, stating that he had nowhere to go and has been living on the streets for the past several days.
6. Daisy is a two-year-old Puerto Rican girl. She was removed from her mother's care due to neglect. Daisy's mother's depression would leave her bed-ridden for days, during which time Daisy did not get fed or bathed. Daisy has not met her father or much of her family, who live in Puerto Rico.

Cultural Case Scenarios come from the Child Welfare Trauma Training Toolkit: Cultural Case Scenarios | January 2013

The National Child Traumatic Stress Network www.NCTSN.org

Slide	Facilitator Notes
<div data-bbox="134 178 699 493"> <h2>CHILD AND FAMILY PRACTICE MODEL MODULES</h2> <ul style="list-style-type: none"> • LEAN IN • LIFT-UP • CONNECT • CULTURE </div> <div data-bbox="134 493 699 926"> <p>1</p> </div>	<div data-bbox="722 178 1461 926"> <h3>PURPOSE OF FOLLOW-UP MODULES</h3> <p>Move beyond knowing about the practice model to applying the 8 Core Elements and 23 Practice Behaviors in behavioral rehearsals and group learning simulations that provide peer-group and facilitator feedback.</p> <p>Approach: Initial Practice Model Overview is followed by 4 day-long modules (each at least a week apart to allow for pre-work) organized by the Frontline Practice Approaches: LEAN IN; LIFT UP; CONNECT; CULTURE. After participating in the Overview and Follow-Up modules, follow-up observation and coaching is required to demonstrate transfer of learning and skills to everyday practice.</p> <h3>FACILITATOR NOTES</h3> <p>The purpose, intent and design of the CFPM modules should be messaged to staff by leadership as part of the implementation plan, prior to today's attendance. As an opener, staff should be reminded of the purpose and associated activities of the modules and what they will look like, as designed in your local context. The following slide provides more introduction and context setting.</p> </div>
<div data-bbox="134 961 699 1270"> <h3>OVERVIEW OF PRACTICE FRAMEWORK</h3> <p>The diagram is a multi-layered chart. At the top, it says 'OVERVIEW OF PRACTICE FRAMEWORK'. Below that, a header reads 'LEAN IN, LIFT UP and CONNECT to CULTURE CHILD AND FAMILY PRACTICE MODEL'. The main body is a grid with four columns corresponding to the modules. Each column has a 'PRACTICE BEHAVIORS' section with three items, a 'CORE ELEMENTS' section with two items, and a 'FRONT-LINE PRACTICES' section with one item. The items are color-coded to match the module headers.</p> </div> <div data-bbox="134 1270 699 1778"> <p>2</p> </div>	<div data-bbox="722 926 1461 1778"> <h3>PURPOSE</h3> <p>Remind learners of the CFPM frontline practice approach</p> <h3>FACILITATOR NOTES</h3> <p>Under the Front-Line Practice Approach (LEAN IN, LIFT UP, and CONNECT to CULTURE), there are:</p> <ul style="list-style-type: none"> ▪ 8 Core Practice Elements (2 elements under each Frontline Practice – on next to last row of the chart) ▪ 23 Practice Behaviors (chart shows an abbreviated tagline for each practice behavior) <p>(Note: This chart is available as a handout and/or for you to blow up and print as a poster on the training wall.)</p> <p>Though there are 4 modules each relating to a CFPM frontline practice and associated practice elements and behaviors, there is overlap and content in one module that may be applied and helpful to learners in another module. The focus of the current module is LEAN IN. Review LEAN IN Practice Elements on next slide with learners as an intro to Learning Objectives on the following slide.</p> </div>

<p style="text-align: center;">LEAN IN PRACTICE ELEMENTS</p> <p>► INQUIRY – <i>Uses inquiry and mutual exploration with the family to find, locate and learn about other family members and supportive relationships of children, youth and families within their communities and tribes.</i></p> <p>► ENGAGEMENT – <i>Seeks out, invites in, values and makes central the power, perspectives, abilities and solutions of families and their supportive communities and tribes in all teaming and casework practice.</i></p> <p>3</p>	<p>PURPOSE Review the practice elements that will be a part of today's focus.</p> <p>FACILITATOR NOTES: Go over the descriptions of Inquiry and Engagement. Also remind of the foundation of <i>Partnership, Culture, and Humility</i> in all interactions, including during Inquiry and Engagement.</p>
 <p>MODULE ONE: LEAN IN</p> <ul style="list-style-type: none"> • Learn about the core practice elements and behaviors in LEAN-IN and have practice and reflection opportunities. • Explore and describe the presence of Partnership, Culture and Humility in interactions with children and families relating to LEAN-IN. • Self-reflect and give and receive positive and constructive feedback. <p>4</p>	<p>PURPOSE Review the purpose of today's learning session.</p> <p>FACILITATOR NOTES</p> <ul style="list-style-type: none"> • If you are here today, then you have attended the CFPM Overview and have completed the LEAN IN Module Pre-work. (See LEAN IN Self-Assessment handout in CFP Overview Facilitator Guide). • You may have also had other opportunities to explore how the practice behaviors are already alive in your work, or tried on some new things with families or with each other. It is important to acknowledge the strengths, wisdom and expertise that are already a part of your practice framework. • Our practice model work will help the system align to support interactions with one another and with all children and families that consistently LEAN IN, LIFT UP and CONNECT to CULTURE. • These learning sessions will help to intentionally provide space and opportunity to practice, reflect, try on new things, learn from one another and continue strengthening your practice muscles!
<p>AGENDA</p>  <ul style="list-style-type: none"> • Welcome and Context • Group Agreements • Engagement Simulation Activity and Debrief • The 3 Questions and 3 Houses Tools • Practice and Debrief • Next Steps and Closure <p>5</p>	<p>PURPOSE Review the agenda and plan for the day, including breaks and lunch.</p>

SHARED AGREEMENTS

What do we need from ourselves, our peers and our facilitators to:

- Have this space be a safe and productive environment for growth?
- Stay present?
- Respect the learning process of all who are here?

6

PURPOSE

To facilitate shared agreement-building

FACILITATOR NOTES

Introduce Groups Agreements Activity:

Ask participants to talk at their tables or groups of 4-5 about the following-

- What we need from ourselves to get the most out of the modules together
- What we need from our peers to get the most out of the modules together
- What we need from our facilitator and supervisor/coaches to get the most out of the modules together.

The slide asks questions that attempt to define “get the most out of the modules”. These questions can be used if answers are vague or missing key agreements that may be needed, such as “taking distractions, like phone calls, out of the room.” Adapt these questions to local needs.

Debrief with the large group and chart/post the group’s agreements on the wall.

Let participants know that the list they create can be modified or referred to at any point today as well as throughout the series of modules.

Encourage learners to always establish shared agreements with one another when gathering for regularly occurring meetings, and with youth and families with whom they will be having on-going connection.

Follow-up: *Once the agreements are established with the group, type them onto the slide and insert it into the beginning of every module. Always bring the group agreements back to each module and review them to make sure they do not need to be updated or altered in any way.*

Let’ Reflect!

What have you tried from the last modules, CFPM elements or behaviors since we last met?

What worked well with staff or families?
What might you do different the next time?
What support do you need to do that?

How did you handle any challenges?



7

PURPOSE

To share times when learners felt naturally inclined to pay attention to or apply in practice any of the 8 core elements or 23 practice behaviors learned about in the Overview Learning Session, to support transfer of learning.

FACILITATOR NOTES

Read the questions and have them talk either in small groups or pairs. If it is a particularly talkative group, you may be able to do this in a large-group format.

If there are leadership, coaches or implementation team members in the room, it may be nice to have them track info that is shared here. Paying particular attention to “what support do you need,” can help the system understand system supports needed for continuous improvement and building competency in the practice.

INTRODUCTION TO FACILITATED CONVERSATION STRUCTURE



8

PURPOSE

Expose learners to Facilitate Conversation Structure handout as a tool to support engagement of family members

FACILITATOR NOTES

Activity:

(See scenarios or have prepared a real family/case example.) During the first stage of the activity have learners brainstorm at their tables, a time when they felt a family was engaged from the very first interaction and what made the difference (tools, strategies and resources). Debrief with the large group, charting factors that contribute to effective engagement with families.

During the 2nd stage of the activity, have groups discuss a time when they felt a teaming meeting with a family went extremely well, and what made the difference. Debrief with the large group, charting and labeling factors that contributed to effective teaming with families.

Discussion:

This morning we will have an opportunity to brainstorm, practice, and reflect on real interactions with families. Review Facilitated Conversations Structure Handout and slide.

Purpose: What are we talking about today?

(Draft Example: “We want Johnnie safe at home with his family and connected with his community”)

Suggest having a potential draft purpose ready and have the folks you are engaged with co-create or enhance that purpose during your interaction, this engages them in the process and creates ownership.

Objectives: What 1-2 things do you want to walk away from today?

(Perhaps in the example above it is developing a large enough circle of support that you can have a safety network of folks who will be either in the home or checking in on regular times throughout the day to ensure safety; another example might be regular and customized visits set up with grandma and grandpa who are also part of the circle of support)

Shared Agreements: How will we be together to make this time work well? How will we be together today?

Suggest acknowledge and appreciate past experiences – “I know you have interacted with the agency before and some things worked well for you and others did not work as well, what will be most helpful in our work together?”

Context: Is there any that may take you away from our conversation physically or emotionally? Who else should be part of these conversations?

Examples: Worry about the school calling because the children might be sick or need help? Someone in your family is in the hospital and you are waiting for update calls?

Anxiety? Grandparents, aunts & uncles, cousins, etc.

Content: What works well? Worries?

Mapping, 3 Houses (related to the purpose)

	<p><u>Next Steps:</u> Specific behavioral next steps: who will do what, by when, how will you know it is working well or if there are worries?</p> <p><u>Feedback:</u> What worked about this conversation? What would you like changed up, done less or more of? (A simplified version of this can simply be shared agreements; goals; content; next steps and feedback)</p>
<p>FACILITATED CONVERSATION STRUCTURE</p>  <p>9</p>	<p>PURPOSE Practice Facilitate Conversation Structure as a tool to engage and begin gathering information about the family story to build an effective working relationship.</p> <p>PRACTICE In groups of two-three staff, with an observer, have each staff take turns trying on different stages of the process. They can either use the Cultural Case Scenario Handouts to role-play what an initial meeting might look like with one or more of the family members from those scenarios or they can role play being a supervisor with a worker who has come into supervision. (Both the worker and the supervisor have several pressing items to cover in a short period of time, one of which involves a child removal or placement change etc.) Include a short debrief after the activity both in their small groups and consequently in the larger group to lift-up reflections.</p>
 <p>AN INTRODUCTION TO THE THREE QUESTIONS</p> <p>10</p>	<p>The 3 Questions come from an Appreciative Inquiry approach and is a LEAN IN practice tool that supports exploration of safety issues, family relationships and supports. The 3 Questions can be used throughout the case to explore the child and family's strengths as well as changing needs and opportunities regarding an issue, problem or planning process.</p>
<p>WHAT IS WORKING WELL?</p> <p>WHAT ARE WE WORRIED ABOUT?</p>  <p>WHAT NEEDS TO HAPPEN?</p> <p>11</p>	<p>PURPOSE Develop understanding of the 3 Questions as a practice tool.</p> <p>EXAMPLE Let's explore how to use these first two questions: "What is working well?" and "What are we worried about?" We want to use this framework to focus on child safety, permanency and well-being, as well as family strengthening and support. Helpful considerations are:</p> <ul style="list-style-type: none"> • <u>WHO:</u> In exploring a family situation or dynamic, whether exploring a strength or something that is worrisome, it is important to explore with the family WHO is engaged in the behaviors that are impacting the child or family. • <u>WHAT BEHAVIOR:</u> We also need to understand the

	<p>specific behaviors and interactions that are occurring in the family situation or dynamic. Getting good at surfacing behavioral descriptions of actions and interactions that are leading to harm, danger, protective capacity, well-being, etc. enables everyone to get clearer on strengths to be built on, interactions to be changed, and behaviors to be addressed. This behavioral focus on both strengths and worries ensures mutual exploration with the family about safety issues and supportive relationships of children and families within their communities and Tribes and communicates value and respect for the family's perspective.</p> <ul style="list-style-type: none"> • <u>WHAT IMPACT:</u> After exploring Who? and What Behavior? is occurring, it's important to connect the behavior that surfaces to the impact it is having on the child and/or family. What significant impact is occurring to the child? To the family? How does the family describe the impact? How can it be seen? Understanding family strengths as well as problems from this lens strengthens engagement and teaming relationships with families. For instance, exploring specific aspects of the family's culture can lift up cultural activities, beliefs and values which are very positive for the child and family and can be incorporated as strengths in case planning, while exploring specific aspects of caregiver behavior that are causing danger or harm to the child provide important information to be used in safety planning and case planning with the family. <p>Once behavioral descriptions of "what is working well" and "what is worrisome" have been surfaced, the stage is set for thinking through "what needs to happen?"</p> <ul style="list-style-type: none"> • We ask families what they think needs to happen, and we begin to help them think through the implications of various actions, plans, needs and decisions, helping them to be behaviorally specific. "What do you think your child wants to happen next?" "What might you do next to address the worries? What help do you need from your family/community? What can your social worker do to support you taking that step? • The following slide provides more information about the "What needs to happen" question.
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MORE ABOUT WHAT NEEDS TO HAPPEN?

- ▶ Everyone in the conversation **should have input** on what should and can happen next; **exactly who is doing what, and by when.**
- ▶ Everyone in the conversation should have a **clear understanding of willingness, capacity, and support** needed to get the next step done.
- ▶ Everyone in the conversation should have a **clear communication loop in place** so that everyone is informed when a next step has been completed.

PURPOSE

Explore more about the question “What needs to happen?”

FACILITATOR NOTES

Read the slide and talk through when and how they can see this being effective in their practice. Explore any worries they have about this. Help them to explore their own willingness, capacity and supports needed to add this as a consistent way to take small steps with families.

12

*“People support what they
have had a hand in creating.”*



- Margaret Wheatley

PURPOSE

Summary of when and why to use the 3 Questions

FACILITATOR NOTES

These 3 Questions support engagement and exploration with children and families regarding any issue or need throughout the life of a case.

They are designed to help explore the perspectives of all family members, including the children: *“If your children were here right now, what would they say worries them?”*

The simplicity and generalizability of the 3 Questions to any interaction or situation makes it a versatile and dependable tool.

In the heat of the moment—in the middle of a complicated assessment or home visit—the 3 Questions can ground us, providing a simple way to LEAN IN and gain important behavioral insights into family members’ strengths, perspectives, needs and solutions.

The 3 Questions help us move into doing “assessments with” a family so we can incorporate their strengths, solutions and cultural lens, rather than doing “assessments on” the family. By teaming in this way from the very beginning, we can jointly develop plans with families to support their children’s safety, permanency and well-being, we can better understand and address the family’s underlying needs, and we can support the family to achieve their self-identified goals.

BRIEF DISCUSSION

What has been your experience with the 3 Questions or similar approaches? Do you find a difference when families’ own wishes and perspectives are taken into account? What is the difference between developing a case plan with the family versus handing them an already created plan that you want to review and discuss with them?

13

What Are We Worried About?	What is Working Well?	What Needs to Happen?
<ul style="list-style-type: none"> Larry struck Karen with a broom, causing serious injury. In front of Tommy, Tommy tried to intervene and could have been hurt himself. Karen has been in physically and emotionally harmful relationships in the past and Tommy has witnessed these harmful incidents and been impacted negatively. (His nightmares, is often afraid of men, acts out similar behavior with girls). No one knows where Larry is, and yet he is making telephone threats to the social worker implying that he is looking for Karen and Tommy. Larry has been physically violent to Karen in the past, without remorse. Karen is worried what will happen to her and Tommy if Larry finds them. 	<ul style="list-style-type: none"> Karen is making progress in her battered women's program and is stating that she will do whatever it takes to keep herself and Tommy safe from harmful relationships in the future. Karen and Tommy both enjoy their visits and Karen demonstrates excellent parenting ability during the visits. Tommy has a great relationship with his grandmother, whom he is having successful visits with. Tommy is connecting regularly with Tribal community while on visits with the grandmother and he enjoys all of the activities he gets to participate in at the Native American Community Center. 	<ul style="list-style-type: none"> Safety planning Expanding the circle of support Case Planning

14

PURPOSE

Introduction to the process of mapping the 3 Questions.

FACILITATOR NOTES

What: Mapping is a process of gathering and organizing the information from the 3 Questions. We can use mapping to help sort and understand information and guide planning throughout all aspects of our work.

Why: A frequent issue in child welfare is the lack of *understanding, participation, and agreement* between the family and the child welfare agency (and sometimes within the agency itself).

How: Mapping can be used with the family and their team to guide an assessment or planning conversation *and* can be used in supervision or case consultation.

Ask the group the following:

- What do you think might work well about this approach?
- What do you worry about?
- What questions do you have?
- What other places in our work can you see using this approach? (Help them to lift up things like case consultation, coaching, family and other teaming meetings etc.)

The Three Houses for Children It is like MAPPING, with Children



N. Wold, M. Greening, 2003

How to use the Three Houses: Adapted from: www.threerivers.org.uk

15

PURPOSE

Introduce the Three Houses.

FACILITATOR NOTES

The Three Houses is a tool that can help you explore and map the 3 Questions with children.

Use one big piece of paper or three different pieces, and have lots of felt pens and stickers available. Encourage the child to talk, draw, and write. After the initial drawing and talking, try to make connections between the houses with the child and focus on his/her strengths. With the child's permission, these drawings can be shown to his/her parents/caregivers to help deepen the information-gathering and assessment process.

EXAMPLE

Here it is. Simple, right?

- House #1 is the house of good things. Which question would that address? (What is working well?)
- House #2 is the house of worries. (What are we worried about?)
- House #3 is the house of hopes and dreams. (What needs to happen next?)

Helpful Tips:

To do Three Houses is pretty simple, and does not take a lot of preparation. A little planning and consideration is helpful when possible. First, before interviewing a child, it is good practice to get parent permission. However, there are times you will interview the child prior to parent involvement: if involving the parent in advance would compromise child

safety, if there is worry that the parent will attempt to alter child's story prior to your interview, or you have to protect against the possibility or perception of interference. (These concerns are likely present when addressing allegations of serious abuse or neglect, or sexual abuse.)

It is a good idea to equip your interview space with paper and crayons, and to carry blank paper and a few crayons or markers with you at all times. Then you are always ready.

Find a good space for the interview—as good as is available.

Privacy is important, child comfort is important, reducing distractions is important—all the usual considerations.

It is best to interview the child alone whenever possible, but if the child cannot feel comfortable without a parent or caregiver—as long as the parent or caregiver is not suspected of sexual abuse or of intimidating the child—it can work with a parent or caregiver in the room. Provide the parent/caregiver with clear instructions about not answering for the child or responding to what the child says. It is generally best to interview one child at a time, especially in the early sessions. But again, if a child feels most comfortable with a sibling, you might need to do that. In some instances, interviewing with siblings on occasion can give new perspectives on how the children are doing.

EXAMPLE

After explaining about the Three Houses to the child, you can ask the child which one he/she would like to start with - the house of worries or the house of good things. (Leave off the house of dreams from this choice—that will be the last one.)


Most of the time it's best to start with the house of good things (what's working well) if the child has no preference.


Give the child choices about crayon/marker/pen/pencil. You can even ask if the child wants to draw or wants you to draw. Whichever the child selects, ask him/her to draw a house, and then put in the house all the things that are good about the house in which they live (or that they worry about in their house). Let them know they can use words or pictures to show. Either way, ensure that either the child or you write notes to describe the drawings.

It is also appropriate to inform the child in advance of what will happen with this drawing in simple, age-appropriate ways. Until the drawing begins, you do not know what you will do with it, but it is only fair to make the child aware of some basic things and then talk a little more later. The key here is to be honest, but not make a big deal of things that will create needless anxiety. For example, ask the child to make these drawings for you so that the child does not expect that he/she can take them upon leaving. (If appropriate, you can offer to make a copy.) Mention that you may need to share the drawings with other people who are working hard to ensure they stay safe.

