



Introduction to DCS

5.9.2023

TN





Unit One

Introductions



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Personal Introductions

- Name
- Position
- Region/County
- Educational Background
- Past Work Experience

Please Stand

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Agenda

Classroom Training

Presentations

Poverty Simulation

TN



Comfort Rules

Guide our work as individuals and as a group.

- What do you need to be comfortable participating in training?
- What do you need to have a successful week of learning?

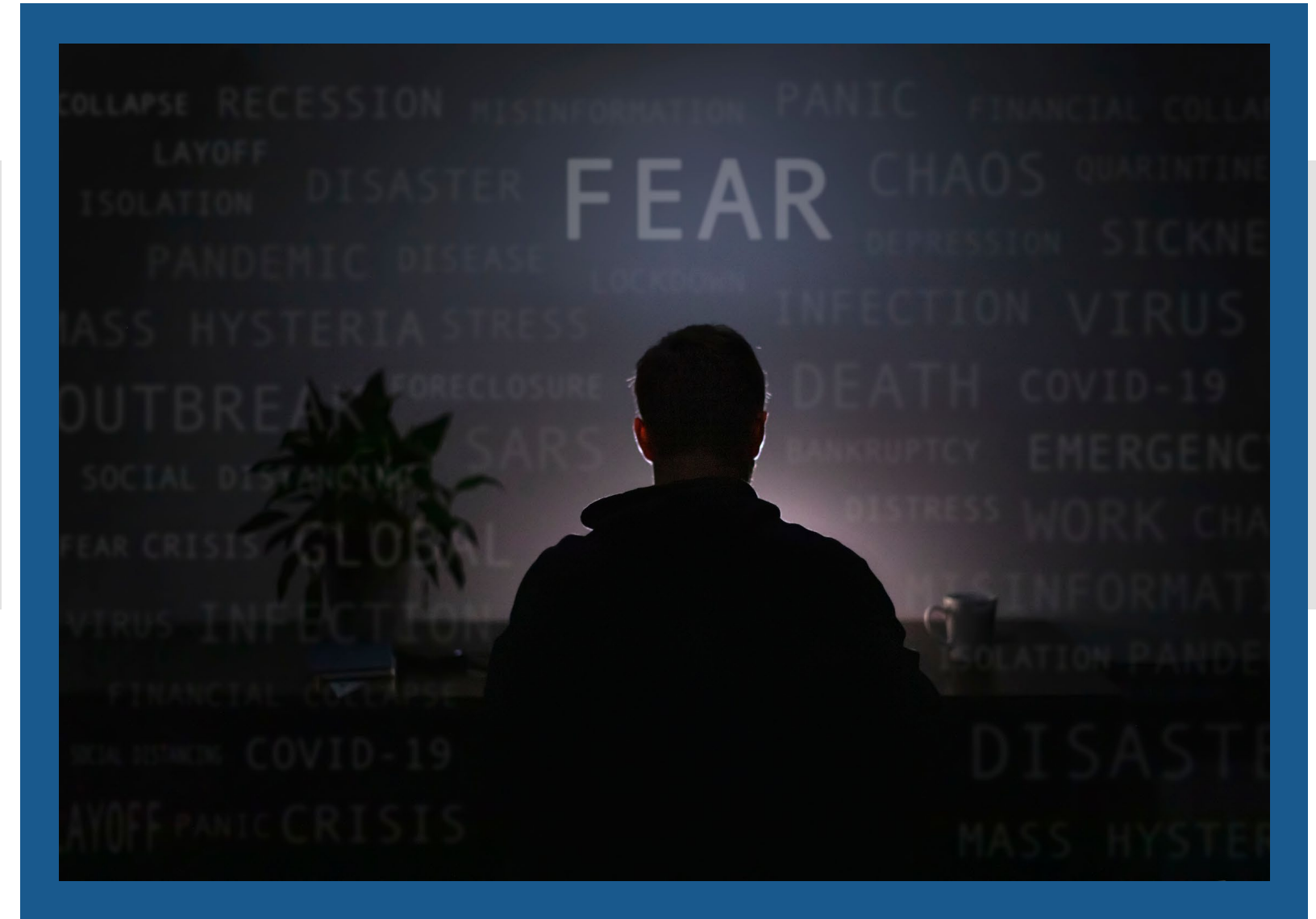
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Learning Objectives

- Gain experience with presentations
- Gain knowledge of executive leadership roles
- Be introduced to the Pre-Service Process
- Receive an overview of DCS
- Gain understanding of the Practice Wheel, and how to move cases forward
- Gain knowledge on Mandated Reporting and Protective Authority
- Experience poverty through simulation
- Receive and process information on bias in Child Welfare
- Be introduced to the family case scenario

Hopes and Fears



Employee Assistance Program (EAP)

Available 24/7

Always Confidential

Master's Level Specialists

Trained to help you find the right
solutions for you

Can connect you with a variety of
resources and benefits



855-Here4TN (855-437-3486)



www.here4tn.com

Live Chat: M-F 8:30-3:00 CT

A photograph of a woman with long blonde hair in a ponytail, seen from the back, talking on a smartphone. The background is a blurred office setting with windows.

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Executive Leadership Team



TN

The Professional Learner

- Supervisors approve time off or away from training
- Training time requires full, uninterrupted participation
- Staff cannot participate in other casework activities and fully participate in training

