



C4 Got Individualized?: Creating and Implementing Out-of-the-Box Tools In Wraparound

Wednesday, June 13, 2018 3:30 - 5:00 p.m.

Dawne Shaw, Shawn Kendrick, Skye Padilla

Garden 4

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Training Objectives

Learn	Participants will learn how to turn every day items into meaningful tools
Gain	Participants will gain practical application
Use	Participants will use critical thinking skills to bring an individualized approach for youth and families.



Got Individualized?
Creating and Implementing Out of the Box Tools

Dawne Shaw, Shawn Kendrick, & Skye Padilla

Oak Grove Center

Sets tone

Encourages participation

Shifts power differential

Encourages buy in

Facilitates out of the box thinking

Understanding the Why

The how

Changing your mindset

Utilizing technology

Preparation/time management

Mindful application of wrap phases, activities, and plan

Activity
Driven
Tools

Needs assessment

Natural support
inventory

Gathering
strengths

Exploring culture

Subject
Driven
Tools

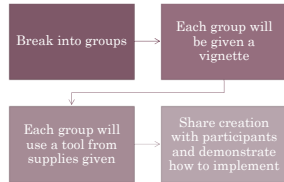
Safety

Accountability

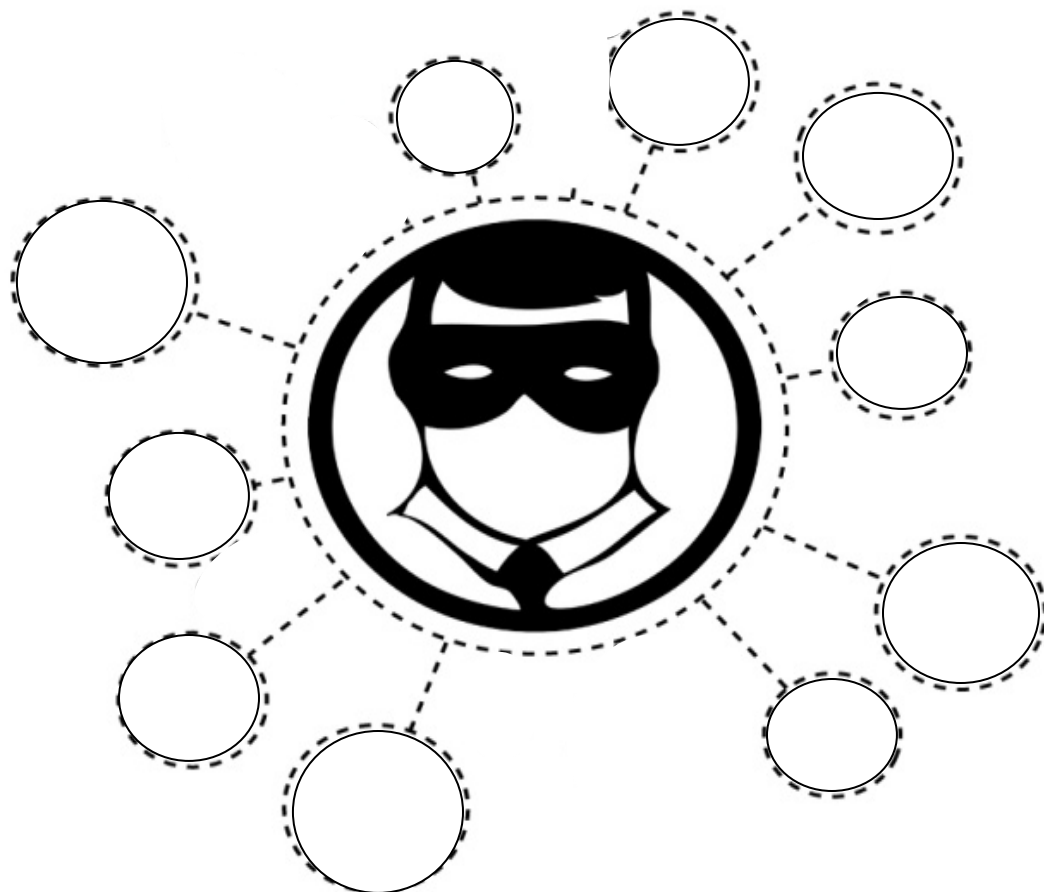
Permanency

People don't fail, plans fail

Tool Implementation Activity

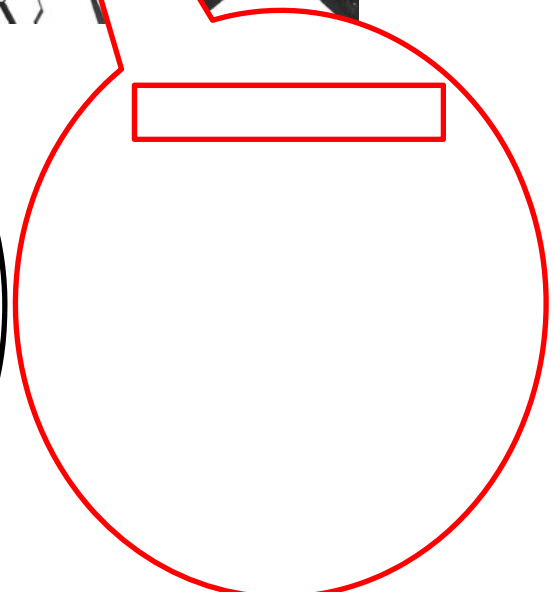
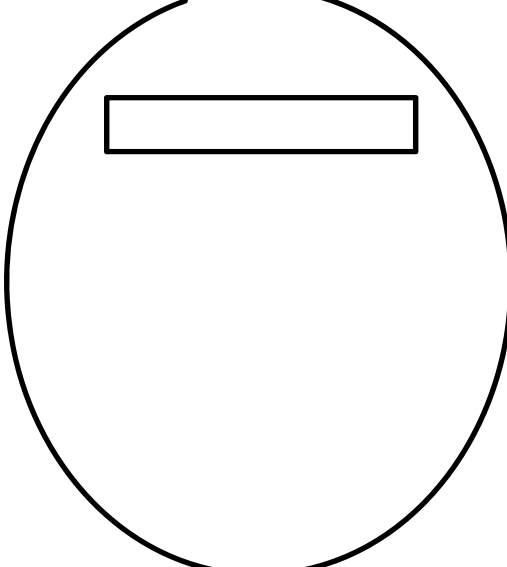
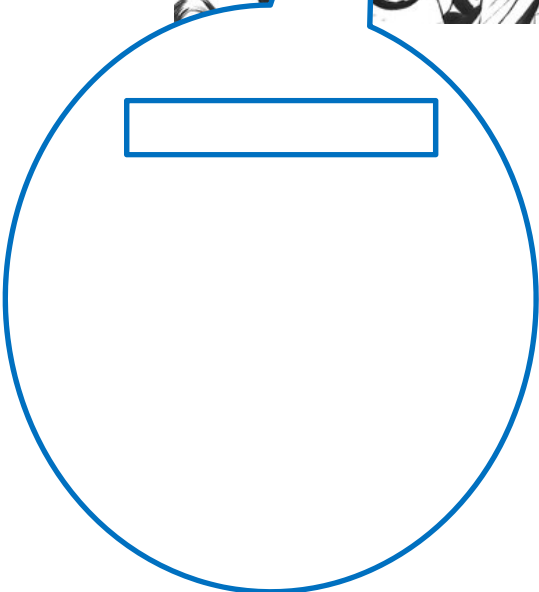
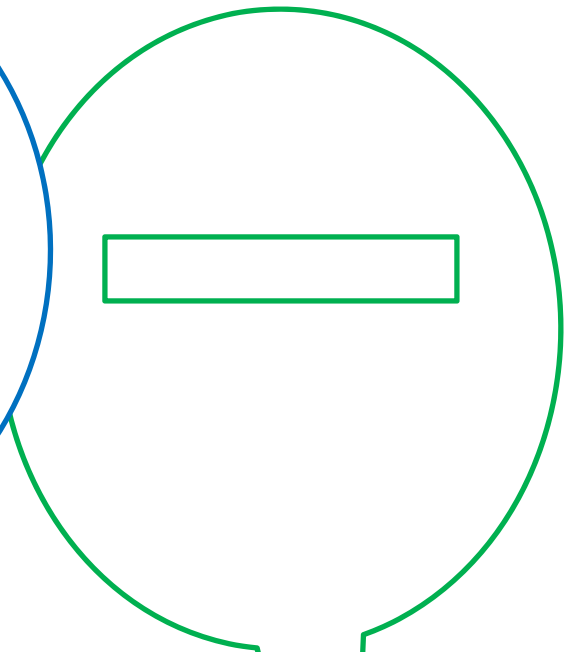
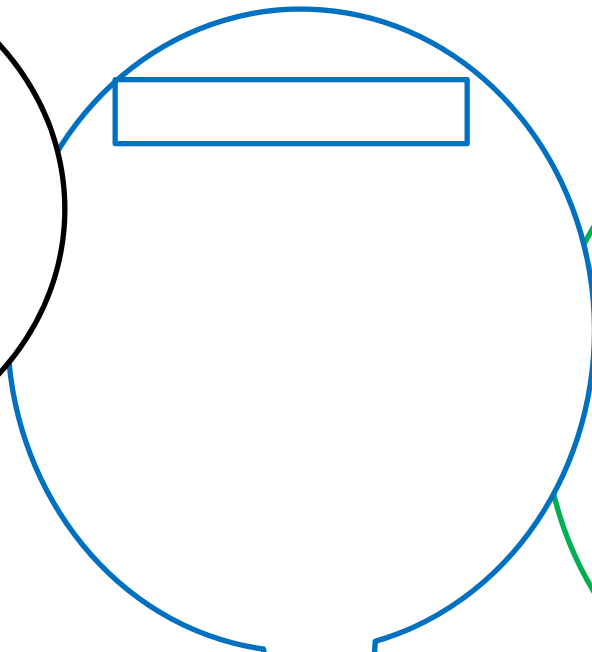
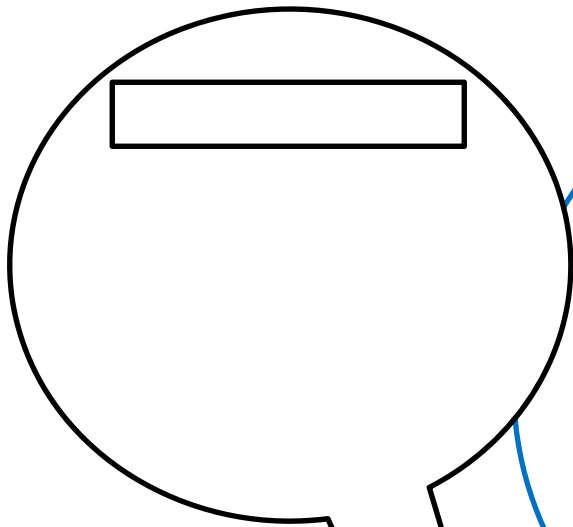


Got Questions?



10 Principles of the Wraparound Process

- 1.) Family Voice & Choice
- 2.) Team- based
- 3.) Natural Supports
- 4.) Collaboration
- 5.) Community-based
- 6.) Culturally Competent
- 7.) Individualized
- 8.) Strengths-based
- 9.) Persistence
- 10.) Outcome-based



Avengers Supports Tool

Directions: Identify your support system, people in your life who have similar characteristics to the superheroes on the page. What are some of the superheroes strengths? Who is the person who fits that description best in your life? Write that person's name in the box and list their own personal global and functional strengths.