Keep in mind the age and development of a child that may

	<p>need to take breaks or may get easily distracted. Get them describe what they mean, rather than assume understanding for vague terms like “hurt” or “love”. Ask clarifying questions, like “and then what”?’</p> <p><i>Note:</i> If someone asks if this is like three wishes, point out that it is similar. However, Three Houses focuses on family rather than being open-ended. It transitions from good things to worries to dreams, and gets at information about the child’s life from their perspective, so this may be better in forensically important interviews.</p> <p><i>Additional Information:</i> Jurisdictions can consider purchasing Sonja Parker’s DVD on the Three Houses. Parts of her Three Houses demonstration can be shown here. There is now a Three Houses App that can be purchased for Android and iTunes supported tablet devices only.</p>
<div data-bbox="138 640 698 955"> <ul style="list-style-type: none"> • Get in Groups of 3 • Decide who will play the role of SW, parent and observer • SW role-plays introducing the 3 Questions to a parent • Switch roles until all have practiced • Debrief with your group and share observations/experiences • Repeat practicing introduction of 3 Houses with child  </div> <div data-bbox="129 966 170 997">16</div>	<p>PURPOSE Practicing use of 3 Questions and Three Houses with families</p> <p>PRACTICE ROUNDS Facilitate 2 rounds of 3 Questions or Three Houses for learners (each lasting approximately 20 minutes). The first round is focused on each learner role playing an introduction to the 3 Questions with a new parent on their caseload; the second is focused on role playing an introduction of the Three Houses activity with a new child on their caseload.</p> <p>Learners form triads with one person taking on role of SW, another the parent or child, and the 3rd person acts as observer/coach. They rotate through those roles so each has an opportunity to role play an introduction of the 3 Questions to the parent during the first round, and then role play an introduction to the child of the Three Houses during the 2nd round. When in the role of SW, each person will have 5 minutes to role-play their introduction; after all 3 have rotated into the SW role and had their 5 minutes of practice, the triad group will debrief for 5 minutes together and share observations/experience.</p> <p>LIVE DEMO The facilitator or volunteer learner does a short demonstration of engaging parent(s) in the 3 Questions, followed by a volunteer role playing a short demonstration of doing Three Houses with a child, with group sharing and discussion about what they saw, what worked well, etc.</p> <p>OPTIONAL PRACTICE ROUND Although you may not have time to have the groups practice creating next steps, if you find time, have them get back into their practice groups, and have the groups do a couple of rounds of next steps development.</p>

<p>Think about children, young people, or families with whom you are working...then draw the Three Houses!</p> <ol style="list-style-type: none"> 1. In your house of worries, reflect on any practice vulnerabilities and/or areas where you wish you could improve your skills with children, young people, or families. Draw or write them in and around the house. 2. In your house of good things, draw or write down your strengths and skills related to your work/practice. Add any extra supports/resources that you use. 3. In your house of hopes and dreams, think about your hopes and dreams for your work with children and write down three action steps that will help you get there. <p>EXERCISE: PRACTICING YOUR THREE HOUSES</p> <p><small>Slide adapted from NCCD Safety Organized Practice, with permission.</small></p>	<p>PURPOSE To show that Three Houses¹ can be used as a reflection tool for practitioners and to give them a “lived experience” of its use.</p> <p>FACILITATOR NOTES Tell participants that they have 20 minutes for this exercise. Explain that they do not have to show this to anyone. This will be their own private work. Provide them with paper and colored pencils to draw their houses. Consider playing “Our House” by Crosby Stills and Nash, “This is the House that Jack Built” by Aretha Franklin, and other songs about houses during this exercise.</p>
<p>17</p>  <p>18</p>	<p>PURPOSE Prepare learners for and complete LEAN IN simulation activity</p> <p>FACILITATOR NOTES Before lunch, have learners spend 5-10 minutes reading the case vignette and have them draw numbers out of a hat (which will be the order they participate in the simulation). <i>Note:</i> It is important that any “actors” for the simulation have been prepared ahead of time, know when to arrive, and understand the purpose of the simulation is for learners to practice LEAN IN behaviors, and understand what role they will play before, during and after the simulation.</p> <p>After lunch, help the group get prepared for and oriented to the simulation experience, reminding them of the bullet points on the Simulation Activity Tip Sheet. Then set the stage for the simulation, facilitating discussion of the following by the group (15 min’s):</p> <ul style="list-style-type: none"> • Where are we in this case? • What do we know? • Why are we having this interaction – what needs to happen or be accomplished?) <p>Running Sim: For a 60-75-minute group learning experience, a sim group can accommodate 10-12 learners. If the group participating in the learning session is larger than this, they should be separated into groups of no more than 10-12 with each group running the sim simultaneously in separate training rooms. Participants will be “tag-teaming” in most of the simulations, so either pre-designate how long each participant will be interacting with the family member or team or develop a clear plan for how participants will know what “switching” will look like. The numbers participants drew before lunch assign “order” for sim participation. Transition involves brief anchoring for the learner about to go into the sim “Where are you headed now? What LEAN IN Practice Behaviors are most important to use to get there? Based on your self-assessment, what area of LEAN-IN growth/development are you wanting to work on? Having the learner’s supervisor and others (such as coaches and community partners) acting as observers will help establish a learning, development, and support process. Make sure that</p>

	<p>the learners who are not actively interacting in the sim with the family are paying close attention to the interactions of their peers so that they can:</p> <ul style="list-style-type: none"> • Step into the simulation and support a continuous flow of the interactions with the family/team • Try on new approaches and strategies that have not been used in the simulation • Take notes about what practice behaviors are seen, whether <i>Partnership, Culture, and Humility</i> are present, and what is working or not working about what their peers have tried <p>After the simulation, debrief the group simulation experience. The actors can share what interactions and strategies were effective in engaging and exploring with them and what weren't. Facilitator questions for the debrief might include:</p> <ul style="list-style-type: none"> • What specific LEAN IN behaviors did you see during the simulation? • How were <i>Partnership, Culture, and Humility</i> demonstrated during the simulation? • What might have been some missed opportunities? • Were there ways of interacting you'd like to try on in the future with families or remember to keep doing? <p>Have each learner complete the post-module self-assessment related to LEAN-IN. Use the Notes field to individually document personal reflections and feedback received from peers and community partners, role players and observers. The group should explore what they saw, heard, and felt that reflected the core elements and behaviors associated with LEAN IN and reflect where there may have been missed opportunities and opportunities for growth.</p>
<p>ONE LAST THING: THINKING AHEAD</p> <p>In pairs:</p> <ul style="list-style-type: none"> • What did you learn or experience today that you value or that makes sense to you? • What are you already doing to put that into action in your work? • What else would you like to do to "land it" even more in your work between now and next time?  <p><small>Slide adapted from NCCCO Safety Organized Practice, with permission.</small></p>	<p>PURPOSE</p> <p>Help people make the transition from the learning session and practice simulation to actual work.</p> <p>FACILITATOR NOTE</p> <ul style="list-style-type: none"> • After three straight exercises and a simulation you may have a group of tired people. • Make this an "in-the-moment" decision, but this is a useful slide for ending each module when folks have energy to do it. • They can be very brief conversations (two minutes) on these questions, then see if you can get two to four people to share their thoughts with the larger group.



HOMEWORK!

- Meet with Supervisor to debrief LEAN IN Module and share what went well and any LEAN IN learnings/progress
- Practice the 3 Questions with a family or child and come back to next session with a visual representation of using it
- Complete the LIFT UP Self-Assessment

20

PURPOSE

Review LIFT UP pre-work

FACILITATOR NOTES

Note that the homework from Module 1 is the pre-work for module 2 and so on. The work builds on itself and is integrated, so stress that learners need to plan beforehand and ensure scheduling and coordination with their supervisor.

Review the following with participants:

- Before LIFT UP module, meet with their supervisor to debrief LEAN IN sim and share what went well and any learnings/progress in the area of growth or challenge identified.
- Before LIFT UP module, practice the 3 Questions with a family or child and come back to the next session with a visual representation of having used it (either a visual mapping of 3 Questions done with family or Three Houses done with child).
- Complete the LIFT UP Self-Assessment and come to the next session having done some self-reflection on their LIFT UP strengths and an area or two of growth or challenge for them. They should be prepared to come to the next sim and share what they want to work on with the other learners right before their sim participation – that way others can be keyed into that and provide feedback and support.

CHILD AND FAMILY PRACTICE MODEL MODULES

- LEAN IN
- LIFT-UP
- CONNECT
- CULTURE

21

PURPOSE OF FOLLOW-UP MODULES: *Move beyond knowing about the practice model to applying the 8 Core Elements and 23 Practice Behaviors in behavioral rehearsals and group learning simulations that provide peer-group and facilitator feedback.*

OVERVIEW OF PRACTICE FRAMEWORK






22

PURPOSE

Remind learners of the CFPM frontline practice approach and focus them on the frontline practice and core elements that will be focused on in this LIFT UP module.

(Note: This chart is available as a handout and/or for you to blow up and print as a poster on the training wall.)

<p>LIFT UP PRACTICE ELEMENTS</p> <p>► SELF-ADVOCACY – <i>Recognizes and supports the power of individuals and families to speak about their own well-being and self in finding solutions and continuing to grow.</i></p> <p>► ADVOCACY – <i>Speaks out for children, youth and families based on their strengths, resources and cultural perspectives in order to support them in strengthening their family, meeting their needs, finding their voice and developing the ability to advocate for themselves .</i></p> <p>23</p>	<p>PURPOSE</p> <p>Review the practice elements that will be part of today's focus. Also remind of the foundation of <i>Partnership, Culture, and Humility</i> in all interactions.</p>
 <p>MODULE TWO: LIFT-UP</p> <ul style="list-style-type: none"> • Go deeper into the LIFT UP practice elements and behaviors and have practice and reflection opportunities. • Recognize the presence of Partnership, Culture and Humility in LIFT UP interactions • Self-reflect and give and receive positive and constructive feedback <p>24</p>	<p>PURPOSE</p> <p>Welcome participants and review group agreements</p> <p>Review the following Learning Objectives as part of the plan for the day.</p> <ul style="list-style-type: none"> • Learners will be knowledgeable about LIFT UP Practice Behaviors and able to recognize and demonstrate those behaviors in role play, simulations, and case documentation. • Learners will be able to point out and describe the presence of <i>Partnership, Culture and Humility</i> in interactions with children and families when LIFT UP practice behaviors are being used. • Learners will be able to self-reflect and give and receive positive and constructive feedback.
<p>AGENDA</p> <ul style="list-style-type: none"> • Welcome and Reflection • Group Reflection from LEAN IN Homework • LIFT UP Practice • LIFT UP Documentation • LIFT UP Group Simulation Activity • Debrief, Homework & Next Steps  <p>25</p>	<p>PURPOSE</p> <p>Review the agenda and plan for the day, including breaks and lunch.</p>
<p>3 Questions Homework: Let's Reflect!</p> <p>What worked well when you tried it out?</p> <p>What was a challenge or got in the way of you trying it out?</p> <p>What is one next step you can take to deepen the practice?</p> <p>What did you learn about culture and family relationships?</p> <p>What did you learn about inquiry and engagement?</p>  <p>26</p>	<p>PURPOSE</p> <p>Facilitated group discussion and reflection on 3 Questions/3Houses homework (small table or large group discussion)</p> <p>FACILITATOR NOTES</p> <p>Read the questions and have them talk either in small groups or pairs. They should share their visual representation and talk with their group members about the experience using the questions. If it is a particularly talkative group, you may be able to do this in a large-group format. It will be helpful to lift up some themes in the large group after the small group discussions.</p>



LIFT UP PRACTICE ACTIVITIES

27

PURPOSE

Practice LIFT UP behaviors

FACILITATOR NOTES

Uncle Smoky Activity

In the first part of the activity, tell the table groups of no more than 6, that they are working with a 13-year old female, **Sara**, and that **Sara** has been removed from home and is residing in a foster home. When you asked the father, **Kevin**, who is in Sara's family network, he told you the following:

Uncle Smoky (smokes marijuana everyday but has always had a really good relationship with his nieces)

Grandma Gertrude (89 years young and lives in Nova Scotia, Canada)

Jaime (Sara's 16-year-old sister who has been in and out of group home care for behavioral issues recently)

Lupe (the 38-year-old next door neighbor who Sara confides in regularly. She has extensive CPS history)

Michael (Sara's 15-year-old boyfriend)



You may need to create other characters, depending on the number of participants. Get creative!

Part One: Give each table a person to focus on and have them talk with each other about whether or not the person is "a safe person". **If so, why and if not, why not. Have the groups talk about how they might play a role in supporting Sara.**

Part Two: Have learners pick someone at the table to role play the social worker and another to play their identified character. The remainder of the group will take on the other roles in Sara's network and although the focus will not be on them, they are pretend they are a part of the meeting as well. The goal of the interaction is for the family to discuss the role the identified family member can play in supporting Sara and/or the family, making sure to attend to any worries or concerns, as part of the discussion. (CPS is worried, that given Uncle Smoky's suspended license, that he would ever be in a position to need to operate a vehicle with Sara as a passenger. The group would need to develop a back-up plan, should Uncle Smoky and Sara ever face that predicament.)

Debrief the activity by having each table share about the plan that they came up with that includes the following: What case-related activities would the family-member be included in? What role might he play in the child's support? What roles do other family members play in child's support?

<div data-bbox="488 142 688 333"> </div> <div data-bbox="388 380 647 405"> <p>LIFT UP DOCUMENTATION</p> </div> <div data-bbox="131 434 167 464"> <p>28</p> </div>	<p>PURPOSE Explore LIFT UP in Documentation</p> <p>FACILITATOR NOTES Continue group morning reflections, asking: “How can you write up this morning’s contact with the family and interactions in a way that the family will see their conversation and perspective included?” Encourage group to write a contact, in pairs or as a table and tell them to write it as if the family member is writing it with them. Provide 20 minutes to write a narrative summarizing the interaction.</p>
<div data-bbox="206 543 453 571"> <p>LIFT UP SIMULATION</p> </div> <div data-bbox="545 508 672 575"> </div> <div data-bbox="391 596 597 632"> <p>Self-advocacy</p> </div> <div data-bbox="154 669 289 726"> <p>advocacy</p> </div> <div data-bbox="310 644 545 798"> </div> <div data-bbox="131 827 167 856"> <p>29</p> </div>	<p>PURPOSE Prepare learners for and complete LIFT UP simulation activity</p> <p>FACILITATION NOTES Before lunch, have learners spend 5-10 minutes reading the case vignette and have them draw numbers out of a hat (which will be the order they participate in the sim). Note: Make sure any “actors” for the simulation have been prepared ahead of time, know when to arrive, understand the purpose of the simulation is for learners to practice LIFT UP behaviors, and understand what role they will play before, during and after the simulation. After lunch, help the group get prepared for and oriented to the simulation experience, reminding them of the bullet points on the Simulation Activity Tip Sheet. Then set the stage for the simulation, facilitating discussion of the following by the group (15 min’s):</p> <ul style="list-style-type: none"> • Where are we in this case? • What do we know? • Why are we having this interaction – what needs to happen or be accomplished?) <p>Running Sim: For a 60-75-minute group learning experience, a sim group can accommodate 10-12 learners. If the group participating in the learning session is larger than this, they should be separated into groups of no more than 10-12 with each group running the sim simultaneously in separate training rooms. Participants will be “tag-teaming” in most of the simulations, so either pre-designate how long each participant will be interacting with the family member or team or develop a clear plan for how participants will know what “switching” will look like. The numbers participants drew before lunch assign “order” for sim participation. Transition involves brief anchoring for the learner about to go into the sim “Where are you headed now? What Practice Behaviors are most important to use to get there? Based on your self-assessment, what area of LIFT UP growth/development are you wanting to work on? Having their supervisors and others (such as coaches and community partners) acting as observers will help establish a learning, development, and support process. Make sure that learners not actively interacting with the</p>

	<p>family are paying close attention to the interactions of their peers so that they can:</p> <ul style="list-style-type: none"> • Step into the simulation and support a continuous flow of the interactions with the family/team • Try on new approaches and strategies that have not been used in the simulation • Take notes about what practice behaviors are seen, whether <i>Partnership, Culture, and Humility</i> are present, and what is working or not working about what their peers have tried.
<div data-bbox="131 453 719 787">  <p>LIFT UP DEBRIEF</p> </div> <p>30</p>	<p>PURPOSE Debrief LIFT UP simulation</p> <p>FACILITATOR NOTES After the simulation, debrief the group simulation experience. The actors can share what interactions and strategies were effective in engaging and exploring with them and what weren't. Facilitator questions for the debrief might include:</p> <ul style="list-style-type: none"> • What specific LIFT UP behaviors did you see during the simulation? • How were <i>Partnership, Culture, and Humility</i> demonstrated during the simulation? • What might have been some missed opportunities? • Were there ways of interacting you'd like to try on in the future with families or remember to keep doing? <p>Have each learner complete the post-module self-assessment related to LIFT UP. Use the Notes field to individually document personal reflections and feedback received from peers and community partners, role players and observers. The group should explore what they saw, heard and felt that reflected the core elements and behaviors associated with LEAN IN and LIFT UP and reflect where there may have been missed opportunities and opportunities for growth.</p>
<div data-bbox="131 1276 719 1610"> <p>ONE LAST THING: THINKING AHEAD</p> <p>In pairs:</p> <ul style="list-style-type: none"> • What did you learn or experience today that you value or that makes sense to you? • What are you already doing to put that into action in your work? • What else would you like to do to "land it" even more in your work between now and next time?  <p><small>Slide adapted from NCCCO Safety Organized Practice, with permission.</small></p> </div> <p>31</p>	<p>PURPOSE Help people make the transition from learning environment and simulation experience to actual work.</p> <p>FACILITATOR NOTES</p> <ul style="list-style-type: none"> • After three straight exercises and a simulation you may have a group of tired people. • Make this an "in-the-moment" decision, but this is a useful slide for ending each module when folks have energy to do it. • They can be very brief conversations (two minutes) on these questions, then see if you can get two to four people to share their thoughts with the larger group.



HOMEWORK!

- Practice LEAN IN and LIFT UP tools, strategies and practice behaviors in interactions with families on caseload
- Complete the CONNECT Self-Assessment

PURPOSE

Orient to homework to be completed before CONNECT module

FACILITATOR NOTES

Review the following with participants

- Before the CONNECT module, practice LEAN IN and LIFT UP tools, strategies and practice behaviors in interactions with families on their caseloads. Be prepared to come to the next simulation with reflections about what worked to support their practice and what was challenging
- Complete the CONNECT Self-Assessment and come to the next learning session having done some self-reflection on their CONNECT strengths and an area or two of growth or challenge for them. They will be asked to share what they want to work on with the other learners so others can be keyed into that and provide positive and constructive feedback and support.

32

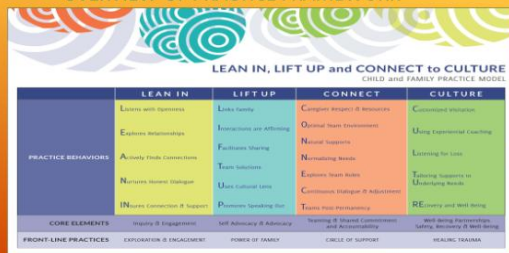
CHILD AND FAMILY PRACTICE MODEL MODULES

- LEAN IN
- LIFT-UP
- CONNECT
- CULTURE

PURPOSE OF FOLLOW-UP MODULES: *Move beyond knowing about the practice model to applying the 8 Core Elements and 23 Practice Behaviors in behavioral rehearsals and group learning simulations that provide peer-group and facilitator feedback.*

33

OVERVIEW OF PRACTICE FRAMEWORK



PURPOSE

Remind learners of the CFPM frontline practice approach and review the frontline practice and core elements that will be focused on in this CONNECT module.

(Note: This chart is available as a handout and/or for you to blow up and print as a poster on the training wall.)

34

CONNECT PRACTICE ELEMENTS

- ▶ **TEAMING** – *Recognizes and appreciates the strength and support that a family's community, cultural, tribal and other natural relationships can provide, which inspires and insists that not only the family is engaged, but the family's entire system of support so that the family's underlying needs can be met.*
- ▶ **SHARED COMMITMENT AND ACCOUNTABILITY** – *Every assessment and decision is the product of the work of both the social worker and the family, and in many cases inclusive of the collaborative work within the child and family team.*

PURPOSE

Review the practice elements that will be a part of today's focus. Also remind of the foundation of *Partnership, Culture, and Humility* in all interactions.