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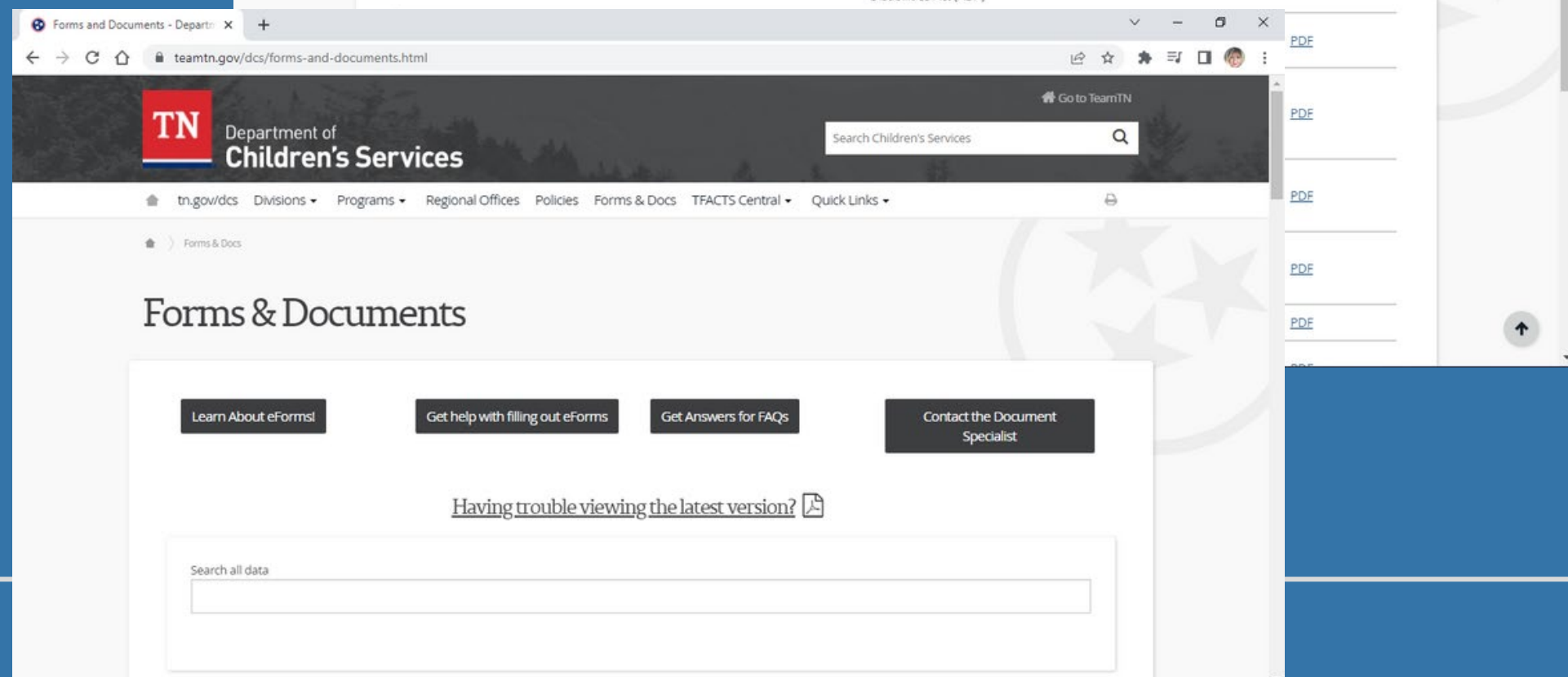
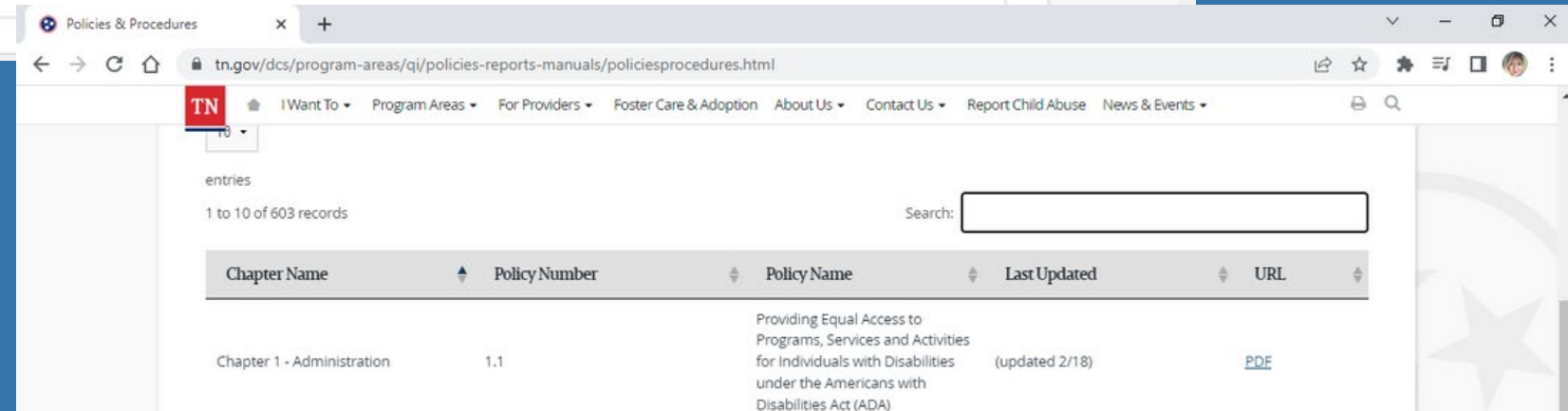
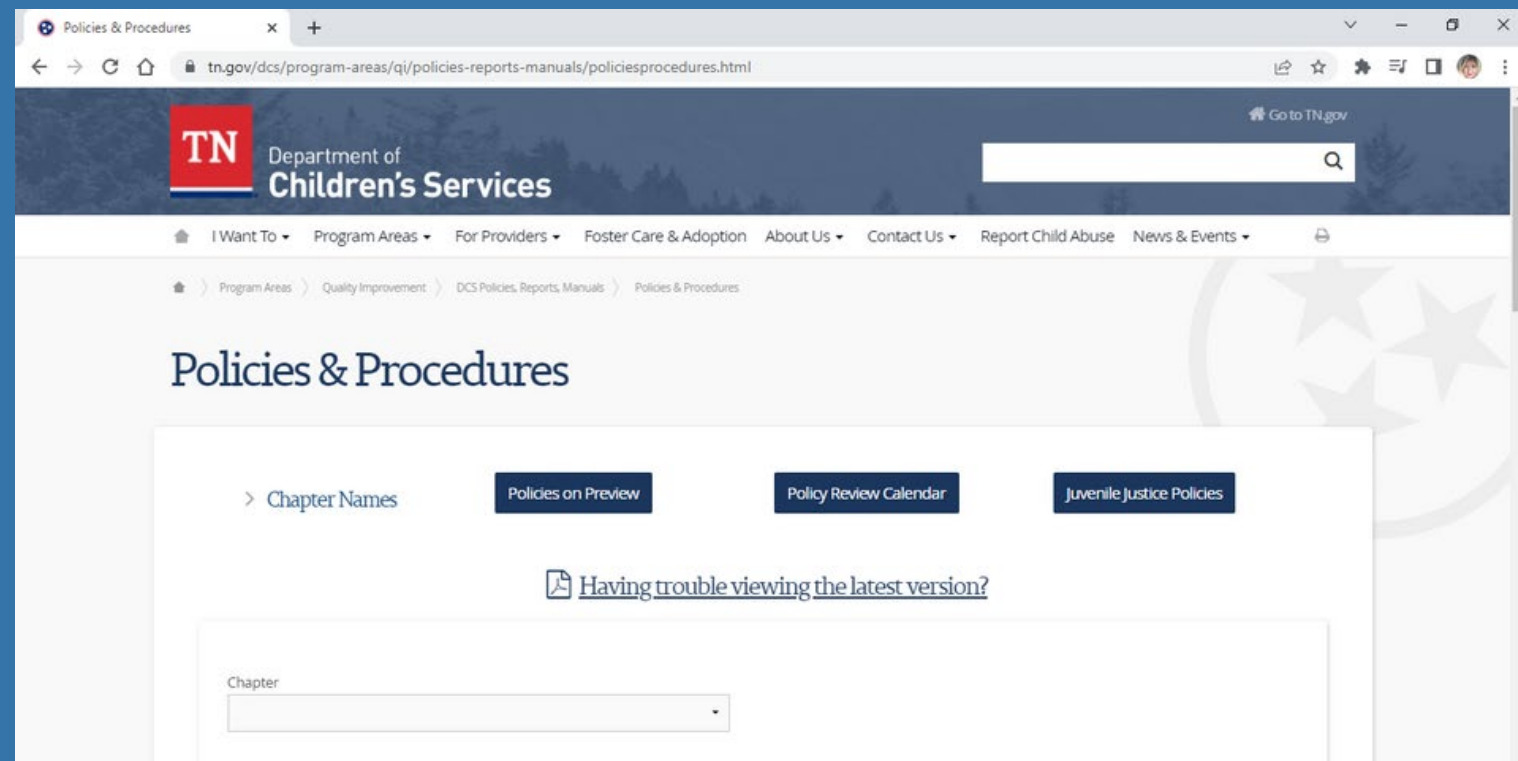
How can you prepare to learn?



DCS Policy and Forms

<https://www.teamtn.gov/dcs>

- Chapter 13: Juvenile Justice Regional Services
- Chapter 14: Child Protective Services
- Chapter 16 A: Foster Care



Google Classroom



- Go to:
[google.com/accounts/NewAccount](https://www.google.com/accounts/NewAccount)
- Type in your DCS email address in the "Your current email address" field
- Type a password for your Google Account
 - This must be at least 8 characters in length and should include a mixture of letters and numbers
- Re-enter this password in the "re-enter password field"
- Select your location by clicking the drop-down menu next to "Location"
- Type in your birthday and verification code under "Word Verification"
- Click "I accept. Create my account"
- Log in to your DCS email. Open the email from Google regarding your new account. Click the confirmation link in the email.

Pre-Service Schedule

Week 1: Orientation

Week 2: Introduction to
DCS

Week 3: On the Job Training

Week 4: On the Job Training

Week 5: CORE-Foundations of
Child Welfare

Week 6: CORE-Foundations of
Child Welfare

Week 7: On the Job Training

Week 8: On the Job Training

Week 9: Specialty Week 1

Week 10: Specialty Week 2

Week 11: On the Job Training

Week 12: On the Job Training

Week 13: Simulation Lab-Walk
Thru; Knock at the Door

Week 14: On the Job Training

Week 15: On the Job Training

Week 16: Simulation Lab

Week 17: Co-Lead; Assessment

Week 18: Co-Lead

Week 19: Co-Lead

Week 20: Lead

Week 21: Lead

Week 22: Assessment; Independent
Case Work

Week 23: Independent Case Work

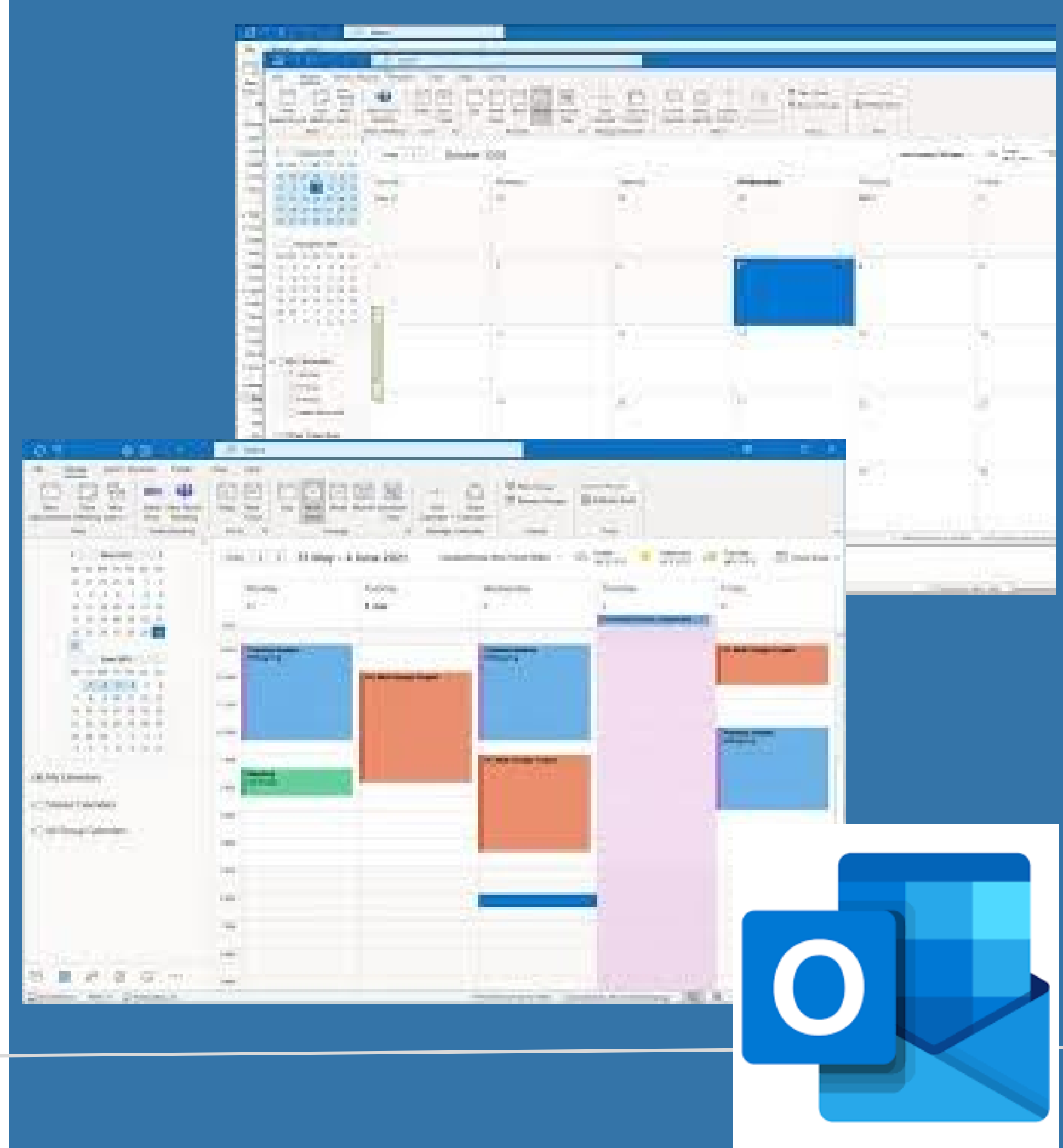
Week 24: Certification



TN

● Outlook Calendar

- Appointments
- Meetings
- Trainings



File Home Send / Receive Folder View Help Acrobat

New Appointment Meeting Items Webex Teams Meeting Go To Arrange Manage Calendars Groups Find