Ex. Iron Man

Ask: What are his characteristics?

Response: Confident, loyal, intelligent, witty, etc.

Ask: Who is most like Iron Man in your life?

Response: Aunt Sasha

Ask: What are some of Aunt Sasha's strengths?

Response: Opinionated, intelligent, motivated, trustworthy, loyal, runs her own business, good public speaker, etc.

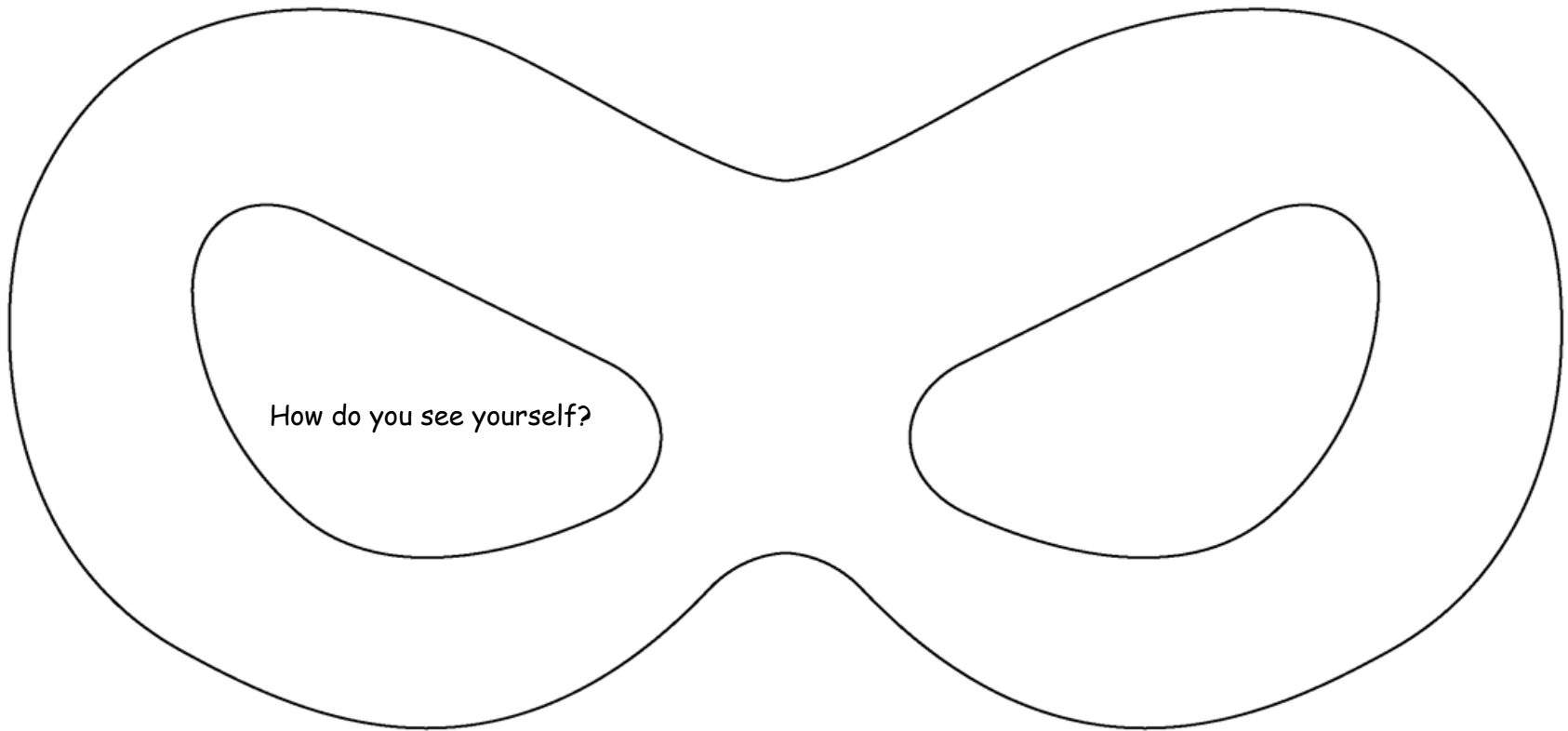


Who's Behind the Mask?

- What makes you, you?
- What are your values and beliefs?
- What are your interests?
- What are your strengths?
- What type of music do you like?
- What type of food do you enjoy?
- Who do you consider family?
- Three words to describe who you are?
- What is your decision making process?
- How do you respond to conflict?
- How do you celebrate?
- What are you passionate about?
- Are you on time? Fashionably late?

WHO'S BEHIND THE MASK?

How does the world see you?



Strengths Chat

Parent/Family Questions:

1. Who lives in your home right now? (family, living/residence)
2. What do you like best about your son/daughter?
3. Tell me about when your son/daughter was born. When did they walk, talk, become toilet trained? (gather developmental history)
4. Regarding family, what are you most proud of? (current family situation)
5. Describe your best quality as a parent. What is your parenting style? (current family situation)
6. Tell me about how you were raised. As a parent, are you similar or different from your own parents? (family history)
7. Does your family belong to any faith community? Who in your family participates in this faith community?
8. Who were the last three visitors in your home (natural supports)
9. Who do you call when times are tough? (natural supports)
10. Does your family celebrate holidays? Which ones and in what way? (spiritual, cultural, natural supports)
11. How do you identify culture? Could you tell me how this has affected you in a positive way? (cultural, geographic, ethnicity, family values)
12. What about your neighborhood? Does everyone know each other or is it more private? (living situation/residence)
13. What is the best job you ever had? Who were/are you closest to at work? (routine, source of income, employment)
14. What are your immediate goals for your family? (goals)
15. What are your long term goals for your family? (goals)
16. What do you imagine your son/daughter's life will look like when they are 21? 40? (goals)

Youth Questions (only):

1. Who is your favorite band/artist? (social/recreational)
2. What do you like about school? What is your favorite class? (employment/education)
3. What types of things do you like to do with your friends? (social/recreational)
4. Name one thing you would like to be better at. (goals)
5. What are your responsibilities at home?
6. Name someone who is important to you and why.
7. Who do you get along with in your family?
8. Name one thing you want to do with your life no matter what.