35

<div data-bbox="168 132 399 323"> </div> <div data-bbox="162 342 402 367"> <p>MODULE THREE: CONNECT</p> </div> <ul style="list-style-type: none"> • Go deeper into CONNECT practice elements and behaviors and have practice and reflection opportunities. • Recognize the presence of Partnership, Culture and Humility in CONNECT interactions • Self-reflect and give and receive positive and constructive feedback <p>36</p>	<p>PURPOSE Welcome participants, review group agreements and learning objects</p> <p>FACILITATOR NOTES Review the following Learning Objectives as part of the plan for the day.</p> <ul style="list-style-type: none"> • Learners will be knowledgeable about CONNECT Practice Behaviors and able to recognize and demonstrate those behaviors in role play, simulations, and case documentation. • Learners will be able to point out and describe the presence of <i>Partnership, Culture, and Humility</i> in interactions with children and families when CONNECT practice behaviors are being used. • Learners will be able to self-reflect and give and receive positive and constructive feedback.
<p>AGENDA</p> <div data-bbox="553 718 685 821"> </div> <ul style="list-style-type: none"> • Welcome and Reflection • Practice and Debrief • Simulation Activities and Debrief • Next Steps/Homework and Closure <p>37</p>	<p>PURPOSE Review the agenda and plan for the day, including breaks and lunch</p>
<p>Let's Reflect!</p> <p>What LEAN IN/LIFT UP behaviors, tools and strategies have you tried recently?</p> <p>What worked well with other staff or families?</p> <p>What might you do differently the next time?</p> <p>What support do you need to do that?</p> <p>How did you handle any challenges?</p> <div data-bbox="506 1159 696 1302"> </div> <p>38</p>	<p>PURPOSE To reflect on application in practice of LEAN IN and LIFT UP behaviors, tools and strategies to support transfer of learning.</p> <p>FACILITATOR NOTES Read the questions and have them talk either in small groups or pairs. If it is a particularly talkative group, you may be able to do this in a large-group format.</p> <p>If there are leaders, coaches or implementation team members in the room, it may be nice to have them track info that is shared here. Paying particular attention to “what support do you need”, can help the system understand system supports needed for continuous improvement and building competency in the practice.</p>

CONNECT Group Simulation Activity



39

PURPOSE

Prepare learners for and complete CONNECT simulation activity

FACILITATOR NOTES

Before the lunch break, have learners spend 5-10 minutes reading the case vignette and have them draw numbers out of a hat (which will be the order they participate in the sim). (Note: It is important that any “actors” for the simulation have been prepared ahead of time, know when to arrive, and understand the purpose of the simulation is for learners to practice LEAN IN behaviors, and understand what role they will play before, during and after the simulation.)


After lunch, help the group get prepared for and oriented to the simulation experience, reminding them of the bullet points on the Simulation Activity Tip Sheet. Then set the stage for the simulation, facilitating discussion of the following by the group (15 min’s):

- Where are we in this case?
- What do we know?
- Why are we having this interaction – what needs to happen or be accomplished?)

Running Sim: For a 60-75-minute group learning experience, a sim group can accommodate 10-12 learners. If the group participating in the learning session is larger than this, they should be separated into groups of no more than 10-12 with each group running the sim simultaneously in separate training rooms. Participants will be “tag-teaming” in most of the simulations, so either pre-designate how long each participant will be interacting with the family member or team or develop a clear plan for how participants will know what “switching” will look like. The numbers participants drew before lunch assign “order” for sim participation. Transition involves brief anchoring for the learner about to go into the sim “Where are you headed now? What Practice Behaviors are most important to use to get there? Based on your self-assessment, what area of CONNECT growth/development are you wanting to work on? Having their supervisors and others (such as coaches and community partners) acting as observers will help establish a learning, development, and support process.

Make sure that the learners not actively interacting with the family are paying close attention to the interactions of their peers so that they can:

- Step into the simulation and support a continuous flow of the interactions with the family/team
- Try on new approaches and strategies that have not been used in the simulation
- Take notes about what practice behaviors are seen, whether *Partnership, Culture, and Humility* are present, and what is working or not working about what their peers have tried.

	<p>After the simulation, debrief the group simulation experience. The actors can share what interactions and strategies were effective in engaging and exploring with them and what weren't. Facilitator questions for the debrief might include:</p> <ul style="list-style-type: none"> • What specific CONNECT behaviors did you see during the simulation? • How were <i>Partnership, Culture, and Humility</i> demonstrated during the simulation? • What might have been some missed opportunities? • Were there ways of interacting you'd like to try on in the future with families or remember to keep doing?
<div data-bbox="136 562 708 892">  <p>CONNECT SIMULATION POST-ASSESSMENT</p> </div> <p>40</p>	<p>Participants should complete the post-module self-assessment related to CONNECT. Learners should use the Notes field to individually document personal reflections and feedback received from peers and community partners, role players and observers. The group should process together to explore what they saw, heard and felt that reflected the CONNECT practice elements and behaviors or demonstrated <i>partnership, culture, and humility</i> and reflect where there may have been missed opportunities and opportunities for growth.</p>
<div data-bbox="136 953 708 1283"> <p>CHECK-IN</p> <p>Think about a time in your work when you were able to bring together a number of extended family, community and "natural supports" to address a child or family's needs.</p> <ul style="list-style-type: none"> • What exactly did you do? • How did you do that? • What kind of difference did having this "network" make? • What became <i>easier</i> because these people were involved? • What became <i>harder</i> because these people were involved? </div> <p>41</p>	<p>PURPOSE</p> <p>This is a quick exercise to begin to get people thinking, not just receiving information.</p> <p>EXAMPLE</p> <ul style="list-style-type: none"> • To get us warmed up and grounded in what you already know about this, we are going to start with a short check-in. • Please get in pairs for a quick conversation. Here is the visualization to start (read first paragraph of slide). • In your pairs, have a quick conversation with each other about this time, then take a moment to share with each other. (Read questions). <p>FACILITATOR NOTES</p> <ul style="list-style-type: none"> • Give people about five minutes to do this. When done, see if you can get a few people to share a story or two. • Try to surface details around "how" they got these natural supports to the table. • Also, it's really OK to encourage people to tell stories both of how this made their work easier, but also how it may have made the work harder or more complicated. • A learning tip here is that networks are not going to make the work "easy," but they are going to open up possibilities for the work and for children and families that would not exist without them.

WHAT IS A CIRCLE OF SUPPORT?



42

PURPOSE

Overall description of circles of support and how to build/connect to them.

FACILITATOR NOTES

A Circle of Support is a group of family, friends, and professionals who are important team members and sources of support for the child and family.

By rigorously asking about formal and informal supports and using our power constructively, family, friends,

cultural/community connections and professionals serving the family can be brought together as a supportive network that helps strengthen the family and enhance the safety, permanent connections and well-being of the children. This recognition both inspires and insists that we engage not only the family, but the family's entire "system" so that the family can best be served. This learning process presumes that *cultural humility* (challenges us to learn from the people with whom we interact) is our goal, as opposed to *cultural competence* (having expert knowledge about and familiarity with cultural differences). Every assessment and decision made should be the product of the work of *both* the social worker and the family, and in many cases, inclusive of the collaborative work of both parties within the context of the family team.


We want our practice to engage families (despite barriers and differences), build family teams, and facilitate the team's commitment and best efforts to ensure safety, permanency, healing and reconciliation for the family.


EXAMPLE


- It is easy to believe people don't have anyone else in their lives to help them. We start believing that for good reasons.
- Sometimes that's what parents tell us because they want to maintain their privacy. A child welfare intervention is frequently experienced by families as intrusive and embarrassing.
- When we start talking about "who else is in your life," parents can understandably be reluctant to want to include anyone else.
- We will talk some today about how to identify and bring together a circle of support despite these very understandable fears.
- Sometimes, though, parents tell us "I don't have anyone" because they really believe it!
- And while it certainly is true that there are times and situations where parents really have "no one" they can turn to, often there are more people in and around a child and family's life that would step up if asked than a parent realizes.
- The Practice Model and CONNECT behaviors aid us in helping families recognize those people and connect

	with them regularly as part of a naturally support team for the family that can continue beyond the time of child welfare agency involvement.
<div> <div> <p>43</p> </div> <div> <p>GENOGRAMS AND ECOMAPS</p> <p>See handout!</p> </div> </div>	<p>PURPOSE</p> <p>To remind people that genograms and ecomaps are another great way of finding people who could be considered to be in a circle of support.</p> <p>Genograms can be helpful in finding family and placement connections, building circles of support, understanding cultural connections and trauma experiences that impact the family.</p> <p>EXAMPLE</p> <ul style="list-style-type: none"> Many people here will have learned how to do genograms or ecomaps at one point or another. You may not have used them in a while, but both of these tools are great ways to have conversations with families about people who are in their family, support networks or could be sources of support. Think about making this a part of your practice and putting it on the table with a family. <p>FACILITATOR NOTES</p> <p>Review Ecomap and Genogram handouts. Allow each individual to work on creating their own Ecomap or Genogram and have them tell a partner a story about their family or network, using the Ecomap or Genogram to help them paint the picture. Have partners ask questions like: “pick the most important person to you on your genogram and talk to me about him/her” or “tell me about the person on this genogram that knows you the best.”</p> <p>Explore with the larger group if they have used these tools in their work with families and how they have been useful. For folks who are isolated from family or for whom the relationships are strained, use the ecomaps to explore friend and community relationships.</p>
<div> <div> <p>44</p> </div> <div> <p>GISELLE'S CIRCLE OF SUPPORT</p> </div> </div>	<p>PURPOSE</p> <p>Promote greater understanding of and appreciation for natural circles of support</p> <p>FACILITATOR NOTES</p> <p>Show digital story available online: http://www.hunter.cuny.edu/socwork/nrcfcpp/pass/digital-stories/</p> <p>After watching Giselle's digital story, facilitate a large group discussion regarding:</p> <ul style="list-style-type: none"> What and what was important to Giselle? How would you describe Giselle's Circle of Support? What role did Giselle's Circle of Support play during child welfare involvement? What role did Giselle's Circle of Support play after child welfare involvement ended?

	During the discussion and/or as a summary at the end, reinforce the importance of NATURAL supports that can provide love and caring in a way no formal helping system can, and that can be there more consistently over time.
<p>QUESTIONS TO PARENTS/FAMILY MEMBERS</p> <p>Who are the people who :</p> <ul style="list-style-type: none"> ► Care about you? Your family? Your child? ► Understand your family's values, beliefs and culture? ► Understands what's important to you? To your family? ► You and your child connected to in the community? ► You turn to for reunions, gatherings, ceremonies and at other times of celebration, loss and grief? ► Who wants to see your child/family do well? Might they join your team? <p>If we invited all the people to come to a team meeting, what are some good things that might come from their participation?</p>	<p>PURPOSE</p> <p>To give ideas of questions to ask to identify or build Circles of Support.</p> <p>EXAMPLE</p> <p>There are many questions you can use with families to begin exploring the family's natural circle of support. The focus is on questions that will help lift up sources of support for the child, for the parent, and for the family as a whole. It is important to explore sources of support both in the family as well as in the community. Remember the importance of <i>cultural humility</i> in your exploration (challenges us to learn from the family and others with whom we're interacting about who and what is important to them and what "normal" is for their family, community and/or Tribe.</p> <p>FACILITATOR NOTES</p> <p>Read a few of these. Ask the group if they can think of other questions they have used, or that they might want to try. Having community partners in the room can help participants expand their thinking regarding questions to surface cultural/community connections for the child and/or family.</p>
<p>WHY TEAM?</p> <ul style="list-style-type: none"> ► The purpose of teaming with the family and their Circle of Support is to keep children safe, promote children's well-being, and strengthen and support families. ► Teaming enables us to ensure that "solutions" are individualized to the family and to their unique strengths, culture, situation, and needs. ► Families are more invested in plans and solutions that they have helped to create. ► Families are more successful when they have caring people lending resources, perspective and support. 	<p>PURPOSE</p> <p>Explore why teaming is helpful and important</p> <p>FACILITATOR NOTES</p> <p>Teaming is a practice of collaboration and partnership with a family and their natural family, community and Tribal supports, the child's caregivers, and advocates and service providers for the family.</p> <p>Team meetings can be used to facilitate conversations about goals and develop shared agreements, but team meetings are not the only way to "Team." A meeting is simply one way the members of the family team will communicate with one another. The members of the team come together around a shared vision developed with the family and may communicate with one another or with the whole team in various ways, such as phone calls, conference calls, and/or emails.</p> <p>What's important is that every assessment and decision made should be the product of the work of <i>both</i> the social worker and the family, and in many cases, inclusive of collaborative work with the Circle of Support.</p>

	<p>PURPOSE: Get clearer on what CFPM teaming is and looks like.</p> <p>FACILITATOR NOTES Teaming is collaboration and partnership with a family and their natural family, cultural and community supports, the child’s caregivers, and advocates and service providers for the family.</p> <p>Team composition is guided by the family’s input and their needs and preferences and may change over time.</p>
<p>47</p>	<p>Team meetings can be used to facilitate conversations about goals and develop shared agreements, but team meetings are not the only way to “Team.” A meeting is simply one way the members of the family team will communicate with one another. The members of the team come together around a shared vision developed with the family. How they communicate with one another or with the whole team will vary and may include phone calls, conference calls, emails, etc.</p> <p>Team composition: Team building work is ongoing and done in partnership with family and may involve:</p> <ul style="list-style-type: none"> • Calling • Mining • Mapping • Searching <p><i>Partnership, culture, and humility</i> mean that even if the people that the family suggests don’t seem “appropriate” or “healthy” to us, we:</p> <ul style="list-style-type: none"> • Remain open about how the family or community feel the family or community member can play a supportive role. • Recognize that the family’s natural supports will be assisting the family even when CWS is not there, so it’s important to work with those the family identifies and build that team’s capacity to strengthen the family and support the child’s safety, permanency and well-being over time.
<p>CONNECT ACTIVITY - IN PAIRS</p> <ol style="list-style-type: none"> 1) Person A: Think about a time in your own life where you had to make a decision about something (G-rated please!). Tell a partner about that decision. 2) Person B: Ask-if you had to make a decision like that again, would your support network look the same or different? How? 3) How would you go about “activating” your circle of support or child and family team? <p><small>Slide adapted from NCCCO Safety Organizing Practice, with permission.</small></p>	<p>PURPOSE An exercise to give people a chance to reflect on supportive networks and decision-making</p> <p>DEBRIEF QUESTIONS</p> <ul style="list-style-type: none"> • What was it like to be asked these questions if you were Person A? • Did anything in your support network surprise you? • Would you have wanted to move anyone in or out of your team? • What was it like to do this for people who were Person B? • Was it easy/hard to ask the questions? • Now imagine that you were involved with CPS at that time, how might your circle of support be “activated”
<p>48</p>	

	<p>(brought together as a working team) in a way that feels supportive and respectful to you?</p> <p>Facilitated Discussion: Based on the debrief, help the group explore outreach and preparation strategies that will help “activate” the circle of support or family team. Here are ideas the Facilitator can offer if helpful but it is good for the group to come up with their own:</p> <p>Meet with parents to identify their outcomes and discuss/coordinate how to prepare their team</p> <p>Meet with team members to:</p> <ul style="list-style-type: none"> • Determine if they willing and able to participate on the team • Set the tone for focusing on child and family strengths, culture and needs • Exploring what role, they are interested/able to play in the team process • Explore any potential conflicts and discover ways to manage emotions positively • Determine what they might need to participate in a positive way
<p>Building Parent and Caregiver Respect and Relationship</p> <ul style="list-style-type: none"> • Honors the family, and still creates an environment of respectful appreciation of the caregiver, giving voice to the caregiver, and supporting the parents to hear from the caregiver and to participate in active planning around “parenting” work • Assures that the family receives needed information about how the children are doing, and that the family has safe, appropriate, and consistent communication/contact with them. • Early and ongoing discussion around permanency between parents and caregivers <p>49</p>	<p>PURPOSE</p> <p>Remind of caregiver role and collaborative relationship with birth parents</p> <p>FACILITATOR NOTES</p> <p>Review slide content and provide examples. For instance, for the first bullet related to honoring the family, giving voice to the caregiver, and supporting the parents to hear from the caregiver and to participate in active planning around “parenting” work, an example might relate to parent/caregiver discussion about the child’s needs and brainstorming how to meet them, after school activities, visitation, counseling, etc.)</p>
<p>TEAM MEETING: ORIENTING THE CIRCLE OF SUPPORT</p>  <p>50</p>	<p>PURPOSE</p> <p>Reminds participants about the power of orienting the family and about purposes and agreements.</p> <p>FACILITATOR NOTES</p> <p>Remind group that Circles of Support meet together in person to enhance engagement, build familiarity and trust, integrate their work, create plans, monitor results, ensure accountability and deal with changing situations and transitions.</p> <p>Remind the group about agreement setting and questions that can be used to help orient the circle of support on how they want to work together</p> <p>EXAMPLE:</p> <ul style="list-style-type: none"> • <u>Purpose</u> – Why are we meeting? Does everyone in the room understand this? The “why” is almost always about child safety, permanency or well-being and family strengthening/support. <ul style="list-style-type: none"> » Ask the group about “why” they are there. What is it about this situation that is most

	<p>compelling to them? What makes them want to come to a meeting on behalf of the child/family? What is it about their relationship to the child and /or family that is so important to them?</p> <ul style="list-style-type: none"> • <u>Desired Outcome</u> – What are we trying to accomplish today? What is our agenda? <ul style="list-style-type: none"> » Ask the group: When we walk out of here at the end of the meeting, what will we have needed to do so we all feel good about what we accomplished today? • <u>Agreements</u> – How do we want to work together? These are the group agreements we make—almost like promises—in how we are going to treat each other during our team meetings and ongoing work together. <ul style="list-style-type: none"> » Ask the circle of support if they have suggestions for group agreements—they almost always will! You may also find you can use some of the group agreements we have been making in our sessions for this series. <p>Discussion Question: What do you think of this process? Are there ways this is similar to how you are already working? How is this similar to Team Decision-making Meetings, case consults or other team meeting processes you use? What would be the benefits of starting a meeting with a circle of support this way, and what would be any concerns?</p>
<p>51</p> 	<p>PURPOSE To remind of the 3 Questions strategy and how it can be used to engage and explore with the family's Circle of Support.</p> <p>EXAMPLE Once there are group agreements and everyone is oriented to the purpose of the meeting, the 3 Questions practiced in the LEAN IN module can be asked of the Circle of Support:</p> <ul style="list-style-type: none"> » What do they see working well? » What are they worried about? » What do they think needs to happen? <p>The mapping of these 3 Questions with the Circle of Support is a kind of assessment that moves the team forward in their understanding of what everyone's worries are for the child/family, so critical thinking and discussion can be facilitated with the family and their team about family needs, how they define the problem and what success looks like. The team is facilitated and supported to come to shared agreement about concrete plans and next steps – who will take what steps by when and how the team will know that steps have been completed.</p>

ISSUES THE CIRCLE OF SUPPORT CAN TACKLE

- Safety Plans; Concurrent or Permanency Plans; Placement; Visitation Plans
- Culturally Responsive, Trauma Informed Services
- Partnership between Birth Parents and Child's Caregivers
- Maintaining Family and Cultural Connections and Identity
- Education Success; Transition Plans
- What else?



Slide adapted from NCJOS Safety Organized Practice, with permission.

52

PURPOSE

To showcase the various forms of planning and decision making that can benefit from involvement of support circle.

EXAMPLE

- Once there is a Circle of Support formed, all team members participate in planning and decision-making and share responsibility for supporting the child/youth and family in attaining their goals.
- There is a special focus on engaging and supporting caregiver participation on the team, including preparing them for their role and interacting with them as team members.
- All team members may not need to be present in person at all meetings, but the "working together" aspect of teaming, with the focus on partnership with the family team members should always be evident in real time and in the documentation of services and supports for the family
- With the Circle of Support formed and working together as a team, lots of things become possible (read some of list)
- Can you think of other potential actions and activities the Circle of Support could be involved in?

FACILITATOR NOTES

In summary, reinforce that the Circle of Support is key to shared accountability; lifting up diverse family strengths, resources, cultural perspectives and solutions to be incorporated in all casework, decision-making, case plans, court reports, meeting notes and other documentation; and is critical for providing ongoing support to help assure the child's care.

ONE LAST THING: THINKING AHEAD

In pairs:

- What did you learn or experience today that you value or that makes sense to you?
- What are you already doing to put that into action in your work?
- What else would you like to do to "land it" even more in your work between now and next time?



Slide adapted from NCJOS Safety Organized Practice, with permission.

53

PURPOSE

Help people make the transition from the learning environment and simulation experience to actual work.

FACILITATOR NOTES

- After three straight exercises and a simulation you may have a group of tired people.
- Make this an "in-the-moment" decision, but this is a useful slide for ending each module when folks have energy to do it.
- They can be very brief conversations (two minutes) on these questions, then see if you can get two to four people to share their thoughts with the larger group.



- Practice LEAN IN, LIFT UP, CONNECT tools, strategies and practice behaviors in interactions with families on caseload
- Complete the CULTURE Self-Assessment

HOMEWORK!

54

- Practice LEAN IN, LIFT UP, CONNECT tools, strategies and practice behaviors in interactions with families on caseload
- Complete the CULTURE Self-Assessment and come to the next session having done some self-reflection on their strengths and an area or two of growth or challenge for them in CULTURE behaviors. They will be asked to share what they want to work on with the other learners so others can be keyed into that and provide positive and constructive feedback and support.