May 2023

SU	MO	TU	WE	TH	FR	SA
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023

SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

Today < > May 1 - 5, 2023 Nashville, Tennessee Today 65° F / 59° F Tomorrow 62° F / 37° F Friday 61° F / 35° F Work Week

	Monday May 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5
8 AM					Canceled: Intranet Staff Training
9 AM					
10 AM					
11 AM					
12 PM					
1 PM					
2 PM				20.20 Workgroup Microsoft Teams Meeting Sammi Malfair	
3 PM					
4 PM					

My Calendars

- Calendar
- Personal Appointments



File Appointment Scheduling Assistant Insert Format Text Review Help Tell me what you want to do

Calendar

Delete Forward

Actions

Add Webex Meeting

Webex

Teams Meeting

Teams Meeting

Invite Attendees

Attendees

Show As: Busy

Reminder: 15 minutes

Recurrence

Options

Categorize

Private

High Importance

Low Importance

Tags

Dictate

Voice

Immersive Reader

Immersive

Meeting Notes

OneNote

Add Webex Meeting

Cisco Webex

Webex Preferences

Webex Preferences

View Templates

My Templates

Save & Close

Title

Start time

Mon 5/1/2023

8:00 AM

All day Time zones

End time

Mon 5/1/2023

8:30 AM

Make Recurring

Location



File Home Send / Receive Folder View Help Acrobat

New Appointment Meeting Items Webex Meet Now Schedule Meeting Teams Meeting Today Next 7 Days Day Work Week Week Month Schedule View Add Calendar Share Calendar Browse Groups Search People Address Book

May 2023

SU	MO	TU	WE	TH	FR	SA
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023

SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
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9 AM					
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11 AM					
12 PM					
1 PM					
2 PM				20.20 Workgroup Microsoft Teams Meeting Sammi Maifair	
3 PM					
4 PM					

My Calendars

- Calendar
- Personal Appointments

Items: 3



File Home Send / Receive Folder View Help Acrobat

New Email New Items Meet Now Schedule Meeting Recover Deleted Items from Server Delete Archive Reply Reply All Forward Share to Teams Quick Steps Move Tags Browse Groups Search People Address Book Filter Email Read Aloud Send to OneNote Spam Abuse

- Drag Your Favorite Folders Here
- Elizabeth.Ellis@tn.gov
 - Inbox
 - Recipes
 - WebEx
 - Drafts
 - Sent Items
 - Deleted Items
 - Archive
 - Archived Files
 - Conversation History
 - Junk E-Mail
 - Outbox
 - RSS Feeds
 - Search Folders
 - Groups

All Unread By Date

Recover items recently removed from this folder

Misty D. Fraunfelter	Outlook Session	Tue 2:03 PM
Chris Griffy	RE: Sitting Schedule Updates- Emergent Need We currently to have two sitting schedules. Care House	Tue 10:43 AM
Evis Grabocka (Classroom)	[EXTERNAL] Evis Grabocka commented on: " Balance of Pr... In Folder: Deleted Items email. Please exercise caution. DO	Tue 10:03 AM
Raegan Russell (Classroom)	[EXTERNAL] Submitted Late: "Strategies for Safety" *** This is an EXTERNAL email. Please exercise caution. DO	Tue 9:59 AM
Monika Knizley (Classroom)	[EXTERNAL] Submitted Late: " Balance of Protective Autho... *** This is an EXTERNAL email. Please exercise caution. DO	Tue 9:44 AM
Monika Knizley (Classroom)	[EXTERNAL] Monika Knizley commented on: " Balance of P... *** This is an EXTERNAL email. Please exercise caution. DO	Tue 9:30 AM
Monika Knizley (Classroom)	[EXTERNAL] Monika Knizley commented on: "Foster Paren...	Tue 9:11 AM

Outlook Session

Misty D. Fraunfelter
Required Elizabeth Ellis
Tue 2:02 PM

Retention Policy Deleted Items (30 days) Expires 5/8/2023

We couldn't find this meeting in the calendar. It may have been moved or deleted.

Wednesday, February 8, 2023 8:00 AM-8:30 AM



File Meeting Help Acrobat Tell me what you want to do

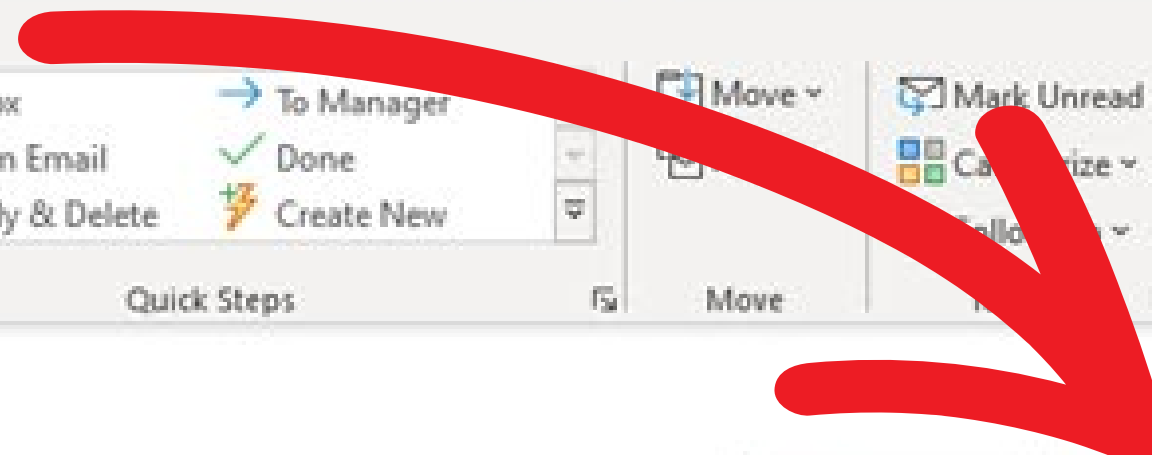
Delete Accept Tentative Decline Propose New Time Respond Share to Teams Calendar

Inbox To Manager Move Mark Unread Find Read Aloud Immersive Reader Zoom Send to OneNote Spam Abuse

Team Email Done Calendar Size Related Select Editing

Reply & Delete Create New

Quick Steps Move Editing Immersive Zoom OneNote Spam Abuse



Outlook Session

 Misty D. Fraunfelter
Required Elizabeth Ellis

Tue 2/7/2023 2:02 PM

Retention Policy 90 Day Delete (90 days)

Expires 5/8/2023

This meeting has been adjusted to reflect your current time zone. It was initially created in the following time zone: (UTC-05:00) Eastern Time (US & Canada).

Wednesday, February 8, 2023 8:00 AM-8:30 AM



File Meeting Help Acrobat Tell me what you want to do

Delete Accept Tentative Decline Propose New Time Respond Share to Teams Calendar

Inbox To Manager Move Mark Unread Find Read Aloud Immersive Zoom Send to OneNote Spam Abuse

Team Email Done Rules Categorize Related Select Immersive Zoom OneNote Spam Abuse

Reply & Delete Create New Quick Steps Move Tags Editing

Outlook Session

 Misty D. Fraunfelter
Required Elizabeth Ellis

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Expires: 5/8/2023

Tue 2/7/2023 2:02 PM

🕒 Wednesday, February 8, 2023 8:00 AM-8:30 AM 📍



File Home Send / Receive Folder View Help Acrobat

New Email New Items Meet Now Schedule Meeting Delete Archive Reply Reply All Forward Share to Teams Move Tags Browse Groups Search People Address Book Filter Email Read Aloud Translate Send to OneNote Spam Abuse

Drag Your Favorite Folders Here

- Elizabeth.Ellis@tn.gov
- Inbox 1
- Recipes
- WebEx 1
- Drafts
- Sent Items
- Deleted Items
- Archive
- Archived Files
- Conversation History
- Junk E-Mail
- Outbox
- RSS Feeds
- Search Folders
- Groups

All Unread By Date ↑

Today

messenger@webex.com	[EXTERNAL] Invitation to training session: Example	12:12 PM
messenger@webex.com	[EXTERNAL] Training session scheduled: Example	12:12 PM
mistyfraunfelter (via Canva)	[EXTERNAL] Introduction to DCS	11:29 AM
Daniel Reimers Anna Maus-STM1	2/8: Rescheduled to accommodate TL schedule. Please let	11:03 AM
Angela H. Ryan	RE: GP1 Specialty Attendance Thank you Bre	11:00 AM
Angela H. Ryan	PW: Hello friend- case service request process Hey team, Case service request process for specialty.	11:00 AM
Trish Winnett	RE: GP1 Specialty Attendance Perfect. Thank you, Trish Winnett, Training Coordinator	10:59 AM