Understanding the Service Relationship in Respect to Trauma

STRATEGIES FOR GUIDING THE GROUP PROCESS

Traditional	Trauma-Informed
<ul style="list-style-type: none"> * Hierarchical staff/client relationship. * Client as a passive recipient of services. * The client's feelings of safety and trust are taken for granted. * Behavior is seen as intentionally provocative. * Labeling language: "manipulative, needy, attention seeking." * Closed system, advocates discouraged. 	<ul style="list-style-type: none"> * A collaborative relationship between the parent/child and their helping professional with as much choice as possible. * Both the parent/child and the helping professional are assumed to have valid and valuable knowledge bases. * The parent/child/youth are active planners and participants in services. * The parent/child/youth safety must be guaranteed, and trust must be developed over time. * Recognition of high prevalence of trauma. * Recognition of trauma diagnosis. * Assess for traumatic history and symptoms. * Recognize culture and practices that are re-traumatizing. * Helps professionals understand the function of behavior (rage, repetition, compulsion, self-injury). * Transparent systems open to outside parties.

Managing the emotional tone of the meeting

1. Remember that it is entirely appropriate for family members to be overwhelmed, worried or frustrated by the situation, circumstances and any agency and/or organizational demands that they might be dealing with. There are usually legitimate reasons for these emotional responses. Exploring the family's concerns or frustration can provide valuable information and insight about their situation.
2. Acknowledge significant situations that could distract family group members during the meeting (e.g. children sick, job issues, family members sick or need, etc.). It is not necessary to talk about the situation at length; merely acknowledging it can be comforting to the person, and demonstrates concern by the other group members. Of course, this should only occur with the permission of the person experiencing the situation.
3. Do not allow unproductive storytelling or venting from the family. We need to stay focused on the purpose of the meeting with everyone respecting group agreements. These are time wasters and discussion can become disrespectful. Re-direct participants to productive conversation.
4. Use respectful language to refer to family members:
 - a. Avoid acronyms.
 - b. Reframe negative adjectives such as "resistant" or "uncooperative" with "fearful" or "reluctant." Look at it from a strengths perspective and use "thoughtful" and "cautious." This helps model a respectful and hopeful attitude.
5. Avoid the temptation to "rush to judgment" or "rush to action".
6. Pull out and remind the family of their resources (e.g. kin support); taking the time to identify those resources often results in good planning and outcomes for the family.
7. If a family member engages in behavior that is damaging to the group process, and your efforts at modeling and directing the conversation are not helping, it may be necessary to stop the meeting and meet privately with the person or ask the person to step outside until they can calm down and stay focused on the meeting purpose.

Guiding discussion

1. Refrain from using "why" and "did you" questions.
 - a. "Why" questions may shut down the conversation and put the family on the defensive
 - b. Use "What", "Where", "How" questions instead ("What do we know about..." "Tell us what has helped you before.
2. Maintain an upbeat, relaxed tone of voice and posture.
 - a. Use hands in an open, receiving manner
 - b. Encourage participation of all group members, and communicate your confidence in the team.
3. When information or explanations come fast, consider slowing down the pace to allow enough time for everyone to fully understand the information. This also models careful listening. Model detail questions such as: "What does that look like?" What does that mean to you? Help me understand this part of what you said; can you say more?"
 - a. Pause and ask the family member what we should write down. This prompt helps the family member summarize and clarify her thoughts. For example:
 - How would you like this to be written?
 - What do you think about writing it this way?
 - b. Ask questions for clarification or amplification
4. Prompt for consideration of another viewpoint (this is one of the most important benefits of group meetings). For example, ask the group member to consider an idea you have, but state it tentatively:
 - a. "I'd like to ask about this because I'm not sure..."
 - b. "I've been thinking about it this way, but I may be wrong."
5. Refrain from putting any group member on the spot. Invite dialogue by asking clarifying questions or suggestions to keep the conversation moving along. Examples:
 - a. "What do you think about..."
 - b. "How about using this as a working agenda for now? We can move on and return if needed?"
6. Use and help group members reframe language to resolve issues/problems in the future, rather than focusing on past mistakes.
 - a. "What additional information do we need to gather?" rather than "Why didn't you get bring in that form like we talked about?"
 - b. "What efforts can we make to get the school to help?" rather than "Why hasn't the school done what they were supposed to?"
7. Frame questions and suggestions in terms of what *to* do rather than what *not* to do. Give cues to group members on how to formulate and refine these statements.
 - a. "Hands off discipline" rather than "no more spanking".

- b. "Let's see if we can understand how Mom gets frustrated with James," rather than "stop blaming your son."
- 8. Avoid engaging in "what if" discussions, as these result in plans or decisions that are not well suited for the real problem. Instead, probe for more information, and/or develop a plan for gathering more information upon which to make a reasoned decision

Ending the meeting: At the end of the meeting, check with the group members to determine if the meeting has been helpful and if it met its purpose. Discuss next steps. If the family is not satisfied with the result, ask what would have been more helpful.

Everyday activities how can we turn those into interventions and or

Introducing activities to talk about tough subjects

Leave with the ability to break the ice on difficult conversations.

Would you believe you can have fun and do your job too?