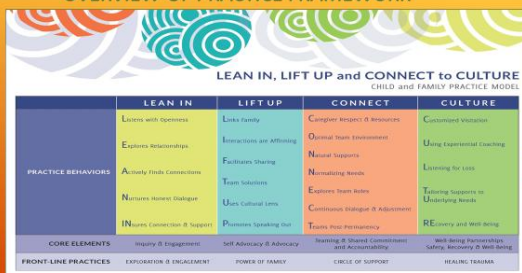
CHILD AND FAMILY PRACTICE MODEL MODULES

- LEAN IN
- LIFT-UP
- CONNECT
- CULTURE

55

PURPOSE OF FOLLOW-UP MODULES: *Move beyond knowing about the practice model to applying the 8 Core Elements and 23 Practice Behaviors in behavioral rehearsals and group learning simulations that provide peer-group and facilitator feedback.*

OVERVIEW OF PRACTICE FRAMEWORK



56

PURPOSE

Remind learners of the CFPM frontline practice approach and review the frontline practice and core elements that will be focused on in this LIFT UP module.

(Note: This chart is available as a handout and/or for you to blow up and print as a poster on the training wall.)


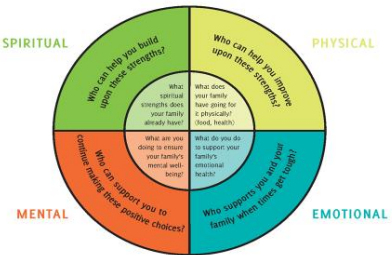
CULTURE PRACTICE ELEMENT

- **WELL-BEING PARTNERSHIPS** – *Understands and addresses health, education, spiritual and other family needs through on-going partnerships with families and their supportive communities and Tribes, including exploring and responding sensitively to the current and historical trauma and loss family members and caregivers may have experienced.*

57

Review the practice elements (this slide and the following slide) that will be a part of today's focus. Also remind of the foundation of *Partnership, Culture, and Humility* in all interactions.

<p>CULTURE PRACTICE ELEMENT</p> <p>► RECOVERY, SAFETY AND WELL-BEING – <i>Based on strengths, resources and perspectives of families, communities and tribes, identifies, locates, advocates for and supports use of culturally sensitive services, supports healing practices and traditions to address trauma, loss, behavioral health, recovery, child safety and other child and family needs.</i></p>	
<p>58</p> <div data-bbox="131 472 716 804">  <p>MODULE FOUR: CULTURE</p> <ul style="list-style-type: none"> • Go deeper into CULTURE practice elements and behaviors and have practice and reflection opportunities • Recognize the presence of Partnership, Culture and Humility in CULTURE interactions • Explore opportunities to transfer learning into practice and create next steps for coaching </div>	<p>PURPOSE Welcome group, review any shared agreements and today's learning objectives</p> <p>FACILITATOR NOTES Describe Learning Objectives for CULTURE Module:</p> <ul style="list-style-type: none"> • Learners will be knowledgeable about the core practice elements and practice behaviors in CULTURE and be able to recognize and demonstrate those behaviors in role play, simulations and case documentation. • Learners will be able to point out and describe the presence of <i>Partnership, Culture, and Humility</i> in interactions with children and families when CULTURE practice behaviors are being used. • Learners will understand transfer of learning expectations and next steps in their coaching relationship with their Supervisor
<p>59</p> <div data-bbox="131 1110 716 1442"> <p>AGENDA</p> <ul style="list-style-type: none"> • Welcome and Reflection • CULTURE Practice and Debrief • CULTURE Group Simulation Activity • Debrief, Next Steps and Close  </div>	<p>PURPOSE Review the agenda and plan for the day, including breaks and lunch.</p>
<p>60</p> <div data-bbox="131 1484 716 1816"> <p>Let's Reflect!</p> <p>What behaviors, tools and strategies have you tried out recently ?</p> <p>What worked well with other staff or families?</p> <p>What might you do differently the next time?</p> <p>What support do you need to do that?</p> <p>How did you handle any challenges?</p>  </div>	<p>PURPOSE To lift-up any areas where participants felt naturally inclined to pay attention to or apply in practice any of the 8 core elements or 23 practice behaviors to support transfer of learning.</p> <p>FACILITATOR NOTES Read the questions and have them talk either in small groups or pairs. If it is a particularly talkative group, you may be able to do this in a large-group format.</p> <p>If there are leaders, coaches or implementation team members in the room, it may be nice to have them track info that is shared here. Paying particular attention to “what</p>
<p>61</p>	

	<p>support do you need”, can help the system understand system supports needed for continuous improvement and building competency in the practice.</p>
<div data-bbox="131 237 719 573">  <p>WHAT LIES BENEATH THE SURFACE?</p> </div> <div data-bbox="131 573 719 1381">62</div>	<p>PURPOSE Exploration of depths of culture and how this may impact the relationship with the child, family and circle of support.</p> <p>FACILITATOR NOTES (Have flipchart or quick sketch done on board or an iceberg, with only a small portion showing above water.) Ask:</p> <ul style="list-style-type: none"> • When you think about culture, what things immediately come to mind? (As participants start to call out things that are perceivable with the senses or that can be experienced, seen, heard, tasted etc., list them at the top of the iceberg. • What about the things that we cannot see, feel, taste, hear or perceive with our senses that are also cultural? (Again write in responses under the surface of the water) <p>Activity: At their tables, have them write down a list of additional values, behaviors and attitudes that can lie beneath the surface that have not already lifted up. The table with the longest list gets a “prize” for healthy competition (first pick from the candy bag or similar). Facilitate debrief of additional things to add to list and mark them on the iceberg. Now have learners talk at their tables about what knowing, or having an understanding about these things, would help them do with children and families as a part of their role? How might these things get in the way of their work or present other challenges in engaging children and families? Why is this important to consider with each and every family? Debrief key points as a large group.</p>
<div data-bbox="131 1381 719 1717">  </div> <div data-bbox="131 1717 719 1913">63</div>	<p>PURPOSE Consider strategies and tools for exploring culture, relationships, connection and well-being with families.</p> <p>FACILITATOR NOTES Wellness Wheels have been used all over the world for centuries by many indigenous people. You can find them on the internet in various forms for use with families as a way to explore culture, relationships, connection and well-being. This family wellness wheel was adapted by Social Worker Jim Richards and Cultural Coach Crystal Richardson in their Child and Family Practice Model work in Humboldt County, California. They have graciously loaned this tool for use in this learning session and to support implementation of the Practice Model. The color scheme in the wheel corresponds with the practice model approach, elements and behaviors.</p>

(it may be helpful to write these up on flip charts beforehand and encourage participants to write the quadrant meanings of the words you use to help them begin to remember over time.)

Physical = movement

- Balance in diet, rest, exercise, self-care
- Non-violence, smoking, drinking, drugs

Spiritual = connection

- Trust, Respect, Faith, Ceremony, Prayer, Purpose, Love, Hope

Mental = thinking

- Learning from mistakes; good decision making; embrace learning
- Vision
- Communication skills
- Creativity
- Social skills

Emotion = feeling

- Intuition
- Identity in dignity
- Share ourselves
- Ability to cope
- Positive attitude
- Healthy relationships
- Stress reduction
- Humor

Question: Where do you see some of the CFPM practice behaviors through the lens of this wheel? Talk at your tables. Debrief with large group.

In a moment we are going to provide some guidance to help you explore questions that you can ask families in each of these quadrants. We will start with the Spiritual section and move clockwise around circle.


SPIRITUAL	PHYSICAL
VALUES	FOOD
CULTURE	SHELTER
TRUST AND RESPECT	MEDICAL/AOD
PURPOSE	REST
PRAYER AND FAITH	EXERCISE
LOVE	BALANCE
HOPE	
MENTAL	EMOTIONAL
RELATIONSHIPS	SUPPORT
SOCIAL WELLBEING	DIGNITY
LEARNING FROM MISTAKES	COPING AND ATTITUDE
DECISION-MAKING	HUMOR
VISION/INSPIRATION	STRESS
CREATIVITY	HEALTHY RELATIONSHIPS

FACILITATOR NOTES



A potential activity around this would be to list the headers on flip chart paper around the room and have participants decide what kinds of questions they could ask to get to the subcategories. Debrief with this slide and ask, what is missing?

Take sticky notes and have them create questions they would ask. Share in small groups and have them put them on the poster. The composite list of questions can be used as a local tip sheet. Over time you have a toolkit of potential questions, if you can get someone to volunteer to type them up. This now becomes customized to your local context, community and culture.

This can be used to do customized visitation. Create a slide connected to simulation on customized visitation: What are some times in your family traditions where you like to get

	<p>together, or where family traditions are experienced, how can we create customized visitation around this tradition. Example of Cinco de Mayo or Thanksgiving, who helps with food, who gets everyone together etc.? Are there any special needs that your child has that we may need to create a plan around with your family (naps, medication etc.)?</p> <p>Who helps the family with groceries, getting the children to school and medical care, making meals, getting wood, the physical aspects of care giving?</p> <p>Who supports the family emotionally, encourages, is funny and lifts up spirits?</p> <p>Who else keeps family members connected with each other, in the community, socially, helps with good decision making and communication?</p> <p>Who keeps connected to the values in the family and community, with culture and traditions; who do they trust, love, encourages and keeps hopeful?</p>
<p>65</p>  <p>CULTURE SIMULATION ACTIVITY AND DEBRIEF</p>	<p>PURPOSE Prepare learners for and complete CONNECT simulation activity</p> <p>FACILITATOR NOTES Before lunch: have learners spend 5-10 minutes reading the case vignette and have them draw numbers out of a hat (which will be the order they participate in the sim). Note: It is important that any “actors” for the simulation have been prepared ahead of time, know when to arrive, and understand the purpose of the simulation is for learners to practice CULTURE behaviors, and understand what role they will play before, during and after the simulation.</p> <p>After lunch: Help the group get prepared for and oriented to the simulation experience, reminding them of the bullet points on the Simulation Activity Tip Sheet. Then set the stage for the simulation, facilitating discussion of the following by the group (15 min’s):</p> <ul style="list-style-type: none"> • Where are we in this case? • What do we know? • Why are we having this interaction – what needs to happen or be accomplished?) <p>Running Sim: For a 60-75-minute group learning experience, a sim group can accommodate 10-12 learners. If the group participating in the learning session is larger than this, they should be separated into groups of no more than 10-12 with each group running the sim simultaneously in separate training rooms. Participants will be “tag-teaming” in most of the simulations, so either pre-designate how long each participant will be interacting with the family member or team or develop a clear plan for how participants will know what “switching” will look like. The numbers participants drew before lunch assign “order” for sim participation. Transition involves brief anchoring for the learner about to go</p>

	<p>into the sim “Where are you headed now? What Practice Behaviors are most important to use to get there? Based on your self-assessment, what area of CULTURE growth/development are you wanting to work on? Having their supervisors and others (such as coaches and community partners) acting as observers will help establish a learning, development, and support process.</p> <p>Make sure that the learners not actively interacting with the family are paying close attention to the interactions of their peers so that they can:</p> <ul style="list-style-type: none"> • Step into the simulation and support a continuous flow of the interactions with the family/team • Try on new approaches and strategies that have not been used in the simulation • Take notes about what practice behaviors are seen, whether <i>Partnership, Culture, and Humility</i> are present, and what is working or not working about what their peers have tried. <p>After the simulation, debrief the group simulation experience. The actors can share what interactions and strategies were effective in engaging and exploring with them and what weren’t. Facilitator questions for the debrief might include:</p> <ul style="list-style-type: none"> • What specific CULTURE behaviors did you see during the simulation? • How were <i>Partnership, Culture, and Humility</i> demonstrated during the simulation? • What might have been some missed opportunities? • Were there ways of interacting you’d like to try on in the future with families or remember to keep doing?
<div data-bbox="370 1207 584 1419" data-label="Image"> </div> <div data-bbox="165 1440 560 1465" data-label="Section-Header"> <h4>CULTURE SIMULATION POST-ASSESSMENT</h4> </div> <div data-bbox="128 1537 168 1568" data-label="Text"> <p>66</p> </div>	<p>PURPOSE Facilitate group to complete post-simulation self-assessment and begin thinking about next steps to support their growth, development and transfer of learning</p> <p>FACILITATOR NOTES</p> <p>Part One-Participants should complete the post-module self-assessment related to CULTURE. Learners should use the Notes field to individually document personal reflections and feedback received from peers and community partners, role players and observers. The group should process together to explore what they saw, heard and felt that reflected the CULTURE practice elements and behaviors or demonstrated <i>partnership, culture, and humility</i> and reflect where there may have been missed opportunities and opportunities for growth.</p> <p>Part Two- Each learner should spend time reviewing all of their post-module assessments and document areas for growth, next steps and develop their initial thoughts about how they can grow their practice. These initial thoughts should be documented so that they can be incorporated into</p>

	<p>the transfer of learning plan that they will develop with their supervisor.</p> <p>Note: Part 3 is in the Wrap-Up slide #68.</p>
<div data-bbox="131 239 708 573"> <p>ONE LAST THING: THINKING AHEAD</p> <p>In pairs:</p> <ul style="list-style-type: none"> • What did you learn or experience today that you value or that makes sense to you? • What are you already doing to put that into action in your work? • What else would you like to do to “land it” even more in your work between now and next time?  <p><small>Slide adapted from NCTD Safety Organized Practice, with permission.</small></p> </div> <p>67</p>	<p>PURPOSE Help people make the transition from the learning environment and simulation experience to actual work.</p> <p>FACILITATOR NOTES</p> <ul style="list-style-type: none"> • After three straight exercises and a simulation you may have a group of tired people. • Make this an “in-the-moment” decision, but this is a useful slide for ending each module when folks have energy to do it. • They can be very brief conversations (two minutes) on these questions, then see if you can get two to four people to share their thoughts with the larger group.
<div data-bbox="131 737 708 1071">  <p>HOMEWORK!</p> <ul style="list-style-type: none"> • Practice LEAN IN, LIFT UP, CONNECT and CULTURE tools, strategies and practice behaviors in interactions with families on caseload • Meet with Supervisor to develop transfer of learning goals for building confidence and competence in CFPM using feedback, assessments and reflections from the completed training series </div> <p>68</p>	<p>PURPOSE Module Series wrap-up and next steps.</p> <p>FACILITATOR NOTES Clarify expectations and next steps in completing Practice Model Learning Processes and demonstrating transfer of learning:</p> <ul style="list-style-type: none"> • Complete 8 Core Practice Elements Self-Assessment (using the profile of the 8) • Develop a “plan” with their supervisor to continue application/transfer of learning.

HANDOUTS

- Self-Assessments and Final Reflections Handouts (7 pages)
- Facilitated Conversation Handout (1 page)
- Three Houses Tip Sheet (3 pages)
- Genogram and Ecomap Tip Sheet (4 pages)
- Orienting the Circle of Support Handout (1 page)
- Cultural Iceberg Handout (1 page)
- Wellness Wheel Handout (1 page)
- Simulation Activity Tip sheet (2 pages)
- Simulation Vignette-Tommy Smithson (3 pages)
- Simulation Vignette Roles and Updates Handout **for Actors** (11 pages)
- Simulation Vignette and **for Learners** (8 pages)



The Child and Family Practice Model was developed as part of a 5-year federally funded project to reduce long-term foster care. To learn more, visit www.reducefostercarenow.org or contact CFPMinfo@cfpic.org. The contents of this document are solely the responsibility of the authors and do not necessarily represent the official views of the Children's Bureau, which funded the CAPP/CFPM Project under Cooperative Agreement 90CT0153.

LIFT-UP MODULE: Pre and Post Assessment

Each learner will complete the **LIFT-UP Self-Assessment** (below) and in preparing for the LIFT-UP modules and simulation activities will assess their areas of LIFT-UP strength, as well as identify a particular area of growth or challenge to work on and share with peers during the LIFT-UP module and activities.

(Please rate the following on a scale from 1-5)

5 = Always (100% of the time)

4 = Most of the time (80-99% of the time)

3 = Often (50-79% of the time)

2 = Occasionally (1-19% of the time)

1 = Never (0% of the time)

Pre-Assess	Post-Assess	If your interactions with children and families were observed, how often would you be seen demonstrating these LIFT UP Behaviors?
		Links family to advocates and continuously coordinates with advocates: <ul style="list-style-type: none"> ➤ I ask initially and throughout if the family would like a youth, parent, cultural, community or Tribal support person or peer advocate on their team ➤ I link families with advocates when requested and include them on the team to assist the family to find their own solutions and identify culturally competent and effective services to meet needs
		In all interactions affirms the unique strengths, life experience and self-identified goals of each child and family: <ul style="list-style-type: none"> ➤ I honor the role of cultural, community and Tribal leaders family members have identified ➤ I encourage mutual exploration of issues, options and solutions with children, parents, family members and, cultural, community and Tribal leaders In assessment, planning and decisions ➤ I assure the family receives needed information, preparation, guidance and support during their involvement with the child welfare system
		Facilitates teaming and sharing between parents and caregivers: <ul style="list-style-type: none"> ➤ I continuously facilitate parent/caregiver communication about the child's care, favorite meals, medical or health conditions, medications, appointments, everyday family activities, and other relevant family, religious, cultural and Tribal traditions and practices ➤ I continually explore, nurture, and facilitate the development of a mentoring relationship between the parents/caregivers within the context of the family team and community
		Facilitates culturally responsive and individualized team solutions: <ul style="list-style-type: none"> ➤ I facilitate family/team outreach to learn about practices, traditions, services and supports from leaders in the culture, community and Tribe ➤ I share information about agency programs, providers, resources and supports that could strengthen the family and meet their underlying needs, providing information about any evidence-base and/or relevant cultural adaptations ➤ I facilitate team solutions that are individualized to the family and their culture and community
		Consistently uses cultural lens in assessments, casework, planning and decision-making: <ul style="list-style-type: none"> ➤ I gather assessments and relevant information and work with the family and their team to apply the information to casework and decision-making processes using the family's cultural lens ➤ I use tools and approaches that help children's voices be heard and assist everyone to understand who/what is important to the child ➤ I continually engage team members around who/how the relationships, goals and wishes the child has shared are being supported
		Continually promotes self-advocacy by youth and families: <ul style="list-style-type: none"> ➤ I encourage, support and provide opportunities for youth and families to actively share their voice, offer solutions, act as leaders and be central in assessment, planning and decisions ➤ I promote self-advocacy by youth and family even when it is myself, another worker, my organization or the child welfare system that are the focus of their advocacy

LIFT UP Feedback and Reflections

Each learner should re-score themselves on the form above at the end of the LIFT UP module and document feedback and reflections from the LIFT UP simulation in the box below. All self-assessments and notes should be brought to each module to support reflection and overall growth and development.

Post-simulation Notes/Feedback	
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CONNECT MODULE: Pre and Post Assessment

Each learner will complete the **CONNECT Self-Assessment** (below) and in preparing for the CONNECT modules and simulation activities will assess their areas of CONNECT strength, as well as identify a particular area of growth or challenge to work on and share with peers during the CONNECT module and activities. *(Please rate the following on a scale from 1-5)*

5 = Always (100% of the time)

4 = Most of the time (80-99% of the time)

3 = Often (50-79% of the time)

2 = Occasionally (1-19% of the time)

1 = Never (0% of the time)

Pre-Assess	Post-Assess	If your interactions with children and families were observed, how often would you be seen demonstrating these CONNECT Behaviors?
		Provides timely caregiver information/resources and develops shared agreements: <ul style="list-style-type: none"> ➤ <i>I have candid discussions with caregivers and develop shared agreements about their participation on the family tea, and their responsibilities to support the child's health, education, spiritual needs, family relationships and cultural/community/Tribal connections</i> ➤ <i>I provide information about resources available based on their role as a family member, non-relative extended family member (NREFM) or other care provider before the child/family needs to access/utilize the</i>
		Creates an environment for open and honest communication: <ul style="list-style-type: none"> ➤ <i>I consistently communicate with the family and their team about safety, permanency and court timeframes so team planning and decision-making is informed, relevant and timely</i> ➤ <i>I model accountability and trust by following through with representations and agreements</i> ➤ <i>I admit and takes responsibility for my own biases, missteps and mistakes</i>
		Establishes, continuously brings together and supports the child and family's team: <ul style="list-style-type: none"> ➤ <i>I encourage team participation by natural family, cultural, community and Tribal supports</i> ➤ <i>I encourage team participation by others providing services to the family such as social workers, attorneys and providers</i>
		Normalizes family needs and facilitates critical thinking and discussion: <ul style="list-style-type: none"> ➤ <i>I facilitate family/ team discussion of underlying needs, how the family defines the problem and what success looks like</i> ➤ <i>I listen attentively, learn about what is "normal" for the family and their culture/community, and incorporate family strengths, resources, cultural perspective and solutions in all of my casework, decision-making and documentation</i>
		Explores with team members what roles they can play over time: <ul style="list-style-type: none"> ➤ <i>I engage team members in identifying roles they can play to strengthen child safety and support the family, and then continually reinforces the team in those roles.</i> ➤ <i>I facilitate the team to discuss, understand and adapt to changing team member roles – for instance, when reunification ends, a new role for the parent needs to be established/honored.</i>
		Facilitates continuous dialogue with the family/team regarding services and supports: <ul style="list-style-type: none"> ➤ <i>I consistently explore whether/how agreed-upon practices, services, supports and visitation plans are working</i> ➤ <i>I facilitate ongoing adjustments and follow-through based on family and support team discussions, assessments and decisions</i>
		Emphasizes the importance of the family's team even beyond the time of child welfare involvement: <ul style="list-style-type: none"> ➤ <i>I consistently facilitate shared understanding and agreement of team member roles and commitments in maintaining a post-permanency circle of support before the case ends</i> ➤ <i>Before the case ends I facilitate team identification of a system navigator who is aware of agency supports and services (including mental health and substance abuse) and will act as an ongoing liaison and advocate for the family team when contacted about system supports and services the child and family may need</i>

CONNECT Feedback and Reflections

Each learner should re-score themselves on the form above at the end of the CONNECT module and document feedback and reflections from the CONNECT simulation in the box below. All self-assessments and notes should be brought to each module to support reflection and overall growth and development.

