



Engaging Families



ARIZONA STATE UNIVERSITY



training goal

To recognize that no matter how or when professionals enter into the lives of a family, successful engagement is critical to empowering families to make needed changes in their lives to provide safety, permanency and well-being for their children

agenda



benefits of engagement

strength based practice

adopting a strength based
approach

difficult conversations



part I: benefits of family engagement



enhancing the helping relationship



promoting family buy-in



building family
decision-making skills



**enhancing the fit
between family
needs and services**



expanding options for placements/permanency



increasing placement stability



**better outcomes
for children**



supporting data



**part II: engagement
in the context of
strength-based**

Family Involvement Laboratory



**The
work
you do
matters**

**How you
do it
matters
too**



professional communications

Give and get information

Initiate/maintain client
engagement

Initiate/sustain movement toward
positive outcomes



**human
Relationships**

**dignity and
worth**

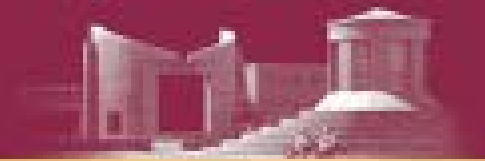
integrity

Values and Principles

www.socialworkers.org



strengths



risk reducing

neutral

mitigating

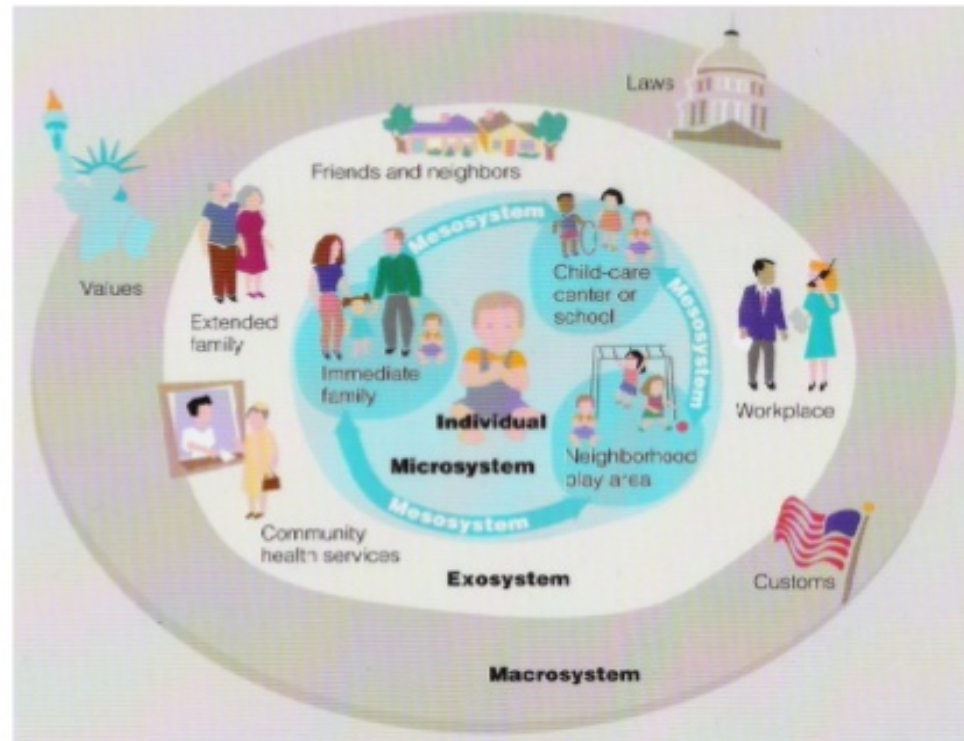
well-being

types of strengths



Bronfenbrenner's Ecological Model

- **The microsystem** - activities and interactions in the child's immediate surroundings: parents, school, friends, etc.
- **The mesosystem** - relationships among the entities involved in the child's microsystem: parents' interactions with teachers, a school's interactions with the daycare provider
- **The exosystem** - social institutions which affect children indirectly: the parents' work settings and policies, extended family networks, mass media, community resources
- **The macrosystem** - broader cultural values, laws and governmental resources
- **The chronosystem** - changes which occur during a child's life, both personally, like the birth of a sibling and culturally, like the Iraqi war.





**What people have
learned about
themselves, others and
their world**



Personal qualities, traits and virtues



**What people know about
the world around them**



talents



cultural and personal stories and lore



pride



community supports and resources



part III: adopting a strength based approach



Why Adopt a Strength-Based Approach





**consistent with professional social
work values and goal of a stronger
collaborative relationship with families**



Greater use of inherent family strengths and less reliance on outside resources



Improved outcomes for children and families



**Increased worker
satisfaction from use of skills
and development of a
helping relationship
with families**



**Increased
family
satisfaction**



strength based strategies

**developing action steps
and encouraging
commitment**

**exploring
past
success**

**finding
exceptions**

**identifying
strengths in
problem
situation**

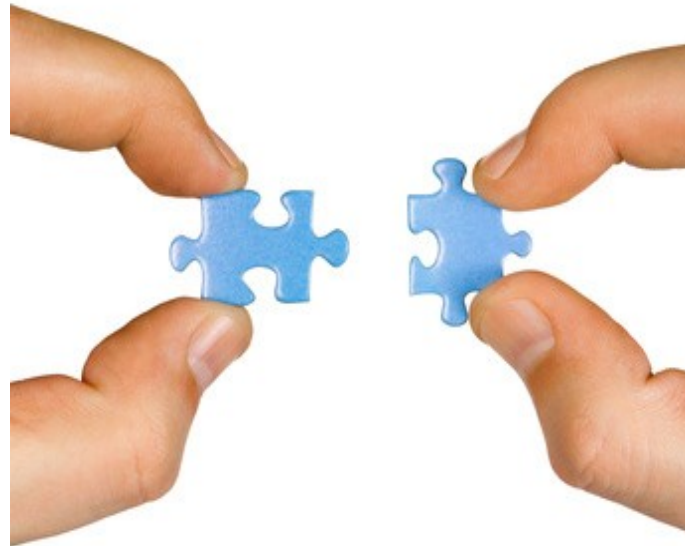
**facilitating a
positive vision
of the future**