Examples:

Moana candyland

Shawn headbands game

Cooties game (support inventory- Who's your front leg, back leg)

Pinata (mindfulness, cohesiveness- card night,

Egg drop

Legos

Culture masks

4 Phases:

Having postures that list the activities that need to be done in each phase of wrap

Tough conversations:

CFT, TDM, IEP, probation meetings, SOP,

Topics: placement, safety, babies not coming home staying in foster care, self-harm, parenting styles, accountability, lack of participation, when we fail (people don't fail, plans fail)

Jenga (people don't fail, plans fail)

-Playing Jenga while having conversation of what we have been doing stacking the

-Natural supports- Fakebook page activity (Dennise), my life as a tv show

-Safety: mask (how other people see me, and how I see me)

-Accountability: Shantel's moana's candyland incentive plan

Slide 5: Activity Driven

Cultural assessment, needs assessment, natural supports, strengths

Slide 6: Subject Driven

Slide 7: Tool Creation Activity

Provide booklet of instructions of tools provided, Jenga directions, Moana directions,

Feelings to Needs

It can sometimes be difficult to pinpoint a youth's need or their family member's needs within the Wraparound Process. Oftentimes their needs are expressed through action or reaction to things going on around them. This table will help to provide direction to potential unmet needs youth and their families may be trying to communicate through feelings which will allow the team to address underlying needs to build the Wraparound Plan around.

FEELINGS	POTENTIAL UNMET NEEDS
Worried	Need to feel safe, need to know there is stability/consistency, need to feel at peace
Afraid	Need to feel safe, need to know there is order, need to feel at peace, need to know I can support myself
Abandoned	Need to feel sense of belonging, need to feel safe, need to know there is stability, need to know I can trust people again, need to feel some closeness
Lonely	Need to feel sense of community/belonging, need to fit in, need to feel accepted, need to know others understand me, need to feel some affection
Hurt	Need to feel accepted, need to feel respected, need to feel heard, need to feel appreciated, need to feel loved
Anger	Need to feel respected, need to feel heard, need to know that I am understood, need to know I can express myself in the only way I know how
Offended	Need to feel respected, need to know that I am understood, need to know that I matter
Frustrated	Need to feel heard, need to feel in control, need to feel independent, need to know we are communicating better, need to know my thoughts are considered
Disappointed	Need to know I can trust others, need to know there is stability, need to feel sense of hope
Insecure	Need to feel beautiful, need to know that I matter, need to know others see me, need to feel competent
Empty	Need to feel sense of purpose, need to feel alive, need to feel hope, need to feel loved
Inferior	Need to feel respected, need to feel comfortable in my own skin, need to feel confident
Resentment	Need to feel sense of fairness, need to know justice is served, need to feel respected, need to feel like I have a choice in...
Doubtful	Need to know there is order, need to know I can trust others, need to know people can change
Sad	Need to feel loved, need to feel important, need to feel sense of hope

Dissatisfied	Need to feel a sense of awareness, need to feel sense of spontaneity, need to feel alive, need to feel sense of purpose, need to feel effective, need to feel content
Indifferent	Need to feel alive, need to feel joy, need to feel sense of hope, need to feel free, need to feel some inclusion in my life
Confused	Need to know things clearly, need to feel in control, need to know there is order
Defeated	Need to feel hope, need to know I can support myself, need to feel free
Hopeless	Need to feel hope, need to know I am important, need to feel supported
Bored	Need to feel stimulated, need to feel productive, need to feel a challenge, need to feel inspired
Shy	Need to feel comfortable in my own skin, need to be accepted, need to feel sense of belonging
Jealous	Need to know that I matter, need to know and be known, need to feel competent
Embarrassed	Need to feel respected, need to feel safe to express myself, need to know I will not be judged
Ashamed	Need to know other will forgive me, need to feel a sense of hope, need to feel at peace
Rejected	Need to feel accepted, need to feel loved, need to feel safe opening up, need to feel sense of belonging
Annoyed	Need to feel independent, need to know I can cope with..., need to know I have my own space
Suspicious	Need to feel like I can trust..., need to feel open, need to feel safe
Stressed	Need to feel at ease, need to know things will be taken care of, need to feel motivated
Worthless	Need to feel valued, need to feel loved, need to know and be known, need to know I contribute to society, need to feel effective, need to know people see my potential

Frogger Safety Planning



1. What are the cars that can run over you? (triggers, if not managed will crush you and lead to crisis)
2. What are your turtles that sink shortly after Frogger jumps on them? (coping skills that help temporarily)
3. What's your logs that helps you get safely across the lake? (coping skills help long-term)