Post-simulation Notes/Feedback	
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CULTURE MODULE: Pre and Post Assessment

Each learner will complete the **CULTURE Self-Assessment** (below) and in preparing for the CULTURE modules and simulation activities will assess their areas of CULTURE strength, as well as identify a particular area of growth or challenge to work on and share with peers during the CULTURE module and activities. *(Please rate the following on a scale from 1-5)*

5 = Always (100% of the time)

4 = Most of the time (80-99% of the time)

3 = Often (50-79% of the time)

2 = Occasionally (1-19% of the time)

1 = Never (0% of the time)

Pre-Assess	Post-Assess	If your interactions with children and families were observed, how often would you be seen demonstrating these CULTURE Behaviors?
		Customizes visitation: <ul style="list-style-type: none"> ➤ I engage the family, caregiver and team in continually assessing, arranging and structuring culturally appropriate visitation activities in the most natural environment possible that supports the child and the parent/child relationship
		Uses experiential coaching: <ul style="list-style-type: none"> ➤ I facilitate an assessment with family and their team of the need for interactive, experiential coaching during visitation or other natural times of natural parent/child interaction to improve parenting skills ➤ When needed or requested by the family and their team, I follow through with identifying, arranging or advocating for experiential coaching supports
		Listens for and responds sensitively to trauma, loss and grief: <ul style="list-style-type: none"> ➤ I regularly listen to the family's story and acknowledge and validate feelings of grief and loss they share by reflecting and reaffirming what was heard ➤ I support family members to explore their history and experiences, and how this may be impacting their current life situation and underlying needs ➤ As loss, grief and trauma surface, I support the family and their team in naming and acknowledging the types and layers of trauma the family may have experienced (historically what happened to their community and culture; past experiences of violence, loss, abuse, removal; recent trauma/loss experiences of child, etc.) ➤ I encourage family members to address their history with extended family, cultural, community and Tribal leaders, therapists, drug treatment providers and others identified by the family as important to them
		Tailors supports to underlying needs: <ul style="list-style-type: none"> ➤ I ask the family and their team: "Who and what is helping – and/or in the future could help – with child and family's physical, mental and emotional health, substance abuse issues, education, spiritual and other needs?" ➤ I inquire about cultural or community practices and traditions that the family and their team think could support family members' healing, health, wholeness and well-being ➤ I explore, value, connect the family to and advocate for a broad array of services, supports, cultural practices and traditions that can assist the child and family with loss, grief, hurt, pain, healing and recovery
		Engages family and team around shared agreements supporting safety and well-being: <ul style="list-style-type: none"> ➤ I support teaming processes that create shared agreement on the safety issues to be addressed and the culturally sensitive services, supports, practices, traditions and visitation plan that will address child safety, support family and cultural relationships and address family's underlying needs (trauma, loss, behavioral health, drug/alcohol recovery, etc.) ➤ I work continuously to identify, locate, develop, fund, advocate for, link the family to and support the use of the agreed-upon practices, services and supports.

CULTURE Feedback and Reflections

Each learner should re-score themselves on the form above at the end of the CULTURE module and document feedback and reflections from the CULTURE simulation in the box below. All self-assessments and notes should be brought to each module to support reflection and overall growth and development.

**Post-simulation
Notes/Feedback**

MODULE SERIES: Reflection and Possible Next Steps

At the culmination of the CFPM Module Series, each learner should spend time reviewing all of their post-module assessments and document areas for growth, next steps and develop their initial thoughts about how they can grow their practice. These initial thoughts should be documented so that they can be incorporated into the CFPM Transfer of Learning Plan that gets developed with their supervisor.

Opportunities for Growth and Development and Next Steps

Facilitated Conversation Structure and Process

Tip Sheet

The outline below can be used to facilitate any interaction with others, your meeting with a family 'around the kitchen table - down by the river - at the bus stop - down the block - the coffee shop', assessing a referral, family team meetings, unit meetings, management meetings, community meetings, any time you are meeting with people to facilitate conversations and get things done.

Purpose: What are we talking about today?

(Draft Example: "We want Johnnie safe at home with his family and connected with his community")

Suggest having a potential draft purpose ready and have the folks you are engaged with co-create or enhance that purpose during your interaction, this engages them in the process and creates ownership.

Objectives: What 1-2 things do you want to walk away from today?

(Perhaps in the example above it is developing a large enough circle of support that you can have a safety network of folks who will be either in the home or checking in on regular times throughout the day to ensure safety; another example might be regular and customized visits set up with grandma and grandpa who are also part of the circle of support)

Shared Agreements: How will we be together to make this time work well? How will we be together today?

Suggest acknowledge and appreciate past experiences – "I know you have interacted with the agency before and some things worked well for you and others did not work as well, what will be most helpful in our work together?"

Context: Is there any that may take you away from our conversation physically or emotionally? Who else should be part of these conversations?

Examples: Worry about the school calling because the children might be sick or need help? Someone in your family is in the hospital and you are waiting for update calls? Anxiety? Grand parents, aunts & uncles, cousins, etc.

Content: What works well? Worries?

Mapping, 3 Houses (related to the purpose)

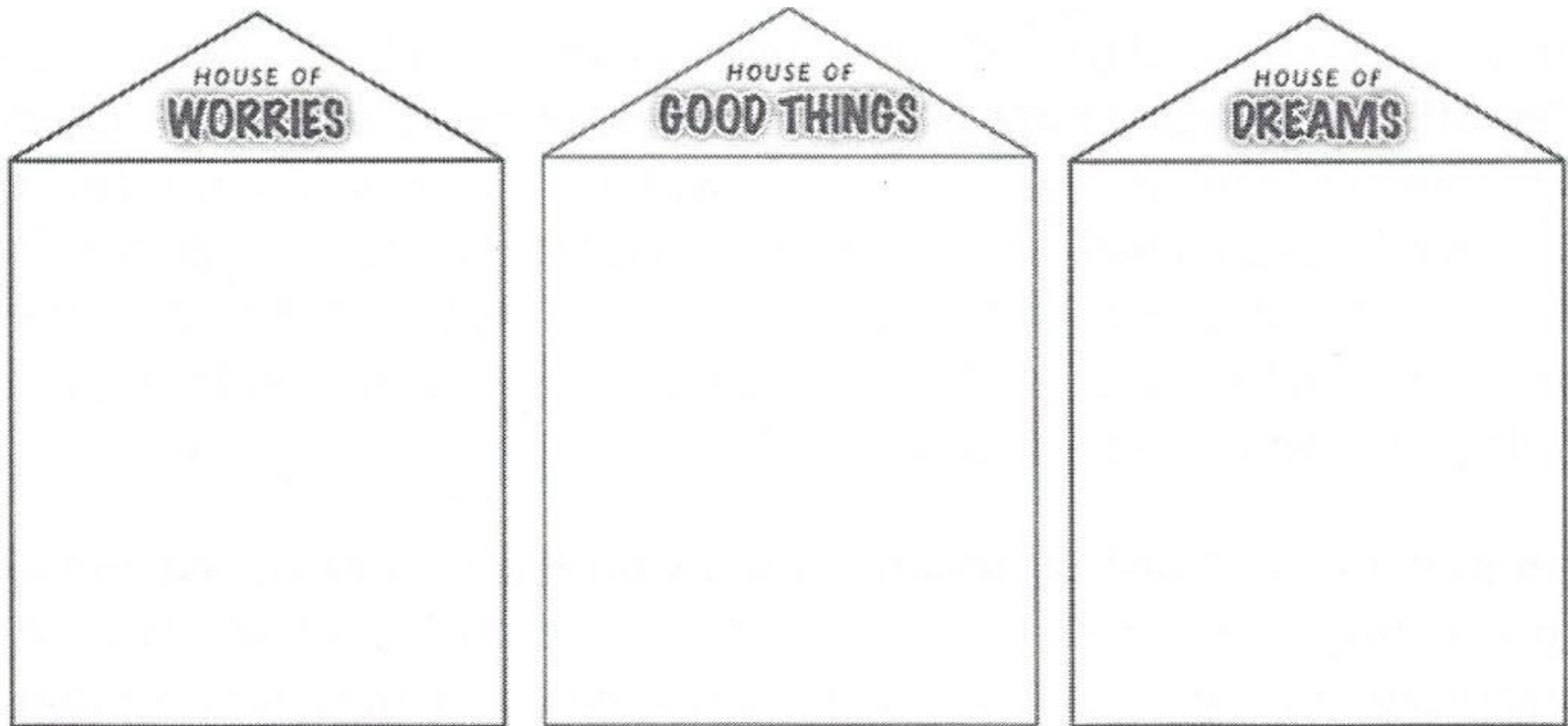
Next Steps: Specific behavioral next steps, who does what, by when, how will you know it is working well or if there are worries?

Feedback: What Worked about this conversation? What would you like changed up, done less or more of?

THREE HOUSES TIP SHEET

1. **Preparation:** In preparing to do the 'Three Houses' with a child or young person, it can be helpful to find out as much background information as you can. The other important part of preparation is working out what materials you will need to take. At a minimum, you will need sheets of paper (preferably one for each house, as well as some spares) and some colored pencils and markers. The other important decision is where to meet with the child. If possible, choose a venue where the child is likely to feel most comfortable is important, particularly for your first meeting.
2. **Inform parents and obtain permission to interview** child/ren, Sometimes, child protection workers have to interview children without advising or seeking the permission of the parents or primary caregivers. Wherever possible, the parents should be advised/asked in advance. Showing the 'Three Houses' Tool to the parents can help them to understand what the worker will be doing.
3. **Make decision whether to work with child with/without parents present.** Again sometimes child protection workers need to insist that they speak with the children without a parent or caregiver present. Wherever possible it is good to make this a matter of choice for the parents and the child, but when this isn't possible, all efforts should be made to provide an explanation to the parents as to why the worker feels it is necessary to speak to the child on their own.
4. **Explain and work through 3 houses with the child** using one sheet of paper per house. Use words and drawings as appropriate and anything else you can think of to engage child in the process. They can re-name houses, use toys, lego houses, picture cuts outs, etc. Give the child a choice about where to start. Often start with 'house of good things' particularly where the child is anxious or uncertain.
5. **Explain to and involve the child or young person in what will happen next.** Once the 'Three Houses' interview is finished it is important to explain to the child or young person what will happen next, and to obtain their permission to show the 'Three Houses' to others, whether they be parents, extended family, or professionals. Usually children and young people are happy for others to be shown their 'Three Houses' assessment of their situation, but for some children there will be concerns and safety issues that must be addressed before proceeding with presenting what they have described to others.
6. **Present to parents/caregivers** usually beginning with 'House of Good Things'. Before showing the child's 'Three Houses', it can be useful to ask the parents: 'What do you think the child would say is good/worried about/dreams of?'




Created by Nicki Weld & Maggie Greening, New Zealand



A tool for involving children and young people in child protection assessment and planning.

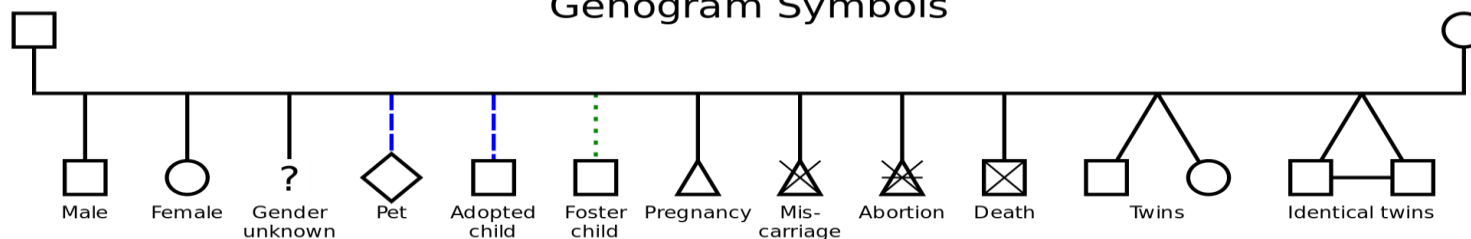
Detailed 'Three Houses' booklet and DVD available at www.aspirationsconsultancy.com

Three Houses Example, Emma, age 8 (original wording transcribed for legibility)

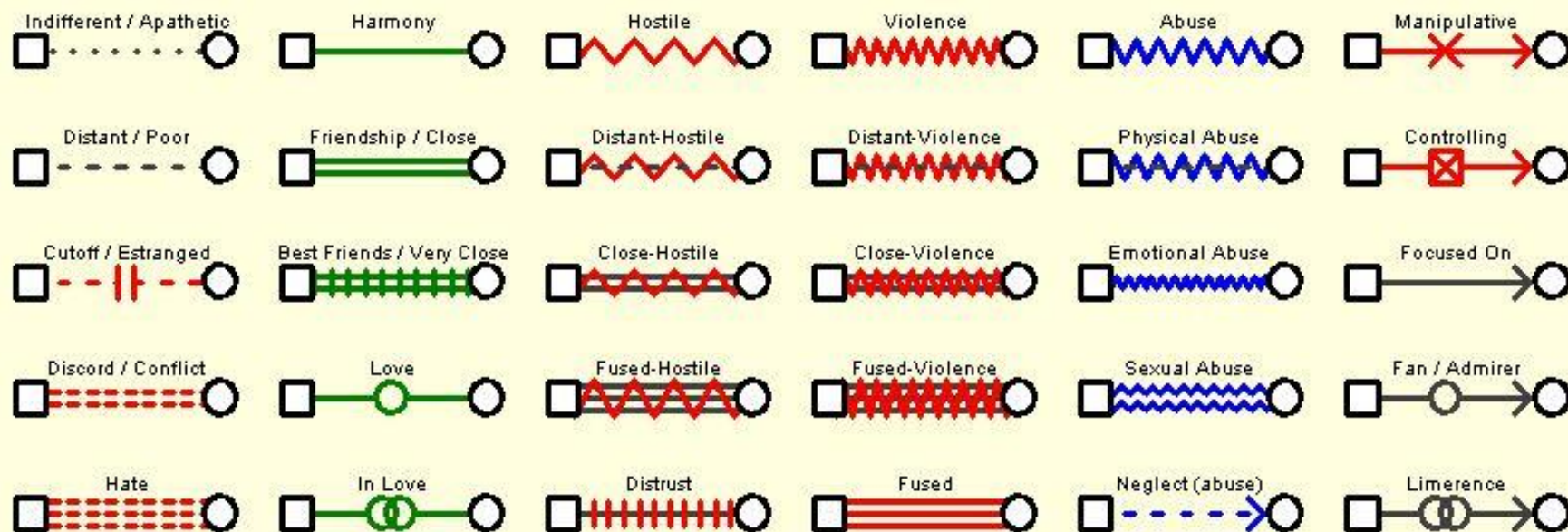
 <p>HOUSE OF WORRIES</p>	 <p>HOUSE OF GOOD THINGS</p>	 <p>HOUSE OF DREAMS</p>
<p>That Mum vells at me.</p> <ul style="list-style-type: none"> -I don't like getting beaten by Mum. ●I don't like seeing my brother and sister getting hurt by my mum. ●Mum slapped Kate really hard on the leg. ●Mum kicked Jacob on the bottom. ●I don't like my mum hitting Jacob and Kate in front of my friends. Then my friends don't want to come to play with me at my house. - I'm worried that when Grandad is gone. I keep getting hit by my mum. ●My mum drinks "Wild Turkey" with David. 	<ul style="list-style-type: none"> -I feel safe if the court decides that I can live with my dad because he doesn't have any drugs and I won't get hurt at his place. -I can see my grandad and my uncle and his girlfriend when I go to my Nana's house. -Like that I get fit when I'm with my dad and don't get fed junk food. 	<p>I wish I could live with both mum and dad together.</p> <p>I wish I wasn't yelled at by Mum.</p> <ul style="list-style-type: none"> -I wish that I lived in a better house (that my mum's house was a better house). -I wish I could swim anywhere. -I wish that Grandad would always stay with me. -I wish that Mum would wake up in a better mood. -I wish I could live with my dad. -I wish that I could see my mum every second weekend so that I wouldn't get yelled at so much.

Genogram TIP Sheet

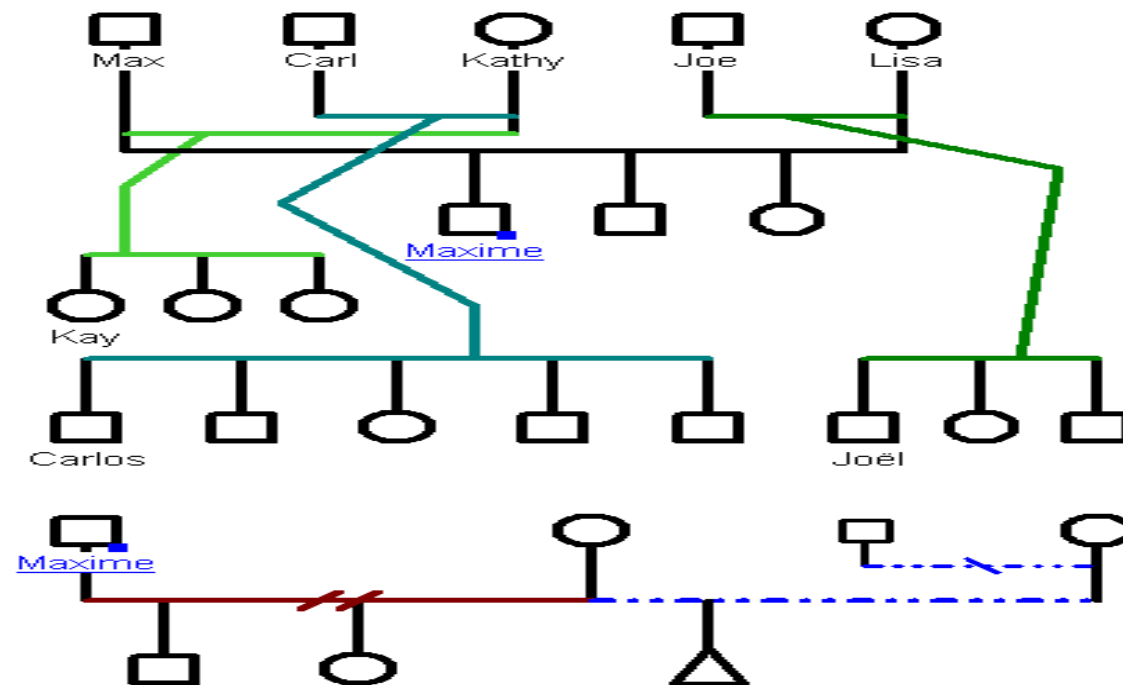
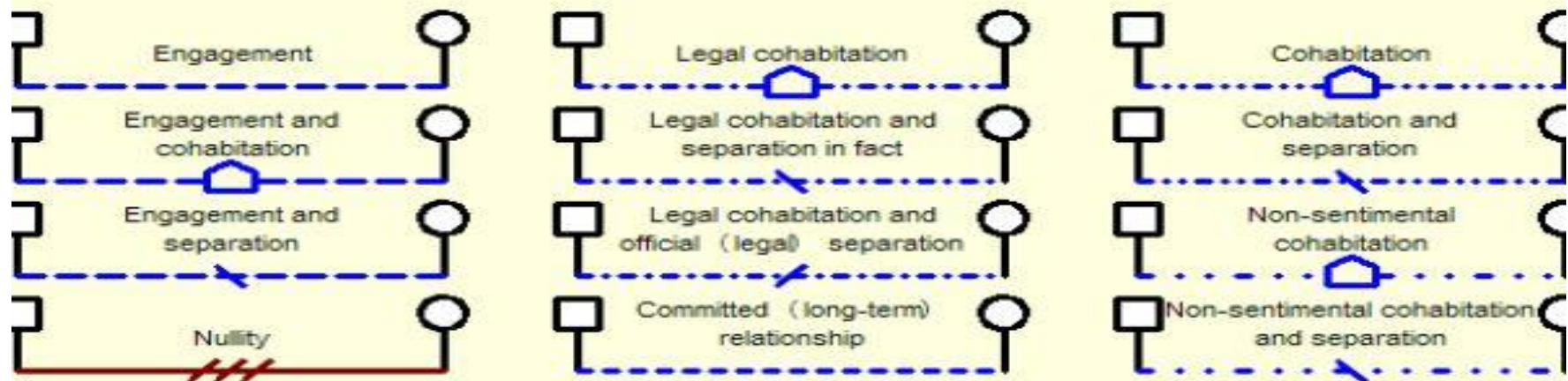
Genogram Symbols



