

THE THREE HOUSES

SUMMARY

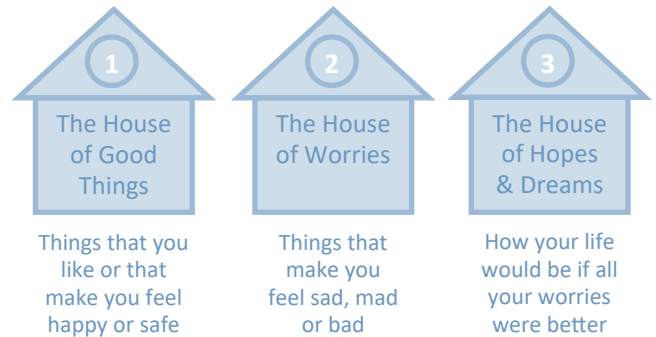
The Three Houses is an information-gathering tool used to elicit the child's perspective on what's working well, what they are worried about, and what they think needs to happen with their family.

GETTING STARTED

- Ask the worker to review their notes from Three Houses training with you.
 - What do they like about the Three Houses?
 - What worries do they have about using it?
 - What questions do they have?
 - On a scale of 1-10, how comfortable do they feel trying it out?
- Discuss how they will go about trying it the first time.
- Have them role play doing the tool with you.
- Discuss how the worker will use a trauma-informed approach to using the tool (being transparent about the process, giving the child choices whenever possible, observing the child for possible trauma responses, letting the child decide if the tool can be shared with others, providing closure at the end of completing the tool).

GOAL SETTING & COACHING

- Have the worker identify one child with whom they have a positive relationship to try out the Three Houses with in the next week. Discuss at supervision:
 - How was the process of completing the tool?
 - How did the child respond?
 - Was the worker able to engage the child in a way that he or she answered questions and participated?
 - Does the worker feel the tool elicited more, or different, information than usual? In what way?
 - What did the worker do well that they would do again next time?
 - What is something the worker wishes they had done differently? What are their ideas to try next time?
- Have the worker identify an older youth to complete the tool with in the next week. Discuss at supervision:
 - How did the worker adapt their way of introducing and using the tool with an older youth?
 - Was there anything surprising or different about completing it with an older youth?
 - What did the worker do well that they would do again next time? What would they do differently next time?
- Have the worker identify a case where they have been struggling to engage a child or youth, then complete the Three Houses with them in the next week. Discuss:
 - Did the worker learn any new information that they hadn't known before?



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- Was the worker successful in engaging the child/youth in the activity? Did the dynamics between the worker and child/youth seem different?
 - What would the child say about how the experience was different than other interactions?
 - What did the worker observe or learn about the impact of trauma on the child?
 - On a scale of 1-10, how comfortable is the worker now with using the tool?
- Have the worker talk to a child's parents about their Three Houses in the next week. Discuss at supervision:
 - How did the parent receive the information? Were they touched, saddened, angry? Did the worker observe or learn any new information about the parent-child relationship by sharing the tool?
 - Have the worker document the process in CWS/CMS; review their contact note and provide feedback.
 - Have the worker use information received in the Three Houses to create a behaviorally-based case plan. Discuss: What do they think they did well? What is one thing they would change for next time?
 - Have the worker incorporate the Three Houses into a court report. Discuss: What do they think they did well? What is one thing they would change for next time?

PRACTICE CHECKLIST

Did the worker:

- ☐ Ask the child for permission to do the tool
- ☐ Give the child choices about who would draw, what to draw (houses or other), and what to call the houses
- ☐ Ask if he/she wanted to start with Good Things or Worries
- ☐ Avoid referring to information not supplied by the child
- ☐ Watch for signs of trauma response
- ☐ Ask the child if it would be OK with them to share with their parent
- ☐ Thank the child and provide closure
- ☐ Share the tool with the parent
- ☐ Document completion of the tool in CWS/CMS
- ☐ Use it to inform the Family Strengths & Needs Assessment
- ☐ Document the child's voice in the case plan & court report