Deep Breathing



Exercise



Sing



Color



Build Something



Yoga



Pray



Text/call someone



Watch Fish



Go for a walk



Dance



Hug A Friend



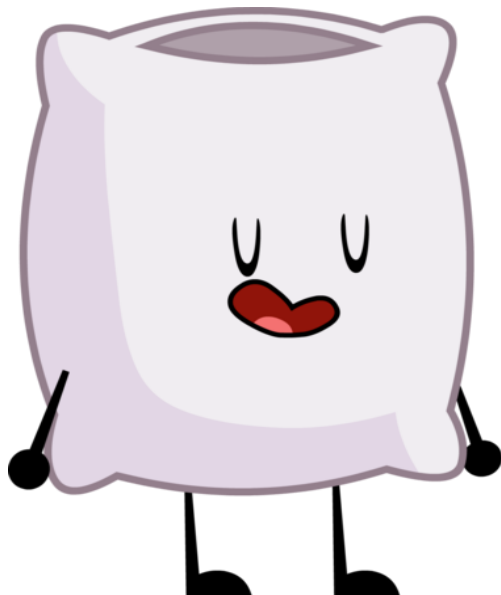
**Ride A
Bike**



**Do A
Handstand**



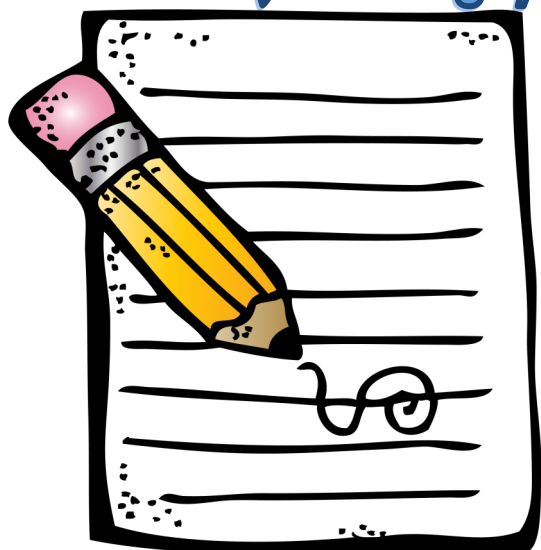
**Build A
Pillow Fort**



**Feed Ducks
or Birds**

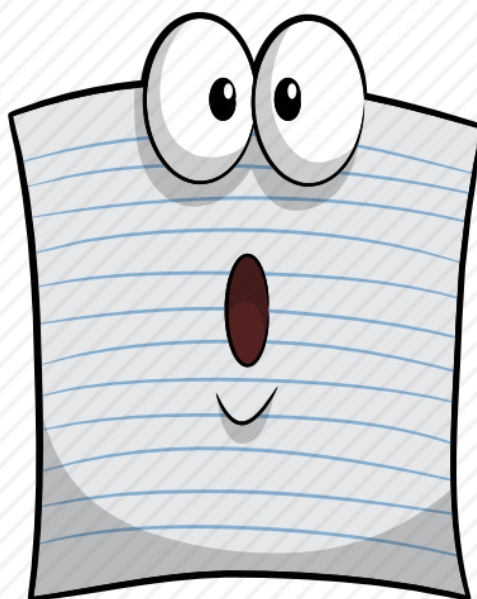


Write (poetry,
stories, or songs)



♥nca

Rip Paper



Read Book



Throw Hoops



Paint Your Nails



Punch a Punching Bag



Contact Your Therapist



Take A Bath





Bring inspiration and innovation to
every athlete in the world.

*If you have a body,
you are an athlete



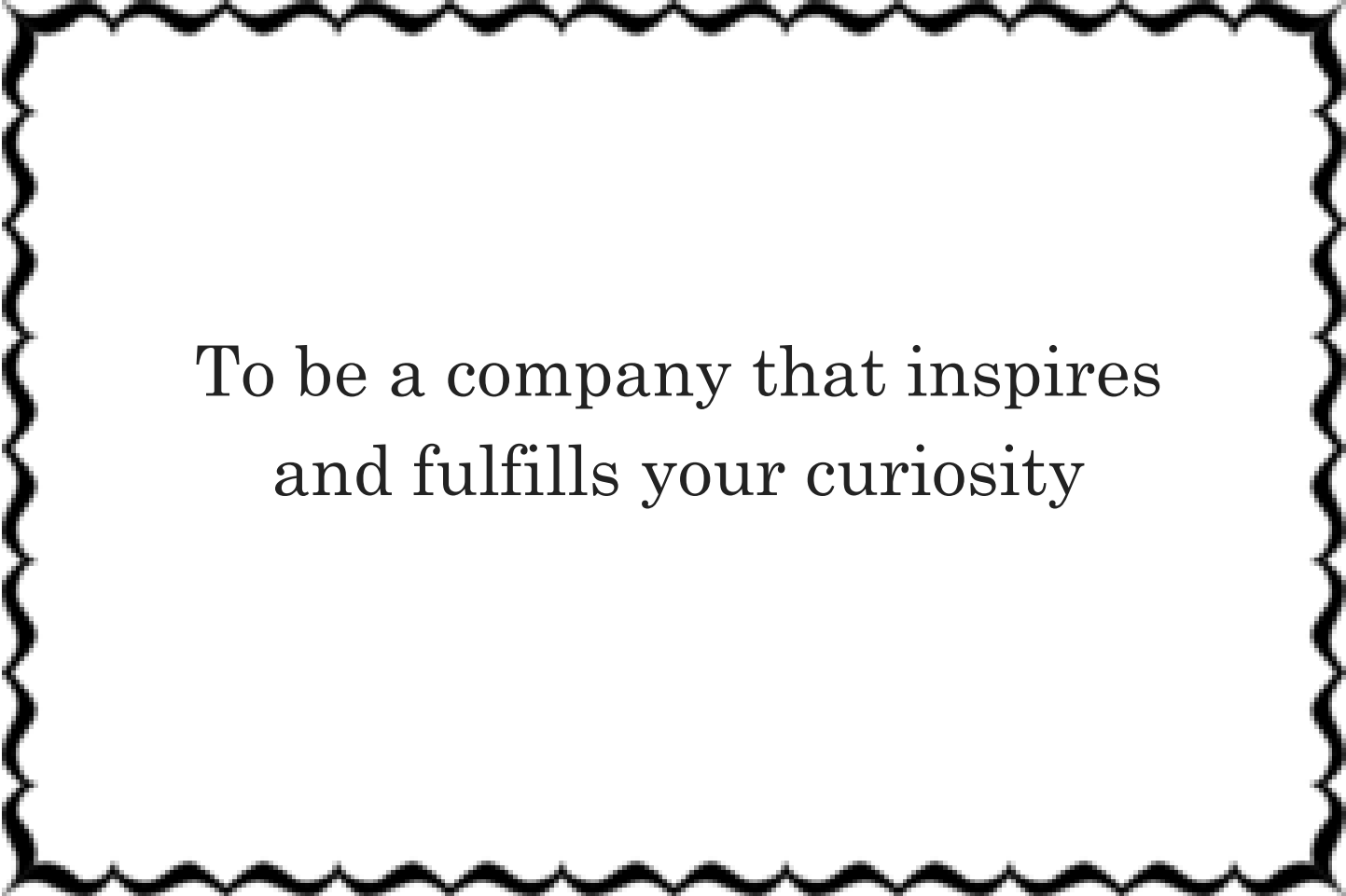
To refresh the world...