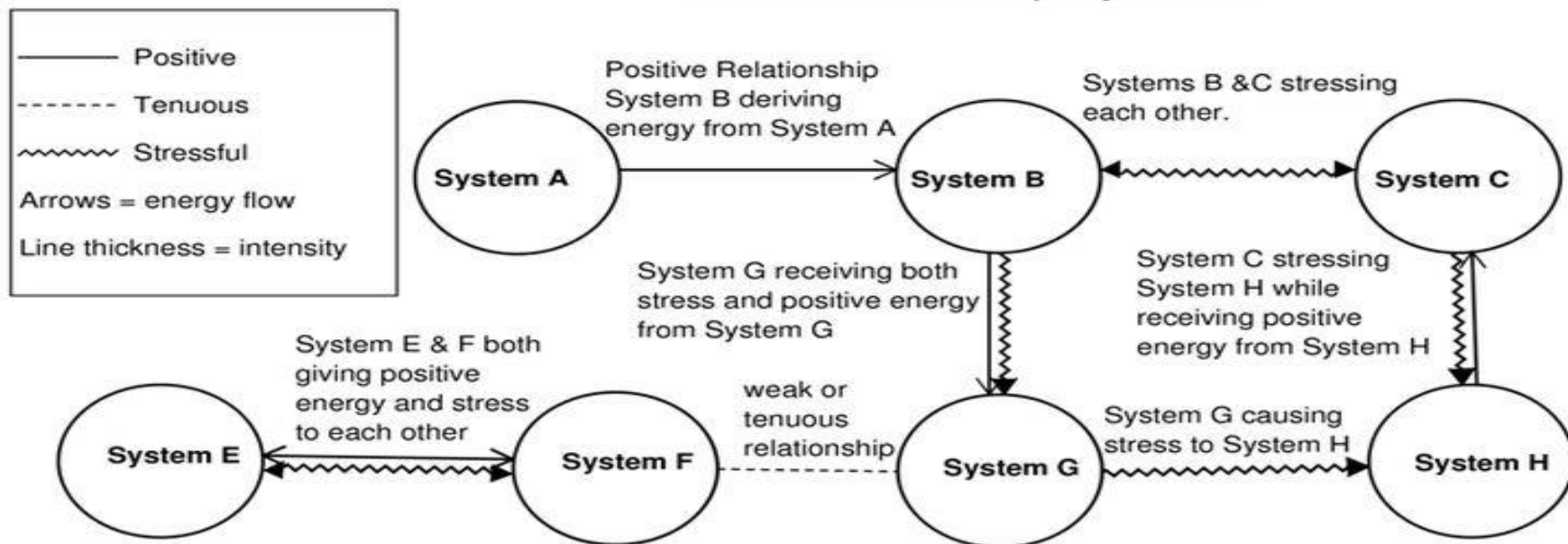
Emotional Relationships Legend



Family Relationships Legend



Standard Ecomap Symbols



The Ecomap Diagram Form

Family Name: _____

Date Completed: _____

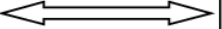
Completed By: _____

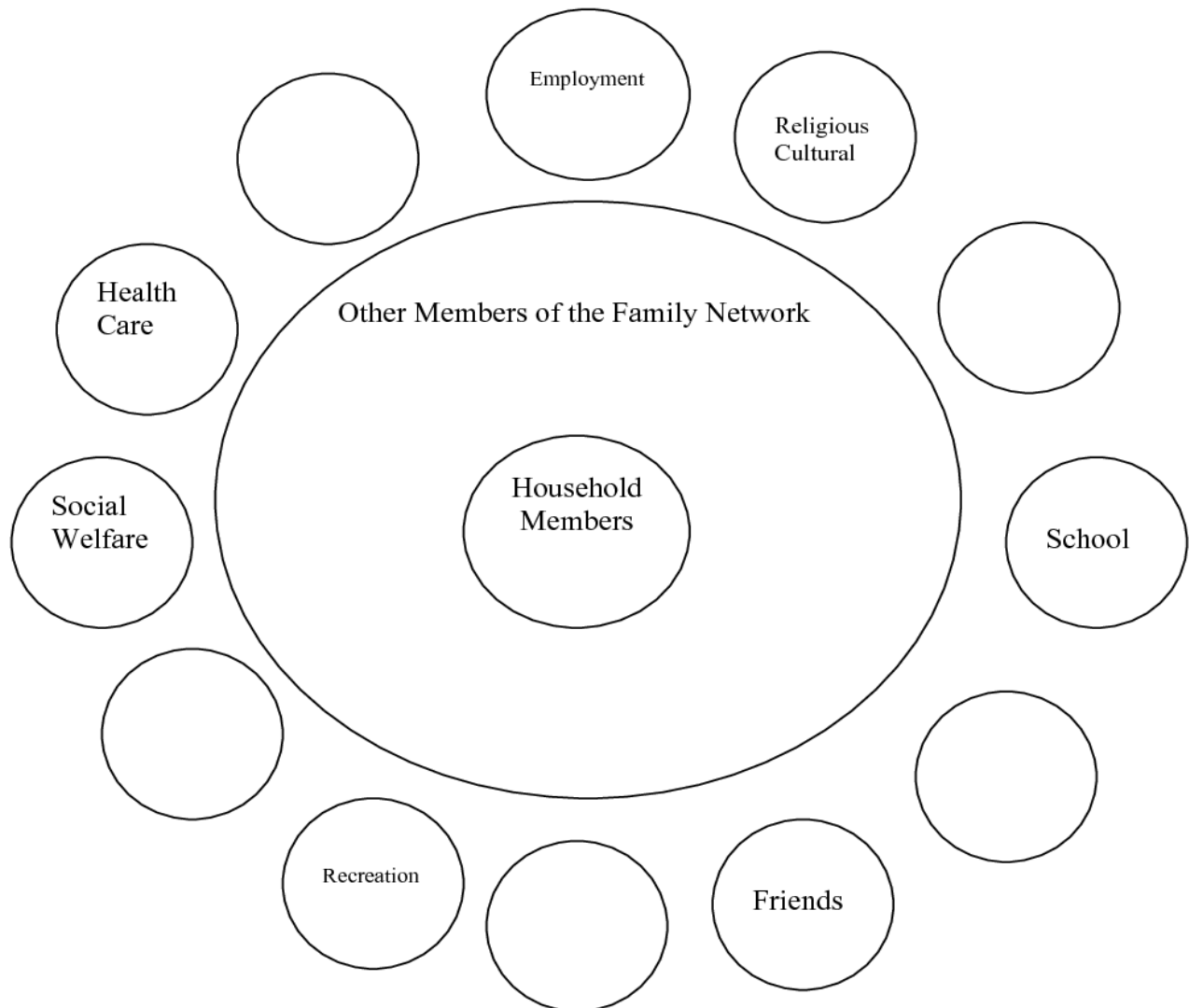
Family Address: _____

Strong Connection _____

Tenuous Connection -----

Stressful Connection __/__/__/

Flow of Resources 



Adapted from the *Special Needs Adoption Curriculum*, Spaulding for Children, 1991

Beginning our Work With Circles of Support: Setting the Stage and Orienting the Circle			
	What the question is trying to do	Examples of ways you can ask the family this question	Pieces you can add from the agency perspective
Why are we meeting?	"Why" is about <i>purpose</i> . In this question we are trying to make sure everyone understands	1) Does everyone understand why we are here meeting today? What are people's understandings of that? 2) Can we go around and have everyone say what is bringing them here today? 3) What is it about this family or this child that matters to you? What are you hoping to contribute?	These kinds of family team meetings, from our perspective, are ultimately about ensuring the safety and permanency for X (child's name) and the well-being of the family. Our involvement with all of you is going to be temporary, even if it doesn't feel that way right now. For us to be able to think about taking the next step in this case we need to know: Is X safe and healthy? How is she going to be supported and protected going forward? And we need to be able to see it, know it, with great confidence. That's what this meeting is about for us-taking a step in being able to answer these questions.
What are we trying to accomplish?	"What" is about <i>desired outcomes</i> . It takes the general reason from the purpose and brings us down to the details of today. You won't be able to do everything in one meeting. You and the family team need to be clear: What are you trying to accomplish today?	1) Working this way is important but can be slow. We will not get to everything in one meeting. If we were to prioritize our goals, what is the most important thing to you that we accomplish today, in this meeting? 2) When we walk out of here at 3:00 p.m., if we can all look each other in the eyes and feel good about what we accomplished, what will we have done today? What will we have accomplished in this particular meeting? <i>If the desired outcomes for this meeting seem to be getting very big:</i> That seems really important, but do you think it is something we can do today? Is there a core part of that goal that is important to you that we can do today?	<i>This section is going to be very dependent on where you are in the case process. You may be trying to make an immediate safety plan, an ongoing safety plan, a plan for placement, a case plan, a visitation plan or an after-care plan. Or you may still be laying the groundwork and trying to learn more.</i> <i>In any case, it is important to say, from the agency perspective, as clearly as possible, what you are hoping to achieve today.</i>
How are we going to work together?	"How" is about <i>group agreements</i> . How do we want to work together? <i>They are a little like ground rules, but forward-looking. Try to help the network answer: How should we treat each other so we can get to our desired outcomes and purposes?</i>	1) Meetings like this are important and there are strong feelings that come with talking about safety, permanency and well-being for a child. We want to make this meeting as productive as possible—one where everyone can participate and feels their hearts, minds, and ideas are welcome. What ideas do you all have about how we should treat each other during this meeting today so we can make it that kind of meeting? 2) There are probably lots of ways you can be in the world. You might be one way with the people you grew up with; one way of being with the people you work with; one way of being with your wife, husband, boyfriend, girlfriend, or partner. 3) Of all those ways, which ones do you want to bring to this meeting today? Which ones might you want to hold back? 4) How do you want to act and be with others in this meeting today?	In other meetings we have used a series of agreements to help guide us and keep us on track. Agreements are like "ground-rules," but we like the word "agreements" better. Agreements are something we all arrive at and stand with together. Some agreements we have used before: <ul style="list-style-type: none"> • Everyone always has the right to pass. • Know that silence is a contribution. • We agree to share airtime and stick to time limits. • We agree to speak personally, for ourselves as individuals. We agree to disagree and avoid making assumptions or generalities. • We agree to allow others to finish speaking before we speak and avoid interrupting and side conversations. • We agree to take a break if someone needs it. • We agree to work from the assumption that everyone in this room wants what is best for (child) and his/her family. We will all work together to hold to these agreements and authorize (facilitator) to hold us to them.

Cultural Iceberg Activity

What elements of culture can be seen, heard, perceived or experienced?

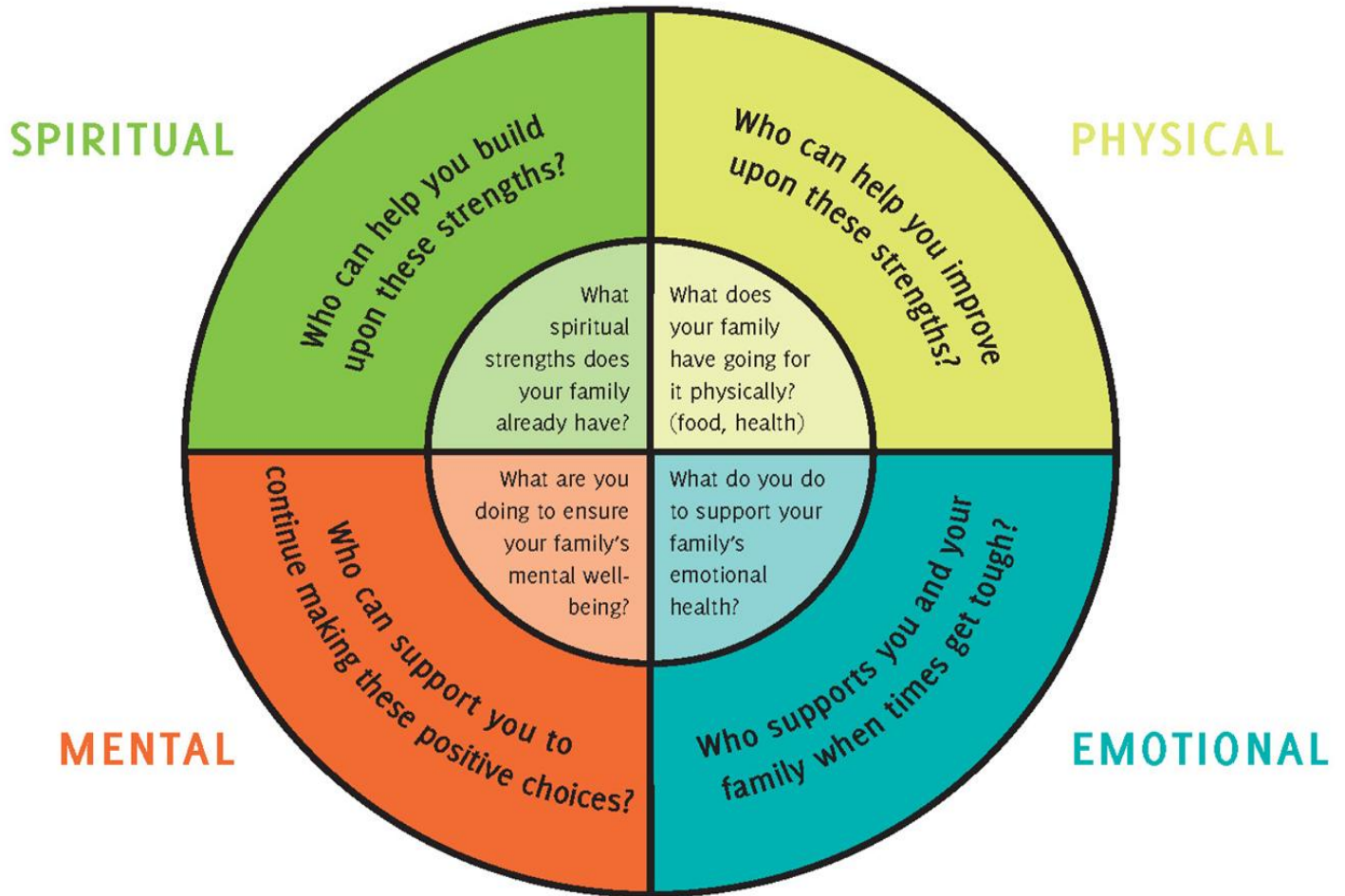
How much of our own culture impacts the way we see the families and communities that we serve?

How do we deepen our understanding of how families and communities see and experience the world around them?

Tips:

Facilitated conversations around this topic should go much deeper and broader than race and ethnicity. Spend time delving into morals, values, traditions, behaviors that impact the daily lives and attitudes of children and families from very diverse communities. Lift up intricate individual and collective dynamics that impact family relationships, child-rearing, decision-making, well-being, discipline, affection, etc.

FAMILY WELLNESS WHEEL



Simulation Activity Tip Sheet

Introduction

In simulation activities, “content” through a traditional lecture-type format is deemphasized and staff are allowed a safe space where practice skills can be acquired, applied and reinforced through immediate feedback. Research has confirmed commonly understood beliefs that people retain only between 5 to 10 percent of what they learn through reading and lectures; while that number increases to between 80% and 90% when they practice by doing or teaching others in simulation activities.

Bogo, M., Shlonsky, A., Lee, B., Serbinski, S. (2014). Acting like It Matters: A Scoping Review of Simulation in Child Welfare Training. *Journal of Public Child Welfare*, 8 70-93.

What is simulation based learning and how will it support me using the CFPM?

- Simulation based learning is similar to other practice and role playing you’ve experienced except the learner gets to practice with actors coming in to play out the roles of the family members and their circle of support.
- For the Practice Model modules, we’ll be using group simulations – that’s when a group of learners take turns and each sequentially step into the role play and pick up where the previous member left off.
- Group simulations provide an opportunity to apply what is taught in training, test out new behaviors before using them in real-world settings, and get immediate peer and facilitator feedback.
- Prior to the simulation you may be exposed to new tools or strategies that can support use of the CFPM practice behaviors, but they are not the only tools and strategies you can use. You are encouraged to try out anything that supports you using the LEAN IN, LIFT UP, CONNECT and CULTURE practice behaviors in the simulation exercise.
- After each simulation, there will be a facilitated debrief to explore what happened in the exercise, explore reflections and group learnings, and support group members to identify additional opportunities to practice the LEAN IN, LIFT UP, CONNECT and CULTURE behaviors to build confidence and competence in using the practice model in diverse families and communities.

Who will be participating in the simulations?

Each case vignette (see supplemental handouts) is designed for both the roles that are outlined in the vignette, as well as other potential roles that can be adapted for your local system, community and culture. Each vignette has parents, siblings, extended family and community members that have yet to be engaged, as well. Each local system will have a group of community, Tribal and system partners that will act as “actors” during the simulation. They will also play vital roles in the debriefing, reflection and feedback after each simulation activity.

What is the set-up for the simulations?

Setting stage: Each simulation activity should start with an orientation as a large group. Staff should explore: Where are we in this case? What do we know? Why are we having this interaction? What needs to happen or be accomplished? (15 min’s)

Running Sim: For a 60-75 minute group learning experience, a sim group can accommodate 10-12 learners. If the group in the module is larger than this, they should be separated into groups of no more than 10-12 with each group running the sim simultaneously in separate training rooms. Participants will be “tag-teaming” in most of the simulations, so either pre-designate how long each participant will be interacting with the family member or team or develop a clear plan for how participants will know what “switching” will look like. Have participants draw numbers to assign “order” and make sure that the other participants, who are not actively interacting with the family, are paying close attention to the interactions of their peers so that they can step in and support a continuous flow, try on new approaches and strategies that have not been used in the interaction and taking notes about what is working or not about what their

peers have tried. Having the supervisors, coaches and community partners acting as observers and coaches for the learning session participants will help establish a learning, development, support process that models *partnership, culture, and humility* and helps to deepen staff relationships with more than just their supervisor. Arrange for community partners to take on family and circle of support roles in the simulation scenario. Transition involves brief anchoring for the learner about to go into the sim “Where are you headed now? What Practice Behaviors are most important to use to get there? Based on your self-assessment, what area of LEAN-IN, LIFT-UP, CONNECT, or CULTURE growth/development are you wanting to work on?

Case Vignette: The Smithson Family

Focus Child: Tommy, Age 4 **Point in Child Welfare System:** entered CW system three months ago; Family Reunification

Culture/Ethnicity: (American Indian/Cherokee and Choctaw (Oklahoma)).

Tommy's Circle of Support: Tommy Smithson, 4(child); Karen 28 (mom); Steve 34 (biological father); Larry 39 (step-dad, recently released from jail and staying with a friend, per court restraining order); Sue, 26 and Lou, 30 (foster parents); Amy, 6 (foster sister); May, 63 (maternal grandmother); Lori (child's therapist); Ms. Dabney (child's preschool teacher); optional system staff and partners, and various extended community members.

Presenting Situation: Four-year-old Tommy entered foster care 3 months ago, following an episode of domestic violence he had witnessed between his mom, **Karen** and his step-dad, **Larry**. The police and CPS were called because the step-father hit the mother repeatedly with a wooden broom in front of Tommy, who tried unsuccessfully to protect her by trying to grab the step-father's arms and pull him away. Tommy was not injured, but a neighbor heard him screaming to "stop hitting my mommy with the broom!". The police reported to the responding ER worker, that the father struck the mother's head with the broom, resulting in the mother being rendered unconscious and thus she was taken to the hospital prior to the ER worker's arrival. According to neighbors at the scene, the mother has endured physical abuse from the step-father before, and that he had been arrested for causing injuries, but also that the mother always recanted her story or denied that the injuries resulted from Larry's abuse. With Larry incarcerated and the mother in the hospital and extended family members not immediately available to care for him, Tommy was placed in foster care. The mother was offered reunification service by the Court. During the initial court proceedings, Larry was in jail and had been for several months. He was released last week and he is reported to be staying with a friend.