[EXTERNAL] Invitation to training session: Example

messenger@webex.com
To Elizabeth Ellis
Retention Policy 90 Day Delete (90 days) Expires 5/9/2023

***** This is an EXTERNAL email. Please exercise caution. DO NOT open attachments or click links from unknown senders or unexpected email - STS-Security. *****

Hello Elizabeth Ellis,

Elizabeth Ellis invites you to participate as an attendee in the following online training session:

Topic: Example
Host: Elizabeth Ellis
Date: Thursday, June 8, 2023
Time: 12:15 pm, Central Daylight Time (Chicago, GMT-05:00)

Session number: 2303 642 1813
Session password: iP5fWpNgh95

To join the training session

- Go to <https://tn.webex.com/tn/k2/j.php?MTID=t02807e38c698d1f2a5782cec358291c6>
- Enter your name and email address



File Message Help Acrobat Tell me what you want to do


Delete Archive Reply Reply All Forward Share to Teams

Inbox To Manager
Team Email Done
Reply & Delete Create New

Move Mark Unread Categorize Follow Up

Read Aloud Immersive Reader Translate Zoom Send to OneNote Spam Abuse

[EXTERNAL] Invitation to training session: Example

 messenger@webex.com
To Elizabeth Ellis
Retention Policy 90 Day Delete (90 days)

Reply Reply All Forward

Wed 2/8/2023 12:12 PM

Expires: 5/9/2023

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1. Go to <https://tn.webex.com/tn/k2/j.php?MTID=t02807e38c698d1f2a5782cec358291c6>
2. Enter your name and email address.
3. Enter the session password: iP5fWpNgh95
4. Click "Join Now".



File Message Help Acrobat Tell me what you want to do

Microsoft Office Ribbon: Delete, Respond, Teams, Quick Steps (Inbox, Team Email, Reply & Delete, To Manager, Done, Create New), Move, Tags (Mark Unread, Categorize, Follow Up), Editing, Immersive (Read Aloud, Immersive Reader), Language (Translate), Zoom, OneNote (Send to OneNote), Spam Abuse.

[EXTERNAL] Invitation to training session: Example

 messenger@webex.com
To Elizabeth Ellis

Reply, Reply All, Forward, [Share to Teams], [More options]

Wed 2/8/2023 12:12 PM

Retention Policy 90 Day Delete (90 days)

Expires: 5/9/2023

Global call-in numbers: <https://tn.webex.com/tn/globalcallin.php?MTID=te6dcaaefe3c9d3fec8c5e3b1ddaadd5f>
Access code: 2303 642 1813

For assistance

You can contact Elizabeth Ellis at:
elizabeth.ellis@tn.gov
1-6153604389

Can't join the training session?
<https://collaborationhelp.cisco.com/article/gg8vzfb>

To add this session to your calendar program (for example Microsoft Outlook), click this link:
<https://tn.webex.com/tn/k2/j.php?MTID=t4179d704749a99dec35d85a7661bfefd>

<https://www.webex.com>

IMPORTANT NOTICE: This Webex service includes a feature that allows audio and any documents and other materials exchanged or viewed during the session to be recorded. By joining this session, you automatically consent to such recordings. If you do not consent to the recording, discuss your concerns with the meeting host prior to the start of the recording or do not join the session. Please note that any such recordings may be subject to discovery in the event of litigation.



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For **TN** Tennessee State Government

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- Attend a Session
- Host a Session
 - Schedule Training
 - Instant Session
 - Hands-On Lab
 - Test Library
 - My Training Recordings
- Set Up
 - Webex Training
 - Preferences
- Support
 - Help
 - MvResources

Join an Unlisted Training Session

To join an unlisted training session, type the session number that your host gave to you, then click **Join Now**.

Session Number: (Required)

Join Now



File Meeting Help Acrobat Tell me what you want to do

Delete No Response Required Respond Share to Teams Calendar

Inbox Team Email Reply & Delete To Manager Done Create New

Rules Unread Categorize Follow Up Find Related Select

Read Aloud Immersive Reader Zoom Send to OneNote Spam Abuse

Invitation to training session: Example

 Elizabeth Ellis
Required Elizabeth Ellis

Accept Tentative Decline Propose New Time   None

As the meeting organizer, you do not need to respond to the meeting.

Thursday, June 8, 2023 12:15 PM-1:15 PM <https://tn.webex.com/tn/k2/j.php?MTID=t02807e38c698d1f2a5782cec358291c6>

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- Enter your name and email address



Unit Two

DCS Overview

TN

... ————— ...

DCS Mission and Vision

Vision

Children first!

Mission

Act in the best interest of Tennessee's children
and youth.

TN

● ● ● Values

Integrity: Ethical Conduct.

Trauma Responsive: Realize, Recognize, Respond, and Resist Re-Traumatization.

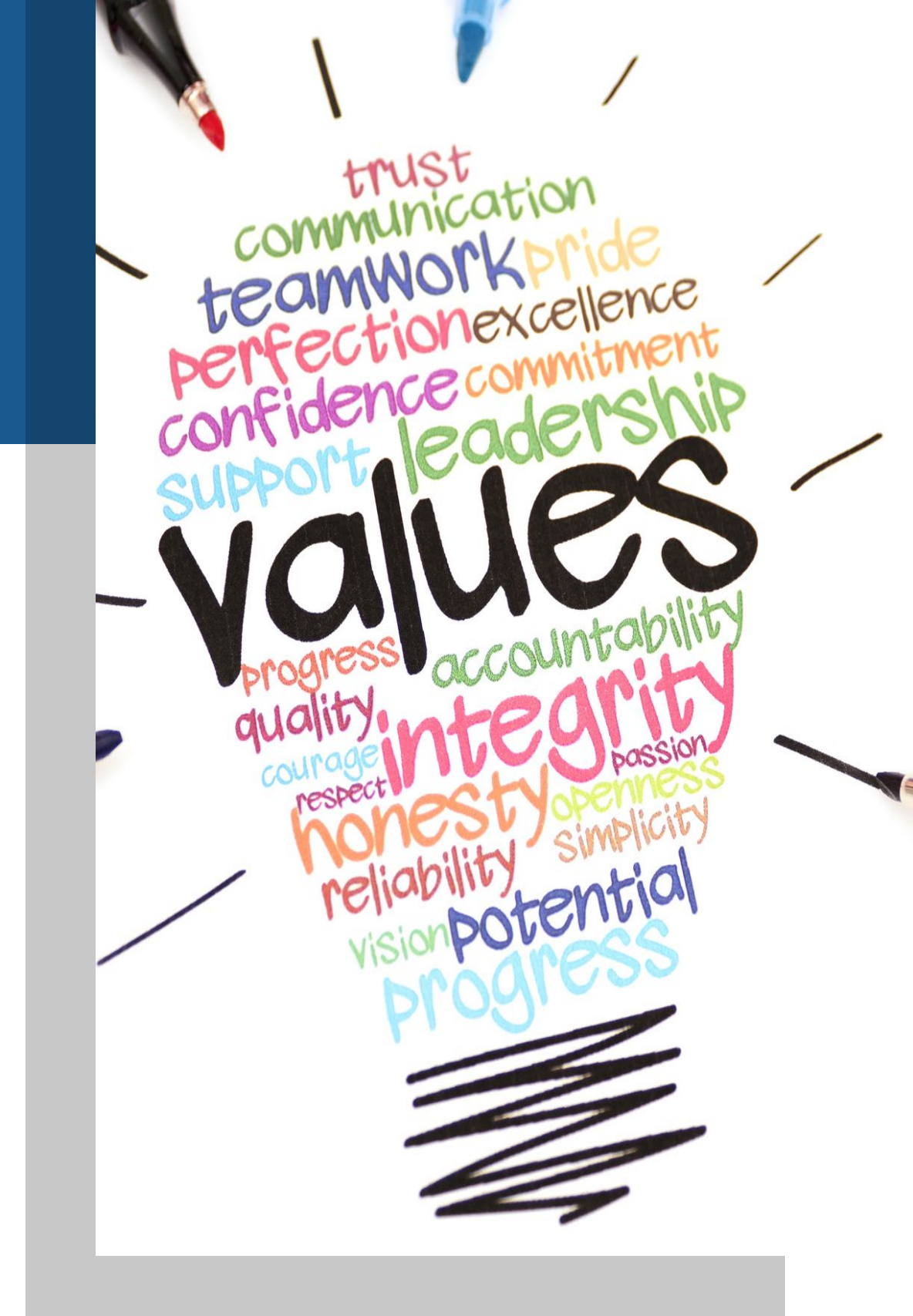
Do Good: When Children Succeed, We Succeed.

Partnership: Collaborating for Better Outcomes.

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Personal Values

A person's principles or standards of behavior; one's judgment of what is important in life.



What personal values brought you to work in Child Welfare?



Child Welfare Values

We believe all children deserve a safe, stable and nurturing environment to grow and develop.

We strive to differentiate between the person and the behavior. We believe all children have a right to safety.

We approach people with acceptance, openness, and transparency to help them achieve change.

We believe families are the experts of their own lives.

Every family has the right to be treated with dignity and respect.

We always work towards family preservation. We believe in Family-Centered Practice.

The logo consists of the letters 'TN' in a white, bold, serif font, centered within a red square.