To inspire moments of optimism
and happiness...

To create value and
make a difference.



SONY



To be a company that inspires
and fulfills your curiosity



To give people the power to share
and make the world more
open and connected

The Amazon logo, consisting of the word "amazon.com" in a black sans-serif font, with a curved orange arrow underneath the letters "a" and "z" pointing from the "a" to the "z".

amazon.com

To be Earth's most
customer-centric company, where
customers can find and discover
anything they might want to buy
online, and endeavors to offer its
customers the lowest possible
prices



Our Vision is to put joy in kids'
hearts and a smile on parents'
faces



Our Goal is to be the Worldwide
Authority on Kids, Families and
Fun



*To inspire and nurture the
human spirit – one person, one
cup and one neighborhood at a
time.*



is to be our customer's favorite
place and way to eat and drink.



builds girls of courage, confidence and character who make the world a better place. We strive to be the premier leadership organization for girls, and experts on their growth and development.



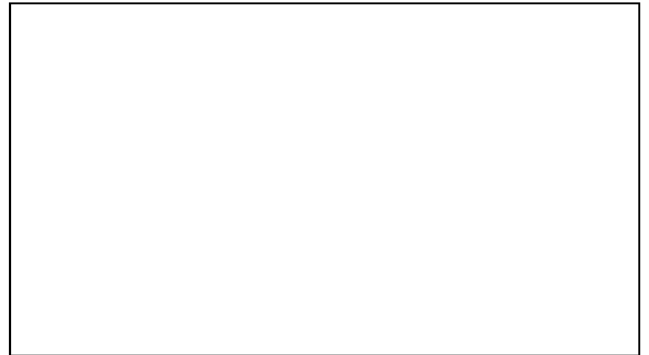
Need Statement's:

I need to feel accepted
I need to feel some affection
I need to feel appreciated
I need to feel a sense of belonging
I need to feel a sense of cooperation
I need to know we are communicating better
I need to feel some closeness
I need to feel attached to the community
I need to feel a sense of companionship
I need to know my thoughts are considered
I need to feel consistency from.....
I need to know that you genuinely feel
empathy towards me
I need to feel some inclusion in my life
I need to feel intimate with.....
I need to feel love
I need to feel nurtured
I need to feel safe
I need to feel security
I need to feel stable
I need to feel supported
I need to know and be known
I need to see and be seen
I need to understand and be understood
I need to feel like I can trust.....
I need to feel warmth from.....
I need to know I can express myself sexually
I need to feel like I can cope with
I need to feel authentic to my culture
I need to feel a sense of integrity
I need to feel my presence

I need to know I can experience joy
I need to know I can experience happiness
I need to feel beautiful
I need to feel at ease
I need to know I have equality
I need to feel at harmony I need to feel
inspired
I need to know there is order
I need to feel like I have a choice in...
I need to feel free
I need to know I have my own space
I need to feel a sense of spontaneity
I need to feel as sense of awareness
I need to know I can celebrate
I need to feel a challenge
I need to know things clearly
I need to know I am competent
I need to feel like I am contributing
I need to feel creative
I need to feel effective
I need to feel like people see my growth
I need to know people see hope in me
I need to feel hope
I need to feel educated on
I need to know my morning is accepted
I need to feel like my participation matters
I need to feel purpose
I need to know I can be self-expressive
I need to feel stimulated
I need to know I matter
I need to know I understand

OUR LIFE IS A TV SHOW!!!

If our life was a TV show....



(draw picture)

What genre would it be? (i.e. horror, comedy, drama, etc.) (*culture*) _____

Who would be the main characters? (*team members*)

Supporting characters (team members)

Personality traits of each character? (*strengths*)

What would be the plot? (*main events*)

To be continued!...

Pokémon Name: _____

LEVEL-UP



Pokémon Type: The Advisor

Abilities: Has good ideas/Open-minded/Tells the truth even when you don't want to hear it

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: _____

LEVEL-UP



Pokémon Type: The Nurturer

Abilities: Compassionate/Makes you feel like you can do things

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: _____

LEVEL-UP



Pokémon Type: The Guardian

Abilities: Protective/Helps you think about product of your choices

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: _____

LEVEL-UP



Pokémon Type: Wise Old Man

Abilities: Problem solver/Provides different prospective/Optimistic/Encouraging

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: _____

LEVEL-UP



Pokémon Type: The Teacher

Abilities: Loves learning/Teaches you new things

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: _____

LEVEL-UP



Pokémon Type: The Coach

Abilities: Cheers you on/Strong Leader/Sees your potential/Motivational


This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: _____

LEVEL-UP



Pokémon Type: The Best Friend

Abilities: Accepts you for you/Tells the truth/Fun/Has your back/Sees your side of the story

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: _____

LEVEL-UP



Pokémon Type: The Ninja

Abilities: Humble/Silent but paying attention to you/Good Listener/Crime fighting skills

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: _____

LEVEL-UP



Pokémon Type: The Knight

Abilities: Genuine/Stand up for you/Takes you under their wing

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: ⚡

LEVEL-UP



Pokémon Type: The Pirate

Abilities: Curious about the world/Help you approaches life with energy

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: ⚡

LEVEL-UP



Pokémon Type: The Assistant

Abilities: Good at researching/preparing things/Has many talents

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: ⚡

LEVEL-UP



Pokémon Type: The Artist

Abilities: Creative/Thinks out of the box/Unique/Helps see the world in a different light