Tommy was placed with a young Chinese American couple, **Sue and Lou**, who have stated that they would be interested in adopting him, if reunification efforts fail. Their biggest worries are that he can be aggressive towards **Amy**, their 6 year-old birth daughter, but acts shy and fearful around Lou, the foster dad. He was initially quite withdrawn and resisted soothing or nurturance, but has gradually joined foster family members in petting and playing with their dog. He was initially very restless in sleep, awoke every hour and a half or two, and required about a half-hour to fall back asleep. He appears irritable and fatigued during the day. He wets the bed two or three times a week, after being dry for years. Tommy's feelings are very intense in foster care. When frustrated, he cries and cries and can't be consoled, just goes limp. He has begun attending day care three times per week, but is at high risk to be excluded, because of intense episodes of aggression toward peers, especially girls. He can also be very helpful to others, appears sensitive to their upset, and attempts to comfort them. He is not interested in books or being read to, but is exploring drawing and painting. He typically ignores verbal limits and desperately fights physical restraint, to the point of exhaustion. Across his first five play therapy sessions, with **therapist, Lori**, Tommy typically enacted themes of cars crashing, police sirens wailing, and ambulances speeding to the scene. Sometimes the police cars and ambulances are caught up in the vehicle crashing. Tommy disclosed that he has witnessed his mother "getting beat up" in the past, but does not say any more about the details. Tommy seems fearful of talking about the step-father, and usually becomes non-responsive or starts smashing things together on the floor when he is asked about him. He does respond when asked about his mother and grandmother; his friends at the "Native American place" and about times when "Larry was in jail". Tommy has only seen his mother six times since entering care, and has not had any visits with his birth father, because there is conflicting information about his whereabouts by the mother. Court did not order visitation between the child and step-father, for concern of detriment to his well-being. The child is ICWA eligible through both maternal and paternal grandparents who have Tribal membership.

It is unclear how significant the neighbors, Karen's friends, or other family or Tribal connections are to Tommy and his family (other than the maternal grandmother). It is only known that Karen confides in her childhood friends about what

has been going on, and they in-turn have disclosed a few key things to May, Karen's mother, out of concern for them both.

Circle of Support information:

Karen, Mother-is having a hard time being away from Tommy and Larry. She will not admit that she is afraid of Larry to social workers, but her friends have told the maternal grandmother, Mary that they all know she is really scared he will kill her one day. She is afraid of what he will do to her and Tommy if she ever tries to leave him. She has tried to make a plan to leave, before, when he was incarcerated for similar incidents, but he always gets out before she can "get things together". She is in a confidential shelter for battered women, until she can get into a transitional house. She seems to have intense remorse around what has happened to her family.

Larry, Step-father has always been very "controlling", according to both MGM and Karen. The MGM thinks that he is some sort of "manipulative genius who has to be God in every situation". He turns things around on anyone who tries to speak up for themselves and blames everyone else in the family for what is happening. He takes no accountability for physically or emotionally hurting Karen or Tommy and states that "if they had listened to him, in the first place, everything would be fine!".

May, Maternal Grandmother- definitely wants a relationship with her grandson but is hesitant to take care of Tommy because her daughter Karen has gone through this before and she is worried that does not want her to think she can keep "getting away with this craziness." She has also expressed fear of Larry and his abusiveness. Her fear of him is the reason that May has not seen or spoken to her family in months. The only way she is able to find out what is going on with them, is through Karen's childhood friends, whom May stays in contact with. She lives in the next county over but has not talked to her daughter, Karen, or seen her grandson, Tommy in months.

Lori, is the therapist that was assigned to work with Tommy upon his placement in foster care. She has met with Tommy weekly for the past 5 weeks and has assigned initial diagnoses of PTSD and Adjustment Disorder. Her initial treatment plan includes weekly play therapy, family counseling with the mother and regular collaborative contact with the child's circle of support. Her plan is to provide an updated diagnosis and treatment plan after six months. Lori told the investigation social worker that she does not think Tommy has ever had any positive male role models and thinks he could really use a strong male figure. She has suggested even assigning him to one of the male clinicians at their clinic but her supervisor did not approve the request.

Ms. Dubney is Tommy's pre-school teacher. She has known Tommy for a couple of years because Tommy has attended the daycare on the same campus for the last two years before promoting to the pre-school class. Although she was not his direct teacher, she has interacted with him on the playground and at lunch time, in the past, because of similar concerning behaviors towards the female students. He is known by the staff "to play really rough with the girls", and has been encouraged to play with some of the male students, as a way to minimize some of the negative attention he has gotten around it. Tommy's classroom behavior remains of concern and Ms. Dabney is really interested in meeting with his therapist and foster parents to figure out how to keep him from being such a distraction in class.

Sue and Lou Wong are Tommy's foster parents. They are fairly new foster parents, only having fostered one other child for a few months, just prior to Tommy's arrival. They were both born and raised in the community where they live and both have an extensive network of family, friends and church community that they are connected to locally. Their one birth child has struggled some with having Tommy as a foster brother, mostly because he can be "aggressive" with her at times. Although they are worried about it, they have also seen signs that he cares for their daughter, Amy. For example, when she was sick a few weeks ago, Tommy wanted to help Sue take her tissue and medicine and he kept wanting to "feel her forehead", which Sue and Lou thought was very sweet. On another occasion he went and hid under the bed for over an hour after his "aggressive play" resulted in Amy getting a bruise on her knee from being pushed by Tommy. Once he came out from under the bed, Tommy, was able to tell Amy that he was "sorry for hurting her". It took him several days to "get over" the incident, avoided eye-contact and stated he did not want to play with Amy. Sue and Lou

have grown very fond of Tommy and are actually hopeful that things continue to work out. They have always wanted a son and told their licensing social worker they really only wanted to take children in for placement that could end up needing to be adopted. They are under the impression that adoption of Tommy is a real possibility.

HANDOUT FOR ACTORS

CFPM Module Simulation Vignette and Roles

Focus Child: Tommy, Age 4 **Point in Child Welfare System:** entered CW system three months ago; Family Reunification

Culture/Ethnicity: (American Indian/Cherokee and Choctaw (Oklahoma)).

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Tommy was placed with a young Chinese American couple, **Sue and Lou**, who have stated that they would be interested in adopting him, if reunification efforts fail. Their biggest worries are that he can be aggressive towards **Amy**, their 6 year-old birth daughter, but acts shy and fearful around Lou, the foster dad. He was initially quite withdrawn and resisted soothing or nurturance, but has gradually joined foster family members in petting and playing with their dog. He was initially very restless in sleep, awoke every hour and a half or two, and required about a half-hour to fall back asleep. He appears irritable and fatigued during the day. He wets the bed two or three times a week, after being dry for years. Tommy's feelings are very intense in foster care. When frustrated, he cries and cries and can't be consoled, just goes limp. He has begun attending day care three times per week, but is at high risk to be excluded, because of intense episodes of aggression toward peers, especially girls. He can also be very helpful to others, appears sensitive to their upset, and attempts to comfort them. He is not interested in books or being read to, but is exploring drawing and painting. He typically ignores verbal limits and desperately fights physical restraint, to the point of exhaustion. Across his first five play therapy sessions, with **therapist, Lori**, Tommy typically enacted themes of cars crashing, police sirens wailing, and ambulances speeding to the scene. Sometimes the police cars and ambulances are caught up in the vehicle crashing. Tommy disclosed that he has witnessed his mother "getting beat up" in the past, but does not say any more about the details. Tommy seems fearful of talking about the step-father, and usually becomes non-responsive or starts smashing things together on the floor when he is asked about him. He does respond when asked about his mother and

grandmother; his friends at the “Native American place” and about times when “Larry was in jail”. Tommy has only seen his mother six times since entering care, and has not had any visits with his birth father, **Steve**, because there is conflicting information about his whereabouts by the mother. Court did not order visitation between the child and step-father, for concern of detriment to his well-being. The child is ICWA eligible through both maternal and paternal grandparents who have Tribal membership.

It is unclear how significant the neighbors, Karen’s friends, or other family or Tribal connections are to Tommy and his family (other than the maternal grandmother). It is only known that Karen confides in her childhood friends about what has been going on, and they in-turn have disclosed a few key things to May, Karen’s mother, out of concern for them both.

Original case vignette adapted for use with CFPM, from the Child Welfare Trauma Training Toolkit: Case Vignette—Tommy | January 2013 The National Child Traumatic Stress Network www.NCTSN.org Additional resources and vignettes can also be found on the NCTSN website

LEAN IN Simulation Update and Roles (to be provided to actors and observers)

Vignette Update: Because the shelter is confidential, you have arranged a meeting with Karen at your office. You have talked with Karen to set this meeting up and she agreed that her mother **May** should be included. **You will be “leaning in” with them to inquire about and explore who are important family and Tribal connections for Tommy on both sides of the family. Your goal is to listen, learn and understand more about the family’s relationships, culture and community in order to strengthen your engagement and working relationship with them.**

Roles: Social Worker, Karen, May (optional to have Larry show-up at the office during the meeting)

Karen: The social workers will be using engagement strategies to explore important relationships and aspects of your culture. They may ask you a lot of questions about people whose roles have not been identified. It is fine for you to ad lib and create “friends or community”, but it will be important to make sure the social workers document exactly who they are and how they are able to support you and your family, so that the information can be used to support potential roles in future simulations. You are generally pretty open and cooperative, but it will be important to the activity that you present one or two engagement challenges to a couple of the social workers (answering with one word answers, shutting down, becoming emotional, getting mad, going off topic etc.).

May: You are pretty upset that your daughter has gotten herself in trouble again and that this time, Tommy got taken away for it. You swore that the last time she was in a situation like this, that you were not going to help her. You are generally distrustful of “government” people and are only here because you are worried about what “the system” is going to do to Tommy. This reminds you of all the stories you heard about horrible things that have happened in Tribal communities where “government people” came with stated good intentions that led to destruction of Native peoples, cultures and ways. You just want to know when you can see Tommy, so you can see for yourself that he is “ok”. The social worker may actively try to engage you in the conversation and it will be important to the activity that you present one or two engagement challenges to a couple of the social workers (answering with one word answers, shutting down, becoming emotional, getting mad, going off topic etc.) If one or more of the social workers does a good job of “engaging” you, it is ok, to acknowledge it and for them to experience a shift in your demeanor, attitude and responses towards the positive. If they do not do a good job, you are welcome to provide them “feedback” in the moment about what they can do differently next time. At some point, it will be important to ask, “why are you asking all of these questions? You have my grandson, it is me that should be asking you all the questions. I did not do anything wrong!”

LIFT UP Simulation Update and Roles (to be provided to actors and observers)

Vignette Update Part and Facilitated Meeting #1 Tommy's behaviors have continued to present themselves and he is having regular nightmares, preventing him and the rest of his foster family from getting much sleep each night. Tommy is not doing well in school, and his teacher, Ms. Dubney, has reported to you that he is "cranky all the time"; "doesn't want to play with the other kids"; "and just seems generally on-edge all day long". Tommy has been visiting with his grandmother twice per month, which he says he enjoys. The grandmother says he seems to get along with the other children at the Native American Cultural Center close to her house, and that he loves doing some of the artwork that they often do there. The grandmother is not sure that this month's visit is going to happen, because she cannot drive late at night, with her failing eyesight and she ends up getting home really late after the visits. **The social worker called Tommy's team together to facilitate some dialogue about Tommy's behavioral and well-being needs and you have invited the caregivers, the teacher, grandmother, who road to the meeting with one of the art teachers at the Native American Cultural Center. The goal for the meeting is to make a plan to support Tommy's needs and explore any other pressing areas of worry or concern related to Tommy at this time.**

Roles: Social Worker, Lori, Ms. Dubney, May, Sue and Lou, (optional to include the art teacher from the Native American Cultural Center)

Lori: As the therapist, you are really here at the meeting to just get an understanding about how your work with Tommy can support his overall functioning, both at school and in his foster home. Your role is to listen and find out from his team, things they could use your help with. You may ask about what the team thinks is working about Tommy's interest and engagement at the Native American Cultural Center.

Ms. Dubney: You are fed up with Tommy's behaviors in the class room and really want to understand how to better support him. You have noticed that he seems to respond well when the local Boys and Girls Club volunteers come in to work with the kids sometimes. Tommy seems to enjoy one of the teenage male volunteers, Isaiah, and that he like to draw with him.

May: You are the only one at the table who has not been having any trouble with Tommy and you are irritated that everyone is "talking bad" about your grandson. Tommy has great visits with you and he loves going to the Native American Cultural Center where he interacts with other Native children and takes the cultural classes offered. Sometimes they even have ceremony and rituals that Tommy is starting to participate in. He really like hanging out with the older boys who show the little ones how to fish, and they occasionally they let the little ones even listen-in when they have their "talking circles". Tommy seems to sit and listen, just fine then! You don't understand what is wrong with "that school and those foster parents", that they can't figure out how to keep Tommy engaged. You are worried that Tommy will miss his visit this month, because your doctor has put you on restricted driving, due to your eyesight issue. It has gotten too dangerous to drive in the evening and it takes a couple hours to drive each way. You have been leaving home at 6a to go get Tommy and bringing him back to the foster home just after dinner. He is often asleep in the back of the car on the way back. You want to know how you can still have the visits now that you can only drive during daylight hours. You think you might be able to get someone from the Native American Cultural Center to help, but you have to have the details worked out before you can ask one of the case managers for help.

Sue and Lou: This is the first time you will be in a meeting with the grandmother, as she never gets out of the car when she drops off Tommy. She usually just honks and Lou has to go out to the car and pick the sleeping boy up out of the car. You know that mom is doing well with her visits but you remain fairly certain Tommy will be staying with you for a long time and possibly forever. You have heard that Tommy would still be in danger if he went home to Karen, because Larry, the step-father, is still around somewhere. You really do love Tommy and want to adopt him. You are trying to stay focused on what he needs and know that his family loves him, but if they loved him, they would have never let this

happen to him. You are not clear how you can help whatever is going on at school, but you want to make sure that you are staying engaged in all the meetings that concern Tommy. You do not want anyone to ever get the idea that you are not “good foster parents”. You feel it is best to stay as quiet as possible during the meeting and just take notes. You do not want to say the wrong thing

Art Teacher from Native American Cultural Center: You have given the grandmother a ride to the meeting today and are completely willing to do it in the future, if you can fit it into your schedule.

CONNECT Update and Roles (to be provided to actors and observers)

Roles: Social Worker, Sue and Lou (part one) Steve, May, Ms. Dabney, Lori, Sue and Lou (part two); Social Worker, Karen (part three)

The social worker will bring members of the family team together to reassess to re-assess, strengthen roles, coordinate support and adjust in whatever ways needed. In the first part of the meeting, the group will only include the foster parents, maternal grandmother, foster parents and teacher.

Since the last team meeting, Tommy's father, Steve, has surfaced and they have had three supervised visits that have gone surprisingly well, given their fairly new relationship. Tommy seems to be so excited "to have his own dad" and has been really motivated to let everyone know. He is talking to other kids at school about his dad. He is talking to his friends and teachers at the Native American Cultural Center about his paternal ancestry and is incorporating things he is learning about it into his drawings. Although Tommy is really excited about having his father in his life, the foster parents, mother and maternal grandmother are really worried about it. None of them want to see Tommy let down, or deal with a deterioration of his progress "when the father messes up". The mother has reported that although he was never physically abusive to her, like the step-father, he would go on drinking binges for days at a time and then he would disappear. The last time it happened, when Tommy was just 1 years old, he left and never came back. She had heard that he was living in Oklahoma near family, but was devastated at being abandoned by him and never tried to find him. She was unaware that he had only returned to the area because "word had gotten around" through some of his old friends in the community that Tommy was in foster care and that "the new guy had beaten up Karen pretty bad". You know some things about what he has been up to the last several years, but the family and caregivers do not. Upon your initial meeting with him you learned that he really left out of shame for his drinking. He said he was worried it would hurt his family and he figured they were better-off "without that mess in their lives". He never predicted they would end up worse without him. You also learned that he went through a reputable substance abuse treatment program in Oklahoma that was known for working with Native American men. He finished the program, got his high school diploma at the program and completed an apprenticeship certificate in welding. He made such a great reputation working in the welding business in Oklahoma, that several of his colleagues put in a good word for him and he was able to pick up some work in the area. He has been working consistently since returning and is lucky enough to be able to set his own work hours, making it really easy for you to set-up visits with him and Tommy. Karen is doing well in her program, but remains at the confidential shelter and is still waiting on transitional housing. Karen wants to move back closer to where her family and community connections are, but is worried that if she moves too soon, she will not be able to see Tommy as regularly.

Part one of the meeting is with the **foster parents and social worker alone**, and they have walked in really upset that the social worker changed the time and location of the meeting, and forgot to tell them. They have experienced things like this from the Department before and are visibly upset that they drove to the other end of the county, and waited for 30 mins before the front-desk staff alerted them that the meeting was moved to the northern office. The social workers job is to meet with the caregivers to make sure that everyone is on the same page about the subsequent meeting desired goals and outcomes and to discuss the social worker's current assessment about Tommy's permanent plan and recommendations for the six-month month Hearing. Given where things are today, you are fairly sure that you can recommend reunification to one or both of the parents within the 12-month timeframe, if not at this Hearing. The foster parents have completed the last portion of their licensing requirements to be approved for adoptive placement, as their initial license was only for foster. You know that they are interested in adopting Tommy and that this news may be disappointing to them.

Part two involves a **continuation of the meeting with the entire team, including the father**. This is the first time anyone other than the social worker has seen the father since he disappeared years ago. You want the focus to remain on Tommy's needs and shoring-up support around him, but you realize there might be some tense moments in this

meeting. The best outcome would be everyone coming together for Tommy and giving themselves time to heal from their painful past without it getting in the way of what is best for him. The father, Maternal grandmother, Ms. Dabney, Lori and the foster parents were the only ones available for the meeting today. You know that with Karen missing, you will have to have some conversations with her to provide her updates and allow for her voice to inform any decisions made from today's meeting.

Part Three is to have follow-up phone conversation or in-person meeting **with Karen** to keep her included in on planning and readjustment of plans to support Tommy's needs.

CULTURE Update and Roles (to be provided to actors and observers)

Roles: Entire Circle of Support, including social worker's supervisor and/or coach, Court and Community Partners

Mom has been released from the program because there just are not enough beds to keep her until a transitional house opens up. She is really worried that the step-father, Larry will find her, because the community is so small. She wants to move-in with her mother for awhile but is still worried about seeing Tommy regularly, given the distance. Tommy is doing so much better, that he has even made a friend at school. No one is quite sure what it is that is working, but the last thing anyone wants is to see his mother move so far away that he does not see her as often as he has been. Court is coming up in six weeks and everyone is encouraged by the progress, but also worried that changes could be detrimental to Tommy. The mother's choices are to stay in the area and be in danger, in order to stay connected to Tommy, or move back home with her mother and possibly only see him twice per month, when transportation.

The social worker has tried to call another family team meeting to create some potential visitation and service planning for the family, as well do some safety planning around continued worries related to Larry. The scheduling of the meeting has been difficult and it looks like she/he may have to meet with members of the team individually or by-phone to put plans in place. No one knows where Larry is and no one has seen him in months, but the social worker has continued to receive vaguely threatening voicemail messages from him, in which he states that he is going to find his family "no matter what the CPS people say". Even if she/he figures out how to get Tommy up to see the mother and grandmother, if the mother chooses to move back to her birth community, the schedule change will likely take away from Tommy's visitation with the father, given the distance. The social worker will want to explore a customized visitation plan since the mother may move in the grandmother's home, prior to the 6-month Hearing.

The social worker will have to have a conversation with the mother, first to explore challenges and possibilities and create some initial plans. Then he/she must talk to the father to figure out what adjustments can be made to the visitation schedule to accommodate this crisis that has arisen with Karen. The social worker also must talk to the grandmother to explore what it will mean for Tommy, should the mother move back home with her. There will also be a last-minute meeting at the Court conference room later today of some of the other key parties, that will be called together by the social worker, as well. (optional: the social worker may also need to talk to Tommy after all of the plans are made and explore how to lift up his voice in the process.)