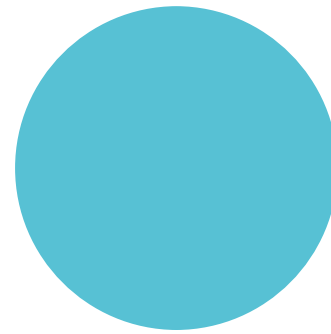
DCS believes...



- Children do best at home.
- Families can be strengthened and successful.
- Children deserve a forever family.
- Well-Being matters.

Values Review

How may your personal values impact your work with children and families?



Why is it important to follow DCS values even if they do not coincide with our own.

DCS Themes



Strengths-Based

Family-Centered

Culturally
Responsive



Federal Laws

Mandate involvement and intervention with families.

Child Abuse Prevention and Treatment Act (CAPTA, 1974)

Defined child abuse and neglect.
Established state reporting law.

Indian Child Welfare Act (ICWA, 1978)

Gives exclusive jurisdiction to tribes over any child custody proceeding involving an Indian child who lives in or is domiciled in the reservation of that tribe or is a ward of a tribal court.

Federal Laws

Adoption Assistance and Child Welfare Act (1980)

Requires CPS to make reasonable efforts to avoid unnecessary removal of children from their homes and to reunify foster children with their families whenever possible. (Reasonable Efforts)

Adoption and Safe Families Act (ASFA, 1997)

Requires timely permanency plan and emphasizes the child's safety is the paramount concerns.

TN

Federal Laws

Provide DCS with the ability to intervene with families, create accountability and uniformity in interactions with children and families and serve as guidelines for best practice.

Families First Prevention Services Act (FFPSA, 2018)

Provides provisions to enhance support services for families to help children remain in their homes, reduce unnecessary use of congregate care, and build capacity of communities to support children and families.

Why is it important to be aware of laws that impact child welfare?

Safety, Permanency, Well-Being



What does Safety mean to you?



What does Permanency mean to you?



What does Well-Being mean to you?

Permanency

Stability

Relationships

Attachments

Long-Term View

Permanent

Connections

Safety

Substance Use

Child

Maltreatment

Domestic

Violence

Well-Being

Current functioning

Parenting Capabilities

Education

Employment

Physical Health

Mental Health

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Continuum of Maltreatment and Parenting Practices

Fatality

Child Enriched

Risk

Safe Enough

Safety

Child Maltreatment

Child's Basic Needs Met

TN



Is the child
safe at
home?

If not, what
alternative
exist to ensure
safety?



Essential
Safety
Questions

If not, are there services
that would ensure safety
in the home?



The Practice Model

- A set of guidelines that capture the organizational, values, structures, mechanisms, tools, and skills needed to successfully implement the mission of the Department.
- It is driven by DCS's overarching mission, vision, values, and professional ethics.
- It represents DCS's expectations for best practices in serving children and families, internal and external partners, and the general public in Tennessee.

The Practice Wheel



A model for family-centered practice that has at its core 6 key functions.

Involves a strength's based, family-centered, and culturally competent approach to evidence-based best practice.

Activity



- Take a marker
- Walk around to each flip chart
- List words that describe each spoke of the Practice Wheel

Key Points

What is it?

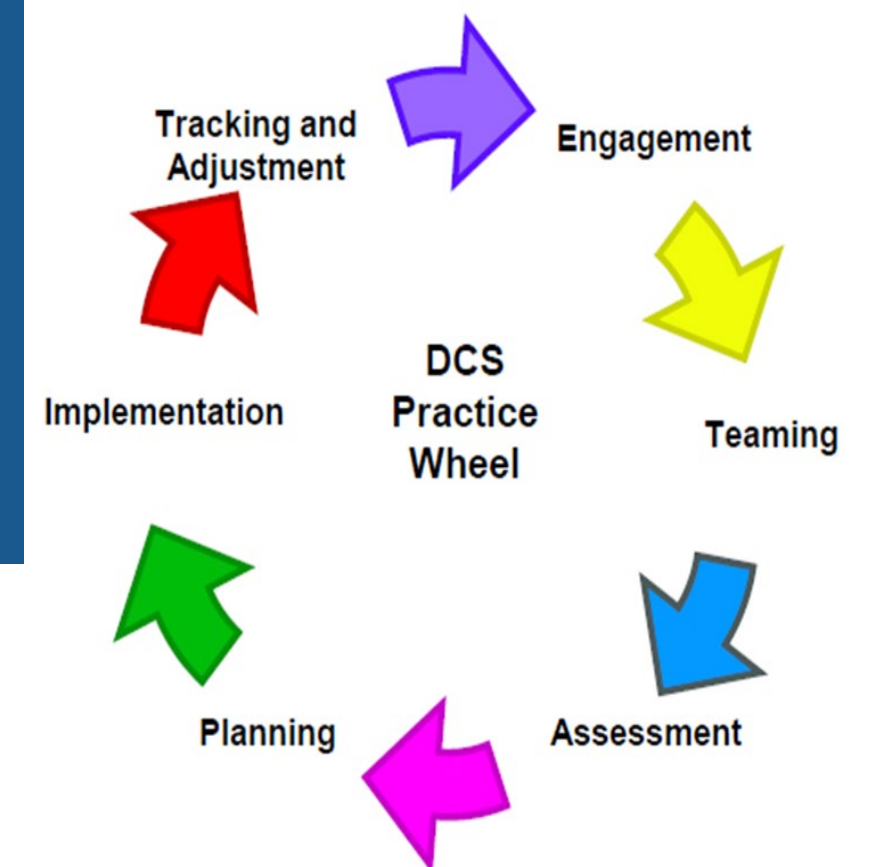
The framework for DCS casework methods.

How do you use it?

Used as a collaborative approach that engages the family in a partnership to make change.

Why is it important?

Successful interventions must reduce risk factors and promote protective factors (strengths) to ensure safety, permanency and well-being.



Mandated Reporting

Child Abuse Reporting



- What stood out?
- What is one new thing you learned?
- What is one thing you already knew?

TN

T.C.A 37-1-403 (A) (1):

"Any person who has knowledge of or is called upon to render aid to any child who is suffering from or has sustained any wound, injury, disability, or physical or mental condition shall report such harm immediately if the harm is of such a nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonably appears to have been caused by brutality, abuse or neglect."



Child Abuse Hotline Information:



- PUBLIC Hotline:
- 1.877.237.0004
- 1.877.54ABUSE

- Case Manager Hotline:
- 1.877.237.0034

- Legal/Medical Hotline:
- 1.877.237.0026

- K-12 School Staff:
- 1.855.209.4226

- Non-emergency:
- apps.tn.gov/carat



Sharing Information

- Name
- County/Region
- Your Specialized Team
- Do you have an open case? If so, TFACTS Case ID is needed
- Household Participants



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Protective Authority

The application of helping skills and assertive strategies that results in a partnership between the child welfare professional and the family.



TN

Collaboration Protection Safety

**Authenticity + wisdom+ engagement
+ reflection + adaptation + participation
= trust, loyalty, and authority**

Brian Solis

The goal is to collaborate with the family to resolve concerns and promote safety. The use of protective authority should be limited; an employed only when necessary to protect children from immediate harm.

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Engagement

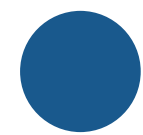
Striving for collaboration, not cooperation.
Collaboration implies the family is engaged
in a partnership to make changes.



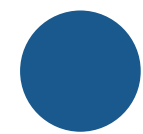


Practice

Low, Moderate, and High Authority



What barriers might you run into trying to apply balanced protective authority



What potential solutions do you envision to deal with these barriers



What will you put into practice from what you learned?



Protective Authority Summary

Develop Collaboration

Joint problem identification, joint goal setting and desired outcomes, and discussion

Explained in non-threatening manner

The way a worker informs the family can contribute to whether it is considered a threat

Use should be LIMITED

Indicated only when necessary to protect children from immediate serious harm

Can be used to motivate

In these circumstances, worker's authority must be presented and explained in a calm, factual manner

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Unit Three
Working with
Families

TN

Bias in Child Welfare

Define Bias

What are possible biases in child welfare?

How can bias influence your work with families?

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Unconscious Bias

Where do our biases
come from?

How aware are we
of our own biases?

Why is implicit bias
dangerous in Child
Welfare Practice?



Confirmation Bias

The tendency to interpret new evidence as confirmation of one's existing beliefs or theories.



Ladder of Inference

A tool for helping individuals and teams to avoid reacting based on assumptions and inferences, rather than observable and tested data.