The Strengths, Engagement Connection

Lets the family know that the Specialist sees them in a holistic way, not simply as a problem

Family resistance reduced, Specialist is less of a threat



Specialists' use of strengths, models a collaborative approach to problem solving

Noticing strengths encourages hope and confidence



engagement: to obtain or **contract** for; to obtain and hold the **attention** of; to **pledge** or promise; to **interlock** or cause to mesh
(the American heritage dictionary)







Promoting Effective Engagement & Building Rapport

ACTIVITY



Effective Engagement and Rapport Building



r tuning into self and others

e focused listening

s regular feedback

p **Connecting** agency goals with client goals

e request for work

C cultural sensitivity

t identification and support of client strengths

h clarification of role and purpose

o tone of voice

n accurate

e recognizing the clients point of view

t dependability

y investment in client success



Continuous process



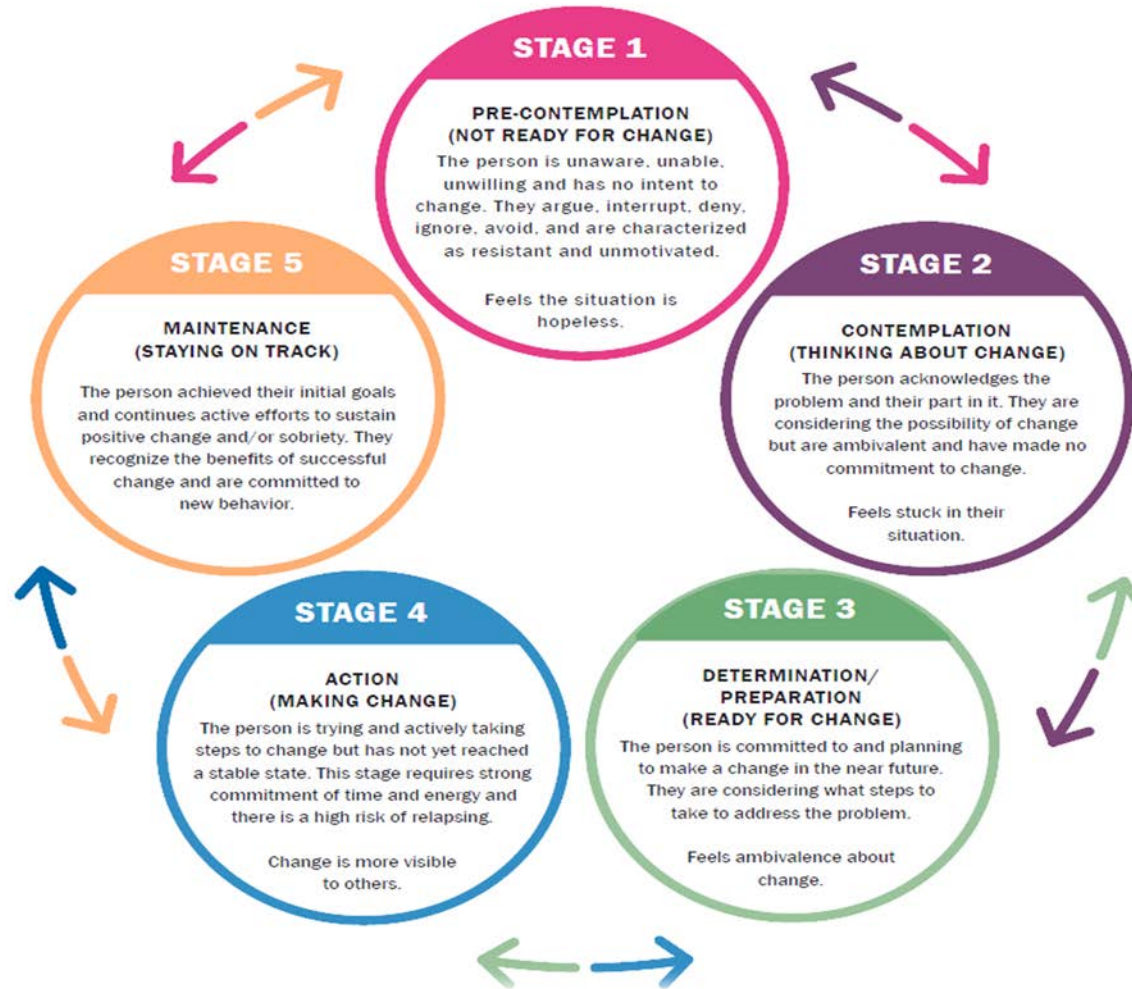
beginning

middle

end



READINESS FOR CHANGE MODEL





key principles

collaboration and
mutuality

cultural, historical &
gender issues

safety

peer support

empowerment

trust



People need to feel safe and engaged with the other person, before they will disclose intimate information about themselves.

It's all about **TRUST**.





How do you know
if someone is engaged?



Engagement Does NOT End With Families



Foster, Adoptive,
Relative and Kin
Families



Children and Youth



Providers



part IV: difficult conversations



Difficult Conversations



What are some **difficult conversations** you have had with **children** and their **families**?



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look for
strengths

clarify your **role**
and **purpose**

**key
concepts**

listen and seek to
understand the
clients perspective

check was the
conversation
professional

