

The Integration of Services Training Series

MODULE 5. SERVICE INTEGRATION AND COLLABORATION

Session 4: Moving Forward—Case Application and Self/System Scanning

SLIDE 4-1: SESSION TITLE SLIDE

Session 4: Objectives

- Apply concepts of integration and collaboration to building formal and informal teams around a family on your caseload.
- Identify strengths and needs for the family and set of services/team members in your case.
- Assess and plan for self and system around deepening practice in collaboration and integration to meet the complex needs of families we serve.

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Summarize:

- In our final session of the series, we will apply the specific concepts and knowledge we have about conditions to a real case on your caseload.
- We will then identify current strengths and needs in the family and team, our personal practice, systems practices and policies.
- We will end with an action plan and structured interview format for meeting with the family or child you have identified to deepen our practice.

SLIDE 4-2: CREATING AN EFFECTIVE SERVICE ARRAY FOR EACH CHILD AND FAMILY

Creating an Effective Service Array

- Providers know what they are doing.
- Families can draw from formal services and from supports to work on a unified and coherent plan.
- Providers know what other providers are doing and are conversant in the conditions that impact family functioning.
- The team of supports and services is basically on the same page.

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Say:

- *In the work we have done up to now, we have isolated the conditions that sometimes pose the biggest challenge to us in terms of serving complex families.*
- *In reality, the families you identified this morning, like the families involved in most of our day-to-day work, usually present with and are coping with more than one of these conditions.*
- *Going back to our ‘Silo’ conversation, we have come to a period of practice where people specialize, which makes families work with multiple providers at the same time.*
- *The chances that a family will fully engage with more than one provider on an equally candid and deep level are slight. It is more likely that families have some providers and some informal support who are more meaningful to their work than others.*
- *The caseworker can assist families in expressing their feelings as to what services are really helping and which are not.*
- *One thing we want to consider as we move through this session is the importance of cultivating a service array with providers who are:*

- *Excellent at providing the services we procure from them, and*
- *Conversant and cognizant of the other treatment approaches and underlying issues that the family is trying to address through the case plan.*
- *We don't expect one provider to provide all services and we recognize the importance of natural supports, however if multiple services are in place and they inadvertently or unknowingly are working at odds with one another, the family cannot be expected to progress.*

SLIDE 4-3: THE FOCUS OF THE WORK

Focus of the Work

- We work together to keep children safe, take care of them, and support their lifelong sense of identity and belonging (permanency).
- The vehicle to reaching the outcomes is first and foremost to support and strengthen the family.
- When the family cannot provide the outcomes, the team of supports and the family hold the child in their hearts and minds to plan for her/his best outcome.

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Say:

- *Creating a shared vision, or getting on the same page, but understanding that we have different roles is the art of building effective and integrated service plans and teams.*
- *The focus must be on child safety, permanency and well-being.*
- *The vehicle to reaching those outcomes must be supporting and strengthening the family, and when that proves inadequate, working together to transition to an alternative permanency plan where children perceive that the loving and caring adults in their lives, including parents who may not safely parent them within the timeframes, are holding their interests in their hearts and minds as we plan.*
- *This affords children stability even during the times of tremendous uncertainty.*

TRANSITION

Now that we have set our course, we are going to return to your case in an activity to look at what is working in the case you are keeping in mind today, and to identify what more you want to create and do with this family.

Materials:
 Flipchart paper
 Participant Guide Worksheets

ACTIVITY 4-1: The Focus of the Work

PURPOSE: To assess current collaboration and integration with the family and the ‘team’ or services and supports on one case, related to process (practice wheel) and outcomes (safety, permanency, well-being)

TIME: 40 minutes

**Participant Guide
Module 5, p. 17**

SLIDE 4-4: ACTIVITY: PHASES OF THE PRACTICE WHEEL

Activity: Functions of the Practice Wheel

- What functions of the practice wheel are we in right now? (there may be more than one)
- How is this team addressing :
 - safety
 - permanency
 - well-being
- What are the services and supports that are most useful to this family right now?
- What more might I suggest we add to our work together, based on the family's specific needs and their progress?



FLIPCHART (Prepare in advance with following list:)


- HEALTH
- DEVELOPMENT
- MENTAL HEALTH: ADULT
- MENTAL HEALTH: CHILD
- TRAUMA: ADULT
- TRAUMA: CHILD
- SUBSTANCE ABUSE
- DOMESTIC VIOLENCE

TRANSITION

SLIDE 4-5: CORE CONDITIONS OF HELPING

Core Conditions of Helping and Engaged Practice

- Realness or Genuineness.
- Acceptance, trust, and valuing the person.
- Empathy and Understanding.



**Participant Guide
Module 5, p. 18**

DIRECTIONS:

Step 1: Turn to your Participant Guide, Module 5, page 17, Worksheet for a Family on my Caseload. Using this worksheet, take some time to reflect on what is in place currently and what you would like to develop. This worksheet is private to you. You will use it for discussion with your triad, so please be open with yourself about what is working and not working.

Step 2: When your group has finished with filling in the worksheet, talk with one another about the following guiding questions (listed on the slide).

Step 3: Prepare to give the larger group a small snippet of your work: Note themes in your small group about where you are doing well and where you are challenged. Report out will be short, so boil it down to themes, not specifics!

Allow 30 minutes for process, you may need to go longer depending on the group.