TN

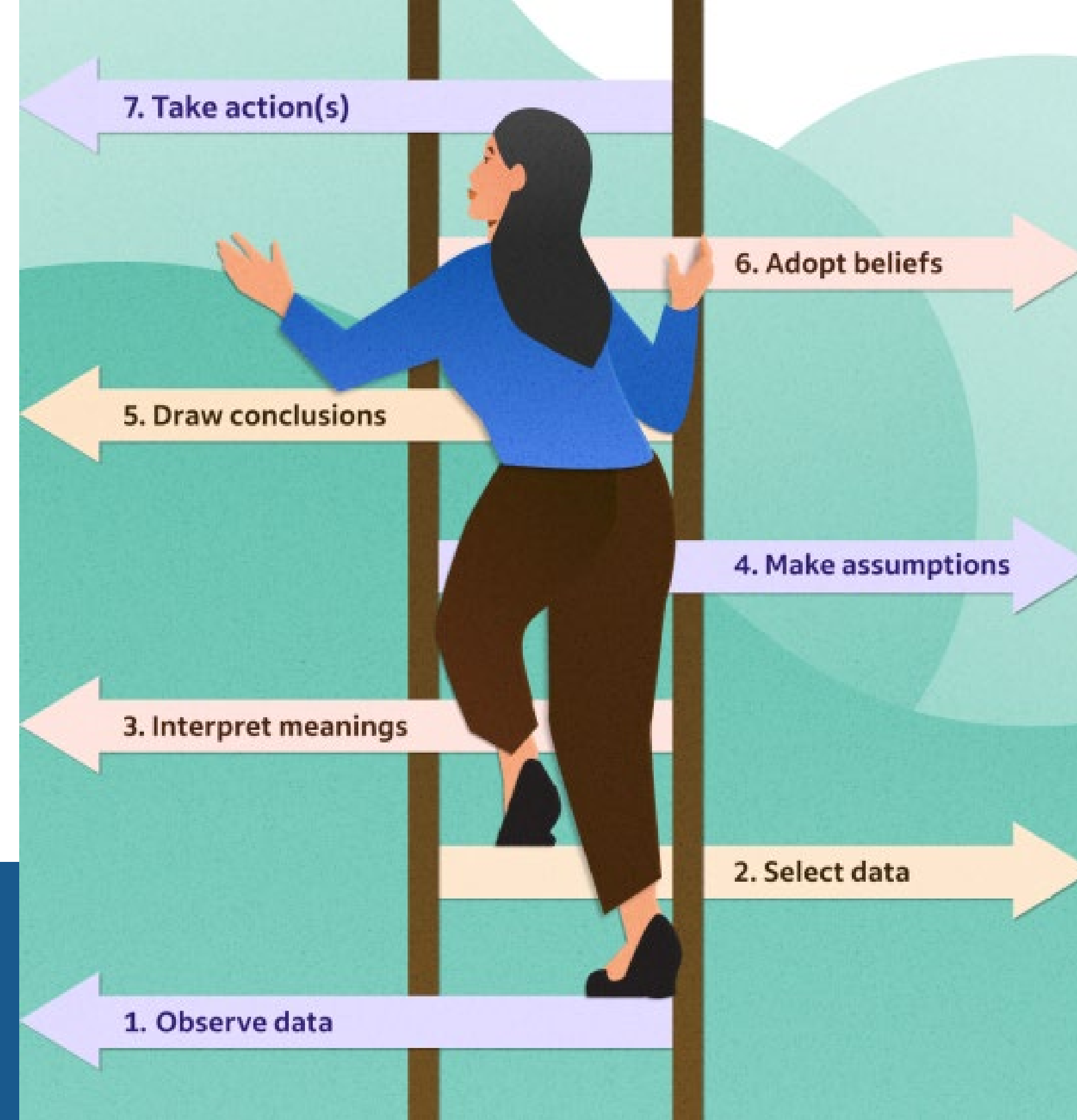
Moving up the ladder



Resources

- Ladder of Inference
- Bias in the Child Welfare System

TN



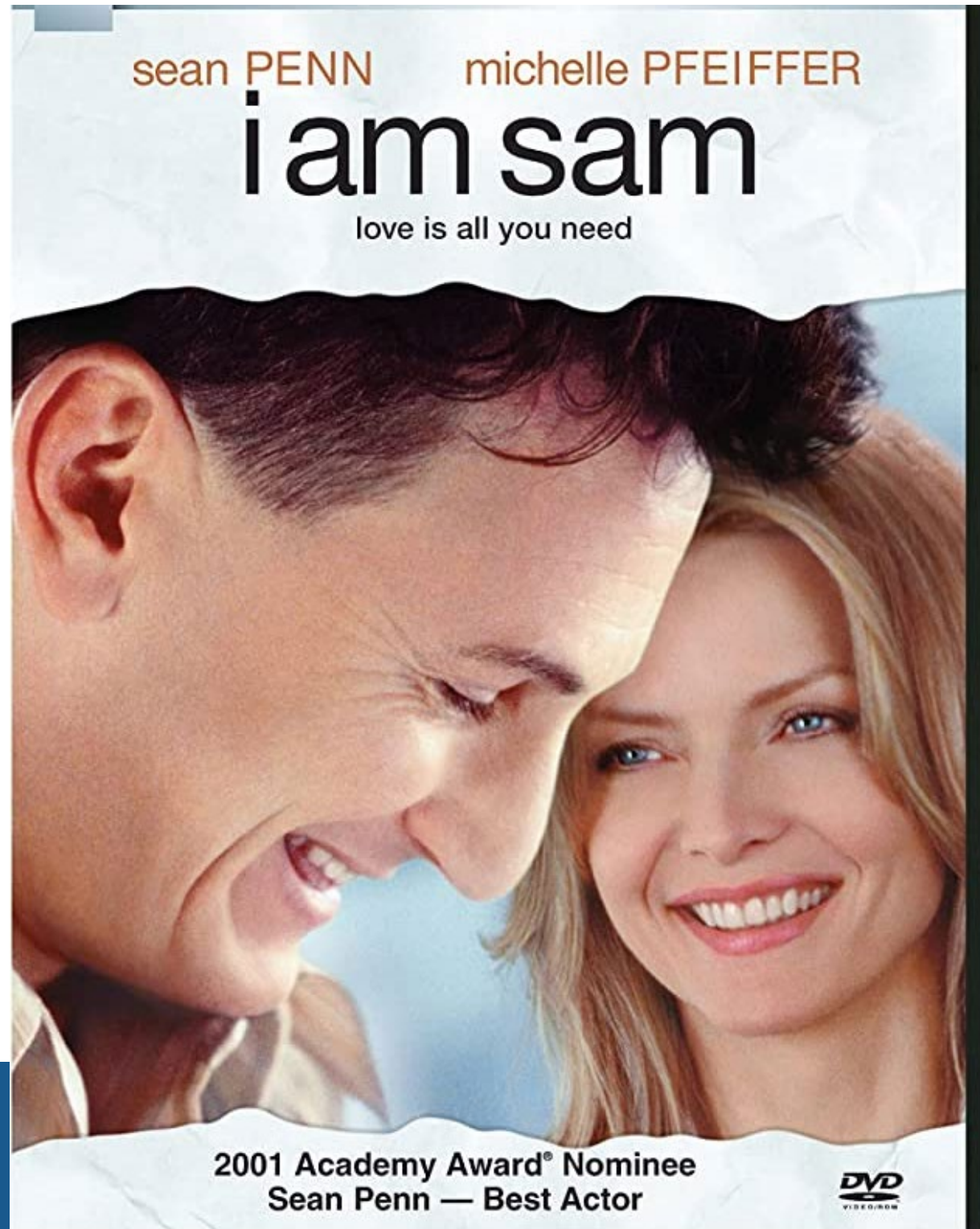
Climbing Down the ladder



TN

How do we climb down the
ladder?

- Make thinking visible to others
- Invite others to test assumptions
- Use respectful inquiry to help others
- Explore impasses
- Take note of triggers to emotional reactions
- Be critically reflective and set aside pre-conceived notions



I a m S a m

- Who would remove? Why?
- Who would leave Lucy with Sam? Why?
- Who would need more information to make a decision? Why?

What are you feeling?

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Sam and Lucy



What are potential biases/assumptions that could be made about Sam and Lucy?



Why do we want to AVOID making decisions based off of initial instincts or first impressions?



What are consequences of basing decisions based on feelings, emotions, instincts for Sam and Lucy?



Critical Thinking

The objective analysis and evaluation of an issue to form a judgement. Being able to assess our assumptions and biases.

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“

IF THERE WAS ONE LIFE SKILL EVERYONE ON THE PLANET NEEDED, IT WAS THE ABILITY TO THINK WITH CRITICAL OBJECTIVITY

”

Henry David Thoreau



Critical Thinking Characteristics

Deliberate
Curious
Desire for truth
Communicate clearly
Fair Minded
Demonstrate integrity

Allows us to look at our beliefs and challenge them through a cognitive process.

Helps minimize impact of personal values, beliefs, and biases reducing the likelihood of mistakes.