Karen: You are really scared that Larry is going to find you and mess things up for you again. Your Mother has offered to allow you to come and live with her, however you are worried about the transition to your home community. Your Mother is so connected with the Tribal community and you are hopeful that getting reconnected with your "people" and your roots will be positive. You are also worried about possible judgment from everyone based on the lifestyle you have been living. What is really overwhelming right now however, is that a move that far away from Tommy may hinder your ability to see him regularly and really stand in the way of you getting him back. Part of you just wants to stick it out, hop around on a few couches and try and avoid being seen where Larry may be hanging out these days.

Larry: You went by your old apartment and found some mail from the Juvenile Court and county that listed the next court date, so you are going up to court today to try and talk to your attorney about the upcoming date. You have been calling the social worker regularly with no calls back and are pissed about the lack of response. You simply want to know where your woman and child are! All of this is really starting to piss you off!

Sue and Lou: Tommy has been so much better and that gives you some relief. It has been hard trying to explain to your daughter, Amy, that Tommy may not be living with you anymore, and to be honest, you both are really struggling with it as well. You really do want what's best for the boy but have grown so fond of him. You've now met the Mother and Father a couple times and feel so much better about where things seem to be headed for Tommy. The Grandmother even gives you a hug sometimes when she sees you. You've made it clear to the social worker and everyone else that if anything ever goes wrong or even if things are going right, you want to be a part of Tommy's life if you can.

Representative(s) from Native American Cultural Center: You are here to support whatever the family wants. You have known this family and your elders have known this family for a really long time and although most of your community is still skeptical of the system, it seems like they are trying to do some things differently, compared to what you have experienced in the past. You just recently had a meeting with the Grandmother, with all the staff and community-folks she is connected, to figure out how you can be of support to the family coming back together and coming back to the community as a whole. You are really hopeful that if Karen can come back home that she can get active at the Center and participate in the many of the offerings they have to support her healing process.

Steve: You are walking in blindly to this meeting, unsure of what the exact focus is. You are planning to ask though! As much as you want what's best for your son you still think that Karen had her chance and that you should have an opportunity to take care of the boy now. You don't want anything standing in the way of the relationship with your son. You have a place to stay and a decent income. You are committed to staying clean and really think your son needs the stability you can offer him

May: You are really worried about your daughter, now that she isn't at the confidential shelter. You have offered to have her come live with you but you know that option presents some unique challenges. You know that your community can be really "talkative" about what is going on with other people's families. It's just our way. You are really worried that Karen won't take you up on the offer, for fear of coming back to such a small community that knows about all the challenges the family has been dealing with recently. You are really hoping that she can get active with you at the Native American Center because you have seen how good it has been for Tommy. Just the other day they had a meeting and they figured out all kinds of stuff they wanted to do for the family. You have always known that you could get support, you just weren't sure if the child welfare people would consider it "good enough medicine". It seems like the social worker actually keeps encouraging you to go there. You are also worried about Steve. As happy as Tommy is to have his Dad back in his life, you are still kind of mad he left in the first place. Maybe all of this wouldn't be happening now.

Ms. Dabney: You have noticed that Tommy has been much better. He's not as distracting and has not been as aggressive to girls. Every once in a while he may get mad at one of them but for the most part he's been hanging with the boys. He just seems so much happier. You have some knowledge of summer programs up in the area where his Grandmother lives, and you are hoping he can get into one of the pre-kindergarten programs offered in her community over the summer.

Lori: Although you know that Tommy needs more support, you really believe that the healthier interactions that he is having with family and community have been really healing for him. Your recommendation is for him to continue to be in therapy for another 6-months with individual and family therapy with both his Mother and Father. You are not sure how all of this is going to turn out. Your best clinical assessment says that seeing and being a part of healthy interactions with people that he cares about, on a consistent basis, will really help him heal from the trauma he has experienced.

Attorney for Mom: You are going to support you clients wishes and advocate for a plan that Mom can support.

Attorney for Dad: You are prepared to fight hard on Dad's behalf, after all it wasn't him who abused the child. In fact, your client was off living a good life and taking care of himself when all of this was going down with his son. He deserves a right to do for his son what the mother couldn't. In the end however, you will support whatever the Dad wants.

Tommy's attorney: Your biggest concern right now is for Tommy's safety but you're really worried about maintaining a visitation schedule that will meet Tommy's needs. Everyone has seen such positive growth in Tommy, you do not want to see him regress to accommodate needs of adults and their schedules. You're thinking you might support a return to Dad option at the 6-month Hearing, but if Mom can get her housing situated you can see something being worked out with both parents as long as Larry is out of the picture.

(Optional) Tommy: You are really happy you get to see your Mommy and Daddy so much. You like coloring and drawing and you like playing with the boys at school. You are afraid Larry is going to come back and find you and that the judge will get mad and not allow you to see your Mommy any more. Your favorite thing is playing outside with your Daddy and

doing art projects at the Native American place. You want everyone in your family to live in one big house and for everyone to live happy one day.

(Optional) Social Work Supervisor/Coach: Your job is to be the supervisor/coach and look through the lens of county protocol, policies and procedures and make any adjustments or recommendations to the plan, based on local process. This role should be played by an actual supervisor or manager that has that institutional knowledge. Make sure they give feedback on the plans developed, in terms of their relevance and viability within your Agency and culture.

CFPM Module Simulation Vignette and Updates for Learners

Focus Child: Tommy, Age 4 **Point in Child Welfare System:** entered CW system three months ago; Family Reunification

Culture/Ethnicity: (American Indian/Cherokee and Choctaw (Oklahoma)).

Tommy's Circle of Support: Tommy Smithson, 4(child); Karen 28 (mom); Steve 34 (biological father); Larry 39 (step-dad, recently released from jail and staying with a friend, per court restraining order); Sue, 26 and Lou, 30 (foster parents); Amy, 6 (foster sister); May, 63 (maternal grandmother); Lori (child's therapist); Ms. Dabney (child's preschool teacher); optional system staff and partners, and various extended community members.

Presenting Situation: Four-year-old Tommy entered foster care 3 months ago, following an episode of domestic violence he had witnessed between his mom, **Karen** and his step-dad, **Larry**. The police and CPS were called because the step-father hit the mother repeatedly with a wooden broom in front of Tommy, who tried unsuccessfully to protect her by trying to grab the step-father's arms and pull him away. Tommy was not injured, but a neighbor heard him screaming to "stop hitting my mommy with the broom!". The police reported to the responding ER worker, that the father struck the mother's head with the broom, resulting in the mother being rendered unconscious and thus she was taken to the hospital prior to the ER worker's arrival. According to neighbors at the scene, the mother has endured physical abuse from the step-father before, and that he had been arrested for causing injuries, but also that the mother always recanted her story or denied that the injuries resulted from Larry's abuse. With Larry incarcerated and the mother in the hospital and extended family members not immediately available to care for him, Tommy was placed in foster care. The mother was offered reunification service by the Court. During the initial court proceedings, Larry was in jail and had been for several months. He was released last week and he is reported to be staying with a friend.

May, MGM- definitely wants a relationship with her grandson but is hesitant to take care of Tommy because her daughter Karen has gone through this before and she is worried that does not want her to think she can keep "getting away with this craziness." She has also expressed fear of Larry and his abusiveness. Her fear of him is the reason that May has not seen or spoken to her family in months. The only way she is able to find out what is going on with them, is through Karen's childhood friends, whom May stays in contact with. The **maternal grandmother, May**, lives in the next county over but has not talked to her daughter, Karen, or seen her grandson, Tommy in months. **Karen, Tommy's mother**, is in a confidential shelter for battered women, until she can get into a transitional house. She seems to have intense remorse around what has happened to her family.

Karen, Mother-is having a hard time being away from Tommy and Larry. She will not admit that she is afraid of Larry to social workers, but her friends have told the MGM, Mary that they all know she is really scared he will kill her one day. She is afraid of what he will do to her and Tommy if she ever tries to leave him. She has tried to make a plan to leave, before, when he was incarcerated for similar incidents, but he always gets out before she can "get things together".

Larry, Step-father has always been very "controlling", according to both MGM and Karen. The MGM thinks that he is some sort of "manipulative genius who has to be God in every situation". He turns things around on anyone who tries to speak up for themselves and blames everyone else in the family for what is happening. He takes no accountability for physically or emotionally hurting Karen or Tommy and states that "if they had listened to him, in the first place, everything would be fine!"

Lori, is the therapist that was assigned to work with Tommy upon his placement in foster care. She has met with Tommy weekly for the past 5 weeks and has assigned initial diagnoses of PTSD and Adjustment Disorder. Her initial treatment plan includes weekly play therapy, family counseling with the mother and regular collaborative contact with the child's circle of support. Her plan is to provide an updated diagnosis and treatment plan after six months. Lori told the

investigation social worker that she does not think Tommy has ever had any positive male role models and thinks he could really use a strong male figure. She has suggested even assigning him to one of the male clinicians at their clinic but her supervisor did not approve the request.

Ms. Dubney is Tommy's pre-school teacher. She has known Tommy for a couple of years because Tommy has attended the daycare on the same campus for the last two years before promoting to the pre-school class. Although she was not his direct teacher, she has interacted with him on the playground and at lunch time, in the past, because of similar concerning behaviors towards the female students. He is known by the staff "to play really rough with the girls", and has been encouraged to play with some of the male students, as a way to minimize some of the negative attention he has gotten around it. Tommy's classroom behavior remains of concern and Ms. Dabney is really interested in meeting with his therapist and foster parents to figure out how to keep him from being such a distraction in class.

Sue and Lou Wong are Tommy's foster parents. They are fairly new foster parents, only having fostered one other child for a few months, just prior to Tommy's arrival. They were both born and raised in the community where they live and both have an extensive network of family, friends and church community that they are connected to locally. Their one birth child has struggled some with having Tommy as a foster brother, mostly because he can be "aggressive" with her at times. Although they are worried about it, they have also seen signs that he cares for their daughter, Amy. For example, when she was sick a few weeks ago, Tommy wanted to help Sue take her tissue and medicine and he kept wanting to "feel her forehead", which Sue and Lou thought was very sweet. On another occasion he went and hid under the bed for over an hour after his "aggressive play" resulted in Amy getting a bruise on her knee from being pushed by Tommy. Once he came out from under the bed, Tommy, was able to tell Amy that he was "sorry for hurting her". It took him several days to "get over" the incident, avoided eye-contact and stated he did not want to play with Amy. Sue and Lou have grown very fond of Tommy and are actually hopeful that things continue to work out. They have always wanted a son and told their licensing social worker they really only wanted to take children in for placement that could end up needing to be adopted. They are under the impression that adoption of Tommy is a real possibility.

Tommy was placed with a young Chinese American couple, **Sue and Lou**, who have stated that they would be interested in adopting him, if reunification efforts fail. Their biggest worries are that he can be aggressive towards **Amy**, their 6 year-old birth daughter, but acts shy and fearful around Lou, the foster dad. He was initially quite withdrawn and resisted soothing or nurturance, but has gradually joined foster family members in petting and playing with their dog. He was initially very restless in sleep, awoke every hour and a half or two, and required about a half-hour to fall back asleep. He appears irritable and fatigued during the day. He wets the bed two or three times a week, after being dry for years. Tommy's feelings are very intense in foster care. When frustrated, he cries and cries and can't be consoled, just goes limp. He has begun attending day care three times per week, but is at high risk to be excluded, because of intense episodes of aggression toward peers, especially girls. He can also be very helpful to others, appears sensitive to their upset, and attempts to comfort them. He is not interested in books or being read to, but is exploring drawing and painting. He typically ignores verbal limits and desperately fights physical restraint, to the point of exhaustion. Across his first five play therapy sessions, with **therapist, Lori**, Tommy typically enacted themes of cars crashing, police sirens wailing, and ambulances speeding to the scene. Sometimes the police cars and ambulances are caught up in the vehicle crashing. Tommy disclosed that he has witnessed his mother "getting beat up" in the past, but does not say any more about the details. Tommy seems fearful of talking about the step-father, and usually becomes non-responsive or starts smashing things together on the floor when he is asked about him. He does respond when asked about his mother and grandmother; his friends at the "Native American place" and about times when "Larry was in jail". Tommy has only seen his mother six times since entering care, and has not had any visits with his birth father, **Steve**, because there is conflicting information about his whereabouts by the mother. Court did not order visitation between the child and step-

father, for concern of detriment to his well-being. The child is ICWA eligible through both maternal and paternal grandparents who have Tribal membership.

It is unclear how significant the neighbors, Karen's friends, or other family or Tribal connections are to Tommy and his family (other than the maternal grandmother). It is only known that Karen confides in her childhood friends about what has been going on, and they in-turn have disclosed a few key things to May, Karen's mother, out of concern for them both.

Original case vignette adapted for use with CFPD, from the Child Welfare Trauma Training Toolkit: Case Vignette—Tommy | January 2013 The National Child Traumatic Stress Network www.NCTSN.org Additional resources and vignettes can also be found on the NCTSN website

LEAN IN Simulation Update for Learners

Vignette Update: Because the shelter is confidential, you have arranged a meeting with Karen at your office. You have talked with Karen to set this meeting up and she agreed that her mother **May** should be included. **You will be “leaning in” with them to inquire about and explore who are important family and Tribal connections for Tommy on both sides of the family. Your goals is to listen, learn and understand more about the family’s relationships, culture and community in order to strengthen your engagement and working relationship with them.**

Roles: Rotating Social Worker, Karen, May (optional to have Larry show-up at the office during the meeting)

LIFT UP Simulation Update for Learners

Vignette Update Part and Facilitated Meeting #1 Tommy's behaviors have continued to present themselves and he is having regular nightmares, preventing him and the rest of his foster family from getting much sleep each night. Tommy is not doing well in school, and his teacher, Ms. Dubney, has reported to you that he is "cranky all the time"; "doesn't want to play with the other kids"; "and just seems generally on-edge all day long". Tommy has been visiting with his grandmother twice per month, which he says he enjoys. The grandmother says he seems to get along with the other children at the Native American Cultural Center close to her house, and that he loves doing some of the artwork that they often do there. The grandmother is not sure that this month's visit is going to happen, because she cannot drive late at night, with her failing eyesight and she ends up getting home really late after the visits. **You need to call Tommy's team together to facilitate some dialogue about his behavioral and well-being needs and you have invited the caregivers, the teacher, grandmother, who road to the meeting with one of the art teachers at the Native American Cultural Center. The goal for the meeting is to make a plan to support Tommy's needs and explore any other pressing areas of worry or concern related to Tommy at this time.**

Roles: Rotating Social Worker, Lori, Ms. Dubney, May, Sue and Lou, (optional to include the art teacher from the Native American Cultural Center)

CONNECT Simulation Update for Learners

Roles: Rotating Social Worker, Sue and Lou (part one) Steve, May, Ms. Dabney, Lori, Sue and Lou (part two); Social Worker, Karen (part three)

You need to bring members of the family team together to reassess to re-assess, strengthen roles, coordinate support and adjust in whatever ways needed. In the first part of the meeting, the group will only include the foster parents, maternal grandmother, foster parents and teacher.

Since the last team meeting, Tommy's father, Steve, has surfaced and they have had three supervised visits that have gone surprisingly well, given their fairly new relationship. Tommy seems to be so excited "to have his own dad" and has been really motivated to let everyone know. He is talking to other kids at school about his dad. He is talking to his friends and teachers at the Native American Cultural Center about his paternal ancestry and is incorporating things he is learning about it into his drawings. Although Tommy is really excited about having his father in his life, the foster parents, mother and maternal grandmother are really worried about it. None of them want to see Tommy let down, or deal with a deterioration of his progress "when the father messes up". The mother has reported that although he was never physically abusive to her, like the step-father, he would go on drinking binges for days at a time and then he would disappear. The last time it happened, when Tommy was just 1 years old, he left and never came back. She had heard that he was living in Oklahoma near family, but was devastated at being abandoned by him and never tried to find him. She was unaware that he had only returned to the area because "word had gotten around" through some of his old friends in the community that Tommy was in foster care and that "the new guy had beaten up Karen pretty bad". You know some things about what he has been up to the last several years, but the family and caregivers do not. Upon your initial meeting with him you learned that he really left out of shame for his drinking. He said he was worried it would hurt his family and he figured they were better-off "without that mess in their lives". He never predicted they would end up worse without him. You also learned that he went through a reputable substance abuse treatment program in Oklahoma that was known for working with Native American men. He finished the program, got his high school diploma at the program and completed an apprenticeship certificate in welding. He made such a great reputation working in the welding business in Oklahoma, that several of his colleagues put in a good word for him and he was able to pick up some work in the area. He has been working consistently since returning and is lucky enough to be able to set his own work hours, making it really easy for you to set-up visits with him and Tommy. Karen is doing well in her program, but remains at the confidential shelter and is still waiting on transitional housing. Karen wants to move back closer to where her family and community connections are, but is worried that if she moves too soon, she will not be able to see Tommy as regularly.

Part one of the meeting is with the **foster parents and social worker alone**, and they have walked in really upset that you changed the time and location of the meeting, and forgot to tell them. They have experienced things like this from the Department before and are visibly upset that they drove to the other end of the county, and waited for 30 mins before the front-desk staff alerted them that the meeting was moved to the northern office. Your job is to meet with the caregivers to make sure that everyone is on the same page about the subsequent meeting desired goals and outcomes and to discuss your current assessment about Tommy's permanent plan and recommendations for the upcoming six-month Hearing. Given where things are today, you are fairly sure that you can recommend reunification to one or both of the parents within the 12-month timeframe, if not at this Hearing. The foster parents have completed the last portion of their licensing requirements to be approved for adoptive placement, as their initial license was only for foster. You know that they are interested in adopting Tommy and that this news may be disappointing to them.

Part two involves a **continuation of the meeting with the entire team, including the father**. This is the first time anyone other than the social worker has seen the father since he disappeared years ago. You want the focus to remain on Tommy's needs and shoring-up support around him, but you realize there might be some tense moments in this meeting. The best outcome would be everyone coming together for Tommy and giving themselves time to heal from their painful past without it getting in the way of what is best for him. The father, Maternal grandmother, Ms. Dabney,

Lori and the foster parents were the only ones available for the meeting today. You know that with Karen missing, you will have to have some conversations with her to provide her updates and allow for her voice to inform any decisions made from today's meeting.

Part Three is to have follow-up phone conversation or in-person meeting **with Karen** to keep her included in on planning and readjustment of plans to support Tommy's needs.

CULTURE Simulation Update for Learners

Roles: Entire Circle of Support, including social worker's supervisor and/or coach, Court and Community Partners

Mom has been released from the program because there just are not enough beds to keep her until a transitional house opens up. She is really worried that the step-father, Larry will find her, because the community is so small. She wants to move-in with her mother for awhile but is still worried about seeing Tommy regularly, given the distance. Tommy is doing so much better, that he has even made a friend at school. No one is quite sure what it is that is working, but the last thing anyone wants is to see his mother move so far away that he does not see her as often as he has been. Court is coming up in six weeks and everyone is encouraged by the progress, but also worried that changes could be detrimental to Tommy. The mother's choices are to stay in the area and be in danger, in order to stay connected to Tommy, or move back home with her mother and possibly only see him twice per month, when transportation.

You have tried to call another family team meeting to create some potential visitation and service planning for the family, as well do some safety planning around continued worries related to Larry. The scheduling of the meeting has been difficult and it looks like you may have to meet with members of the team individually or by-phone to put plans in place. No one knows where Larry is and no one has seen him in months, but you have continued to receive vaguely threatening voicemail messages from him, in which he states that he is going to find his family "no matter what you CPS people say". Even if you figure out how to get Tommy up to see the mother and grandmother, if the mother chooses to move back to her birth community, the schedule change will likely take away from Tommy's visitation with the father given the distance. You have gone to coaching and you walked away thinking you might want explore a customized visitation plan since the mother may move in the grandmother's home, prior to the 6-month Hearing. Everything is up the air and you have to get a plan in place before you talk to your supervisor. Since it is now summer, your hope is that you can recommend return to the mother after a month or so of extended visits, if everything falls into place.

You have to have a conversation with the mother, first to explore challenges and possibilities and create some initial plans. You must talk to the father to figure out what adjustments can be made to the visitation schedule to accommodate this crisis that has arisen with Karen. You know that to the father, nothing is more important to him than his time with Tommy and you are worried that he will not go along with the plans being made. You must talk to the MGM to explore what it will mean for Tommy, should the mother move back home with her and how to develop a plan that leaves everyone sure that Tommy's needs will be met. There are other key people that may need to be engaged and included in on the planning and several of them are available for a last-minute meeting at the Court conference room later today. Facilitate that meeting with the additional attendees (attorneys, therapist who needs to coordinate mental health transition, Ms. Dabney who will be key in making recommendations for a summer "pre-kindergarten camp" that you have heard about before and the foster parents).