Process:

Have each group of three note the conditions or issues they covered, as a whole, and check off the conditions or issues on your prepared flipchart for this activity. Note themes within the room and check to see if these themes are present in the circuit as a whole, etc.

As we can see from the work we have just done, some of the factors that impact our ability to fully integrate services include systems issues and the very complexity of the families' situations we are working with.

Say:

- *Here is one way to engage families in a reflective conversation about how the family and the worker see the case, or the progress you are making towards goals.*
- *In this conversation, you are demonstrating a willingness to see the family as competent and you are 'teaching to fish', or building and assessing their capacity to lead their own process in the future.*
- *The steps are simple, but they require some humility and listening on our part. Refer group to their Participant Guide, Module 5, page 18 Structured Interviewing Strategy.*

- **Prepare.** *I cannot stress this enough. Prepare for conversations of this type until it is so ingrained in your 'way' with families that you can have these conversations ongoing. You want to know what you think, what you see, what you believe before going in, without 'railroading' the family into false compliance. The wisdom of the worker and the family, together, can move mountains.*
- **Start the interview with an invitation to the family to lead.** *Their leadership in the assessment of progress will contribute to your understanding of where they are in change. Don't be reactive if the family minimizes problems, or overstates progress. They want to show you that they are making progress and probably harbor a hope that you will close the case and leave them alone. Keep in mind that change is painful and is a process of letting go and taking risks. Start with what they are willing to state that matches up with your prepared ideas. Then delve into the disparity between how you see things.*
- **Invite reflection.** *Neither one of you fully sees the situation and both views are important. Talking together about your common ground and your differences advances engagement as well as moving the planning forward.*
- **Determine what could come next.** *For this step, you need to know the agency's bottom line. There is an important role for the agency in safeguarding children, but the path to get there may need to be continually re-assessed and sometimes changed. Working between the non-negotiables and the family view of what would work will net you a better plan in the long run.*

TRANSITION

Say:

Now let's practice and plan.

Materials:
Participant Guide Worksheet

ACTIVITY 4-1: Preparing for the Interview

PURPOSE: To use the assessment and ideas the group has had about each of their cases to allow them to prepare for action after training.

TIME: 30 minutes

DIRECTIONS:

Step 1: Refer to page 17 of your Participant Guide—Worksheet for a Family on my Caseload (already filled in).

Step 2: Share your ideas and preparation with your group members to see if you have covered everything you presented between this morning and now.

Step 3: Practice how you might begin the conversation with your partners: allow them to help you ‘tweak’ your approach.

Process: If time permits, you can ask the groups to tell you their favorite opening statement from the group responses. If not, ask the group to identify what they think will be tough and worthwhile about trying this approach.

TRANSITION

We can see how our own practice strengths have helped us overcome some systems barriers in the past. [Refer to the activity on Day 1, if you did the series, thinking of a child or family where you made a difference].

In our final activity, you will have the opportunity to set some personal goals based on what you know about your practice and the system supports to building increasingly collaborative and integrated services and supports for children.

Materials:
Participant Guide Worksheet

ACTIVITY 4-2: Self-Assessment/System Assessment

PURPOSE: To develop an action plan based on personal and system assessment.

TIME: 30 minutes

DIRECTIONS:

Step 1: Refer the group to their Participant Guide, Module 5, page 7 Description of Core Practice Functions, Items, Partner with Child and Family Members.

Step 2: *Say:*
Based on our work with looking at the role of the DCM/Investigator, look closely at one case you work with and answer the checklist questions for Item #2 (Partner with Child and Family) as honestly as you can. Make extra notes, giving yourself credit for what is in place— for example, if you initiated a practice for this family that resulted in better integration, note how you did so.

SLIDE 4-7: WHAT'S IN IT FOR US?

What's in it for Us?

DCMs and Collaboration:

- Building more supports for families so that when it is time for closure, the family has a ready network in place.
- Building in more help for transitions: getting others on the same page assists the child and family in making transitions without 'getting the runaround'.
- More empowerment=Less direction by the DCM: the more families create and run their own plans, the less the DCM has to micromanage every task.
- Sharing the responsibility for safeguarding children: when the team has a shared vision of safety, and feels mutually responsible, this helps parents internalize safety and also provides more resources to provide safety.

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FLIPCHART: RECORD INNOVATIONS

CLOSING ACTIVITY:
Next Steps to Integration

Participant Guide
Module 5, p. 20



FLIPCHART
Record:
Next steps
System strengths...
One thing ...

TRANSITION AND CLOSE TO THE DAY

Step 3: Share your ideas about coordination with the group and note common themes.

Step 4: Keep notes on individual innovations on the flipchart.

ACTIVITY 4-3: Next Steps to Integration

PURPOSE: To identify personal and system strengths and next steps.

TIME: 20 minutes

DIRECTIONS:

Refer the group to their Participant Guide, Module 5, page 20 —Next Steps in my Teaming Practice.

Note participants’ responses on the flipchart.

Ask participants to volunteer examples of what they listed as their next steps.

Ask the large group what they identified as the system’s strengths.

Ask the group to share examples of their “one thing the system could do to improve collaboration with families and their teams?”

Thank the group for the work they have done today. Ask the participants to fill in the After Training Survey and the evaluation to let us know what went well and what the training and development program could do to help them move closer to the type of practice we have described.

End the day.