Importance in Child Welfare



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Self-Awareness

Benefits

Better able to manage and regulate your emotions

Increased decision-making skills

Better Communication

Improved Relationships

Higher levels of happiness

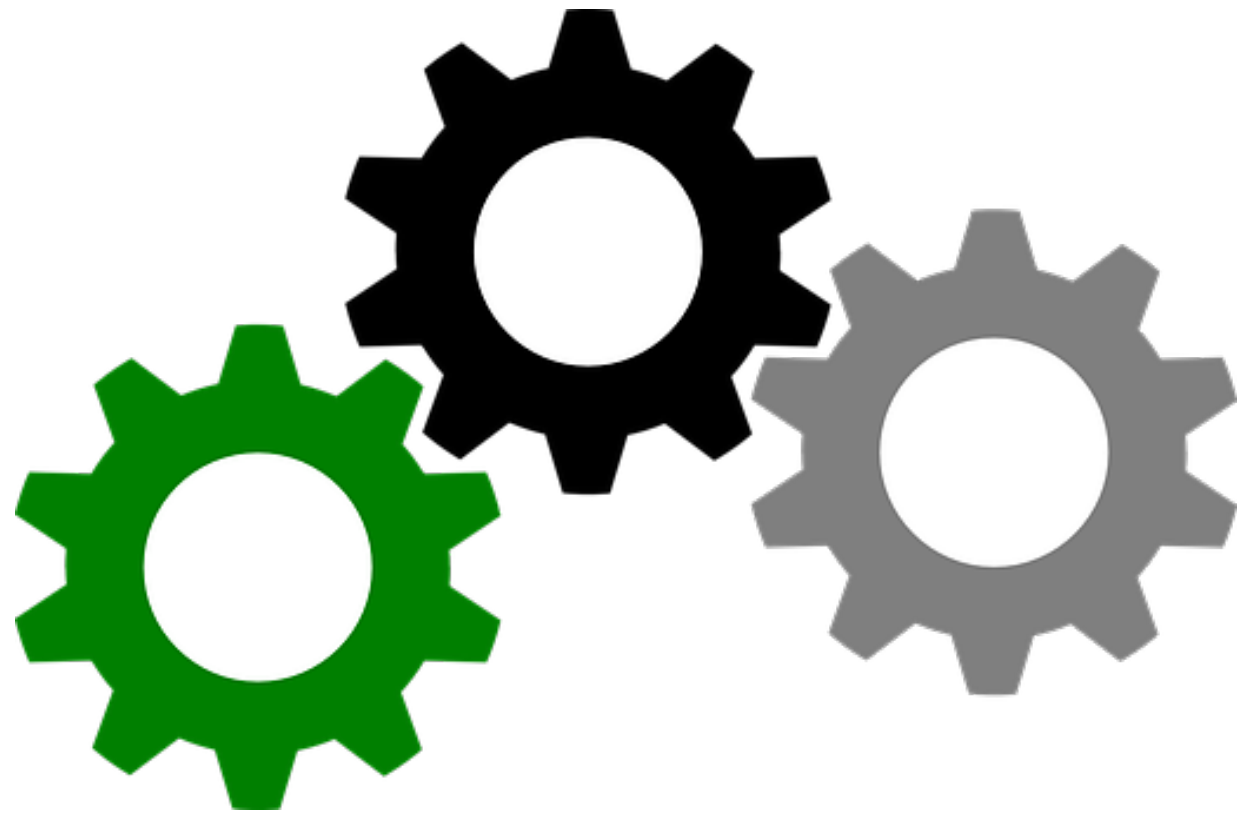
More confidence

Better job satisfaction

Improved leadership skills

How do these benefits help child and families we serve?

Motivational Interviewing



What is Motivational Interviewing?

A collaborative goal-oriented style of communication for strengthening a person's own motivation and commitment for change in an atmosphere of compassion.

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What is MI?



Dr William R. Miller
Motivational Interviewing Founder



How can Motivational Interviewing be used in child protection?

Parents who come to the attention of CPS experience tremendous stressors and a range of emotions that may include fear, hopelessness, and a reluctance to engage with a system that is threatening to remove—or has removed—their children.





Benefits

- Feel more understood
- Increase confidence
- Desire for behavior change
- Empowered to express their own idea
- Gain ownership over the change process
- Increase likelihood of success

- We are responsible for assessing risk and safety concerns. Safety is always paramount.
- Creating balance to ensure child safety while collaborating and engaging families.
- DCS engages clients when we are uninvited.
- All parties are held accountable.

Challenges



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Lifting the Burden in Motivational Interviewing



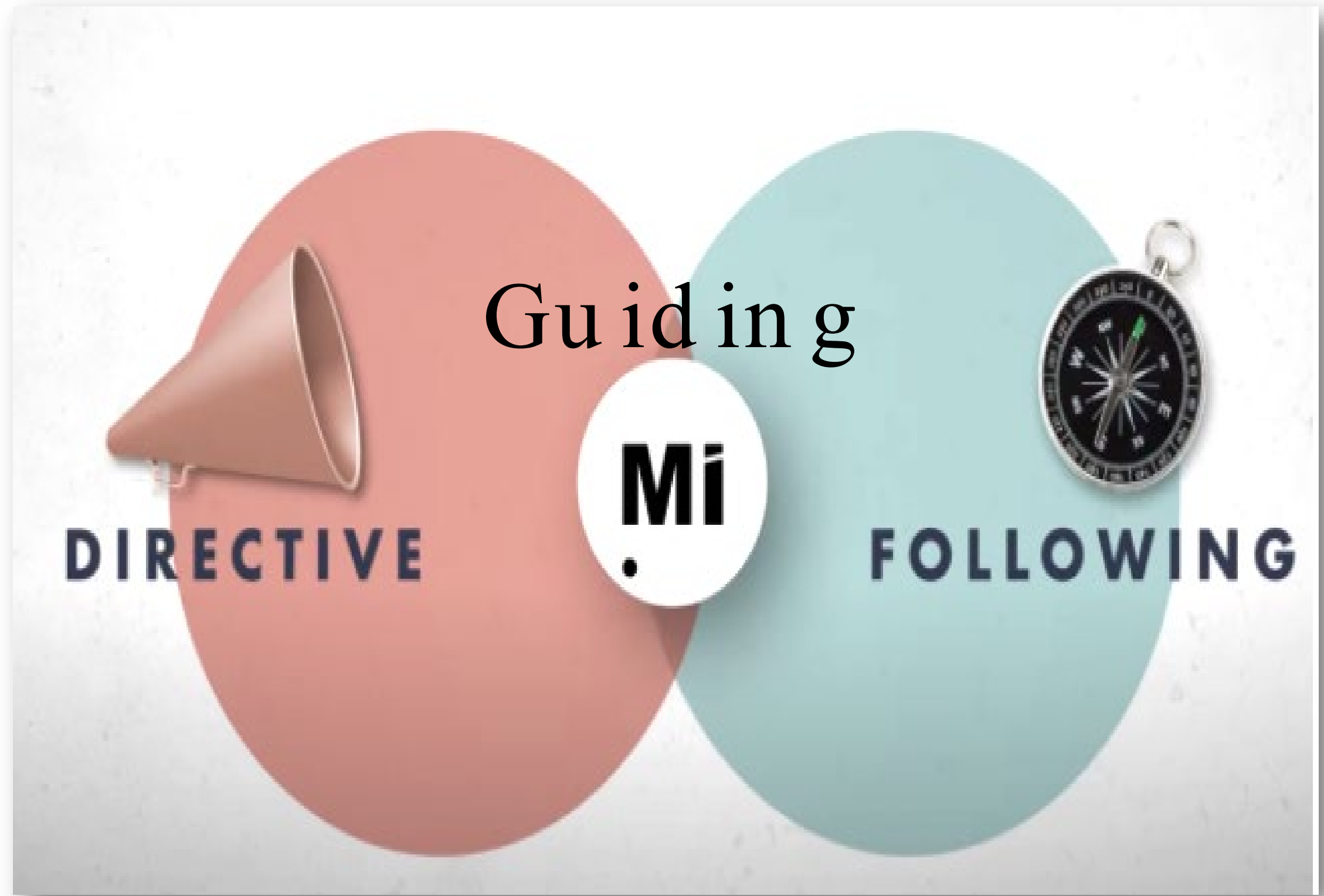
- You are not the expert; you can't make a person change.
- The person across from you may have better ideas.
- MI is not a directive approach. It is guiding and involves good listening.

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Main Points

What is Guiding?

- Getting family's input
- Actively listening
- Offering suggestions/resources
- Answering questions
- Assessing interest and priorities
- Assessing strengths and abilities



Spirit of Motivational Interviewing

Spirit of Motivational Interviewing

Collaboration

Acceptance

Evocation

Compassion

Collaboration

- Involves partnership that honors the client's experience and views.
- Emphasis is on creating an environment that is conducive to change.
- Highlights the family is the expert in their lives, and we want to hear their stories.



“Expert” Behaviors

Asking closed-ended questions

Asking questions that confirm biases

Using statements such as: “Don’t you think.../ You should...”

Use of confrontation versus inquiry

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Behaviors we display in the “expert role”

Circumstances that cannot be changed

- Court Orders
- Safety of the Child
- Court Ordered Services
- Restraining/No Contact Orders
- Immediate Protection Agreements

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How do we collaborate with clients when there are circumstances that cannot be changed?

- Offer choices around services
- Give families a voice
- Allow/Invite room for questions/discussion
- Involve the family in planning
- Listen to their story
- Brainstorm barriers and solutions

Acceptance



- Absolute Worth
- Accurate Empathy
- Autonomy Support
 - Affirmation

Righting Reflex

- Stay curious
- Ask open ended questions
- Actively listen
- Explore internal motivation
- Assess the readiness to change

Righting Reflex

Tend to try and actively fix problems for our clients but in doing so we reduce the likelihood of change



How do you avoid telling clients how to “fix” the situation?

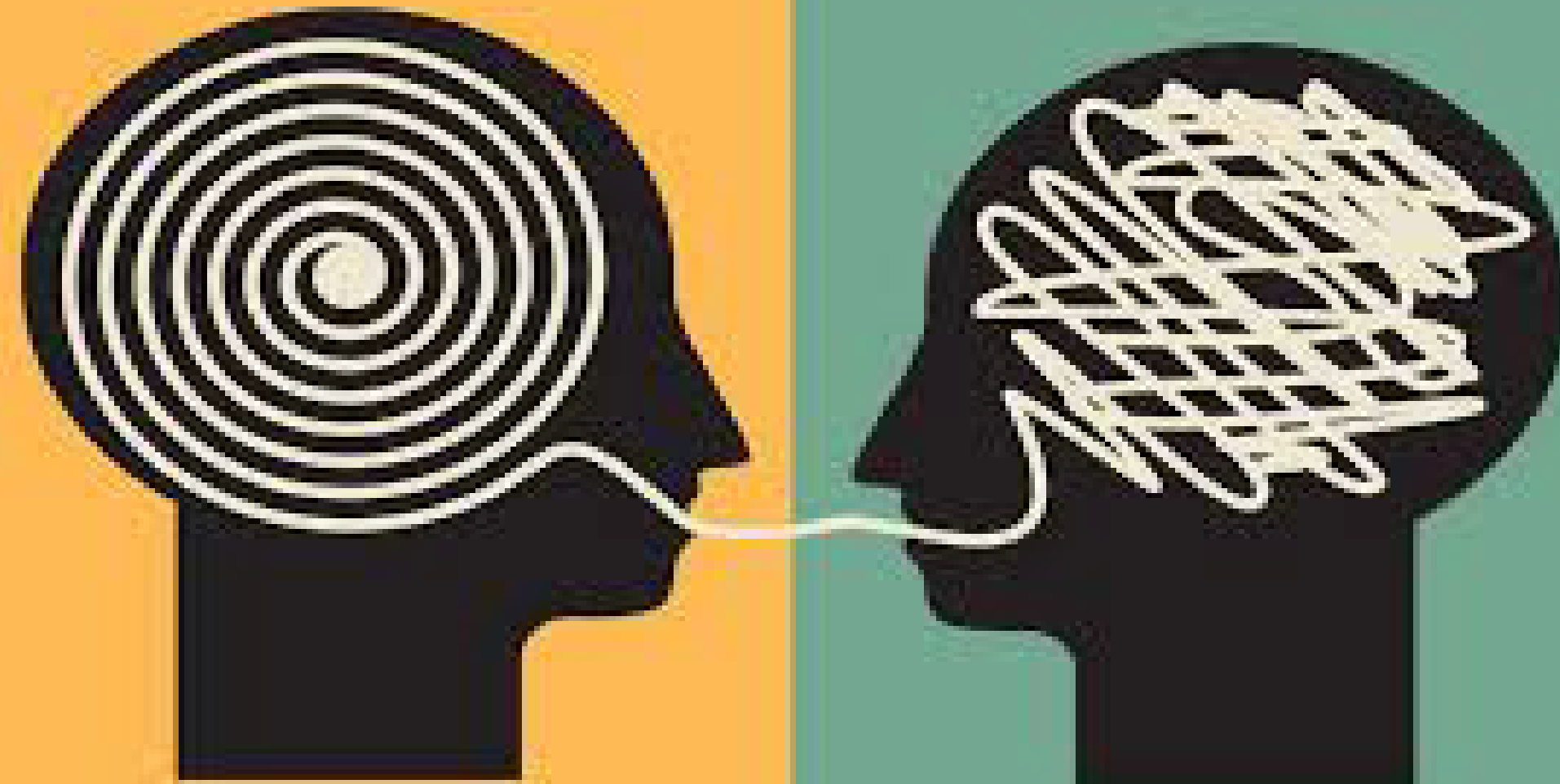
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Evocation

- Families have what they need to change
- Elicit the goals and values of the family
- The family has the potential motivation and resources from within
- Incorporate expressions of change motivation in service planning

Our role is to learn about the family in order to maximize their protective capacity and build strengths to facilitate change.

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Compassion



- Seeking the well-being and interest of families through active engagement and teaming
- Supporting the family through teaming and inclusive planning
- MI is not a directive approach. It is guiding and involves good listening.
- Intentions are centered around helping and empowering
- Communicating concerns and risks in a collaborative way

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Human Dignity



What is meant by human dignity?

- Self-worth
- Self-respect
- Autonomy

What can you do to preserve human dignity?

- Active Listening
- Asking questions
- Acknowledging strengths
- Inviting dialogue
- Acknowledge emotions

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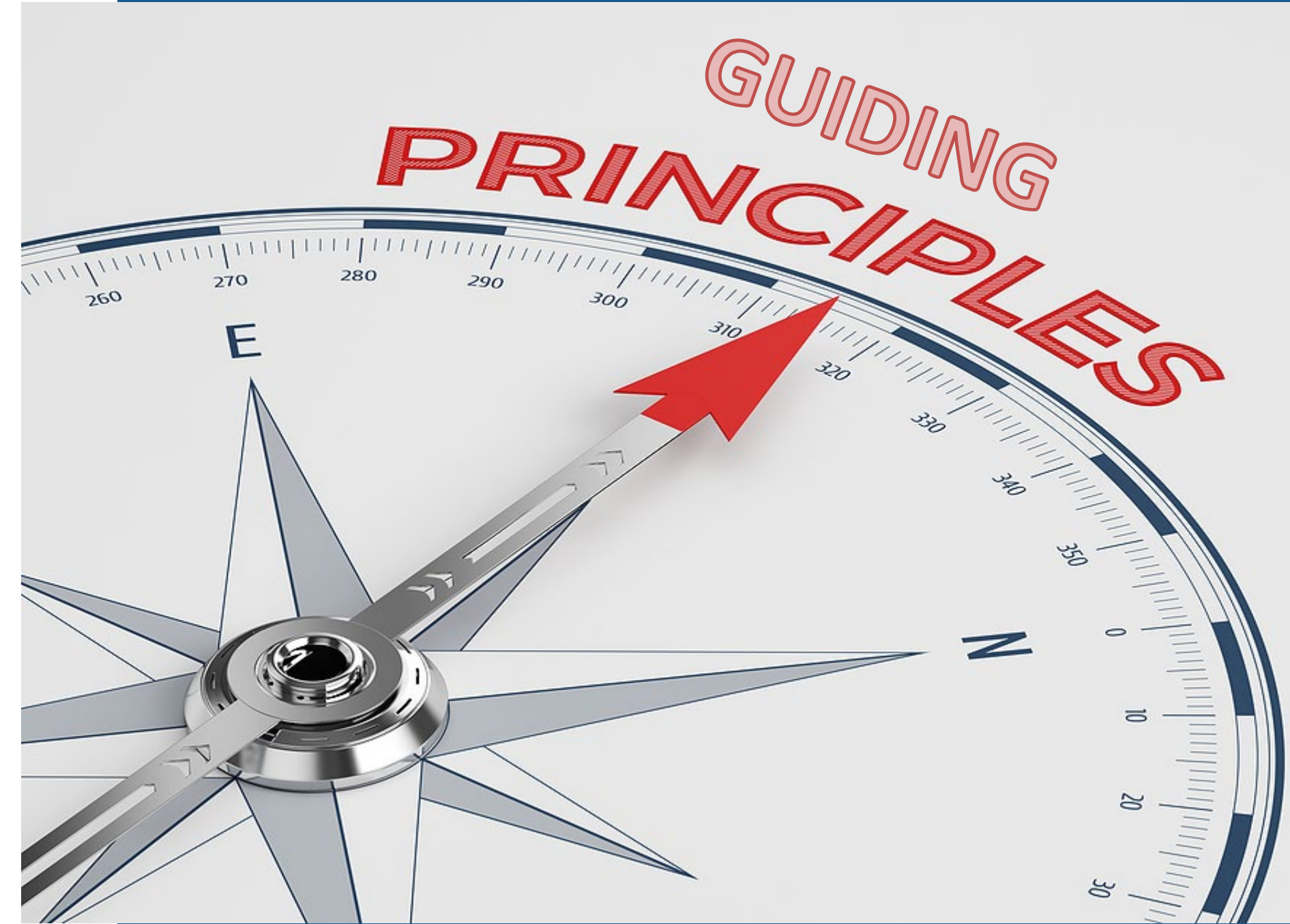
● Guiding Principles

Expressing Empathy

Rolling with Resistance

Developing Discrepancy

Supporting Self-Efficacy



Expressing Empathy

Goals:

- To see the world as others see it
- To be non-judgmental
- To understand the other person's feelings.
- Be able to communicate your understanding of the other person's feelings.



Empathy vs. Sympathy



- Sympathy involves understanding from your own perspective.
- Empathy involves putting yourself in the other person's shoes and understanding why they may have these feelings.

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Goal is to better understand

Rolling with Resistance

A concept that gives us direction on how to engage the barriers the family has put up as they are confronting child welfare.



- Avoid a direct head-on argument with the person
- Show you have heard what they have said. Reflect and summarize.
- Encourage the other person to come up with solutions or alternative behaviors versus explaining or forcing suggestions

Walk with instead of resisting against

- Lean into reflections
 - Apologize
 - Affirm
 - Shift focus



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Developing Discrepancy

Asking us to look for statements or interactions where they are verbalizing they feel stuck.

Shift Focus to evoke difference between the status-quo and the way they want things to be.

Look for mismatches between where they are and where they want to be.

Goal is for individuals to recognize their current behaviors place them in conflict with their values or interfere with accomplishment of goals.

Helps a person become more aware of those places of being stuck.

Example

CM: “You’ve said you are working your plan to get the kids home and still taking Oxy on the weekends. How do those two things go together?”

Family: “Well...I suppose they don’t.”

Self-Efficacy



- Focus on previous successes and highlight skills and strengths they already possess.
- They have an internal locus of control
- Refers to where you believe the power to alter your life events resides within you (internal locus of control) or outside of you (external locus of control).

Meet the Stewards

- Marilyn Steward, mother, age 41
- Travis Collins, child, age 16
- Michael Collins, child, age 14



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Family Assessment Worksheet



Poverty Simulation

Can you start out the month with only \$100 dollars after your family's essential needs are met?... Or, will you be one of the unlucky ones? You'll find out when you join us for a unique opportunity to experience the virtual realities of poverty.

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Unit Four Wrap-Up

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DCS Supports

Supervisor

Professional
Development Coach

Mentors
Peers

Trainers

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Ask questions and seek support

Employee Assistance Program (EAP)

Available 24/7

Always Confidential

Master's Level Specialists

Trained to help you find the right
solutions for you

Can connect you with a variety of
resources and benefits



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A photograph of a woman with long blonde hair in a ponytail, seen from the back, talking on a smartphone. The background is a blurred office setting with windows.

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Course Survey



Scan-Click-Complete
OTPD Course Survey



thank you!