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: ⚡

LEVEL-UP



Pokémon Type: The Comedian

Abilities: Sarcastic/Makes others laugh/Doesn't take life too seriously

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: ⚡

LEVEL-UP



Pokémon Type: The Supporter

Abilities: Dependable/Loyal/Easy to talk to


This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: ⚡

LEVEL-UP



Pokémon Type: The Frenemy

Abilities: Friend/Rival/Count on to bring you down/Competitive

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: ⚡

LEVEL-UP



Pokémon Type: The Opposite

Abilities: Don't sugarcoat/Challenges you to grow/Strong where you're weak & vice versa

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: ⚡

LEVEL-UP



Pokémon Type: The Soul Mate

Abilities: Like family/Trustworthy/Do life together/Likeable/Have common interests

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:

Pokémon Name: ⚡

LEVEL-UP



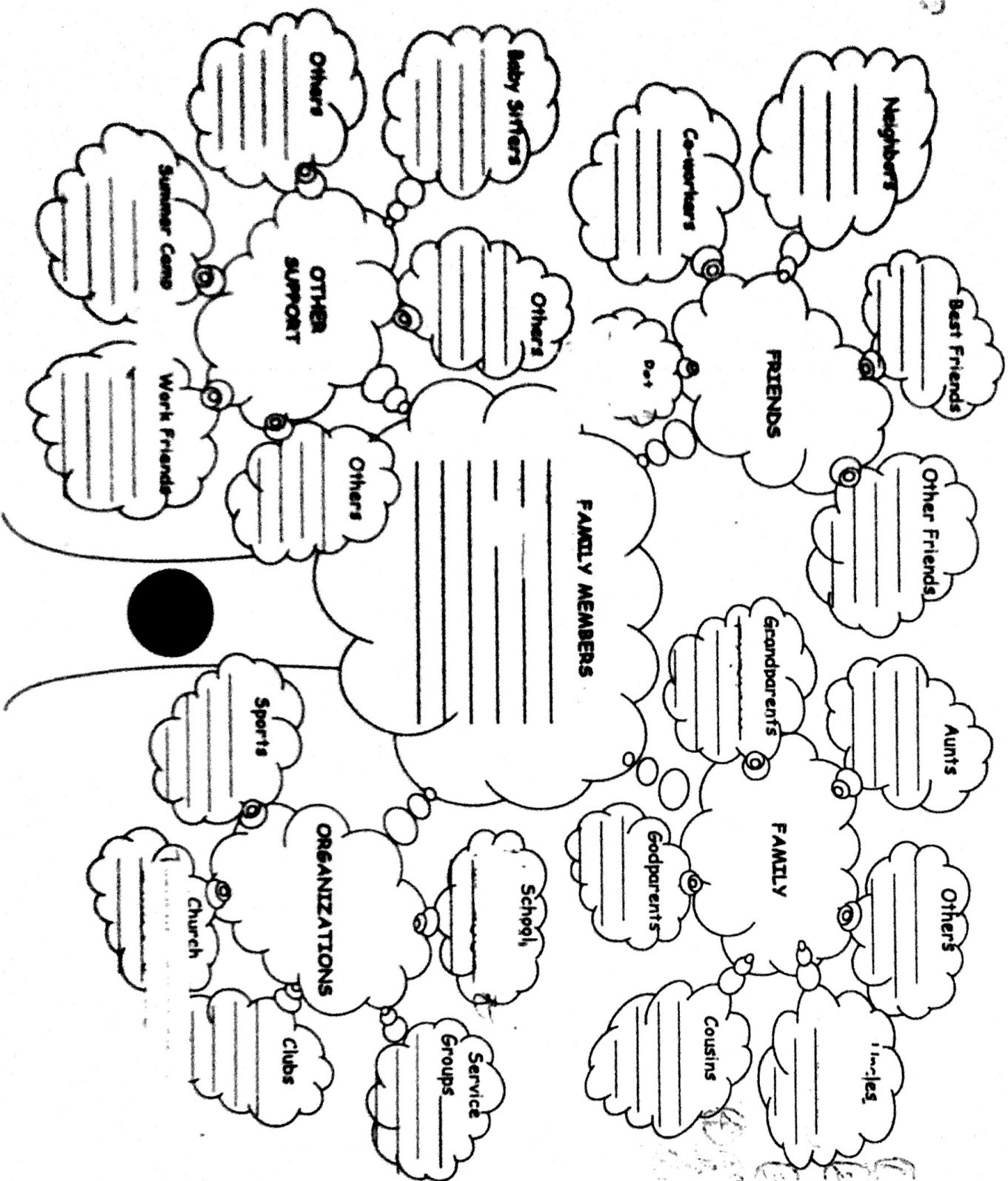
Pokémon Type: The Big Brother or Sister

Abilities: Role Model/Gets on your nerves but you still love them

This Pokémon can be used for battle when:

weakness resistance retreat cost

Contact Info:







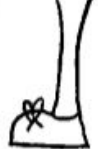



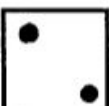







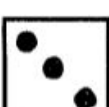







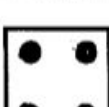







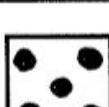


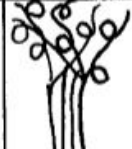




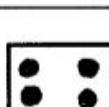







RESOURCE TREE

Right, Left, eat

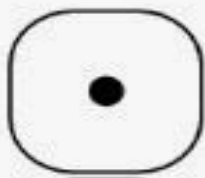
	PASS TO THE RIGHT
	PASS TO THE LEFT
	EAT YOUR CANDY
	KEEP YOUR CANDY
	KEEP YOUR CANDY
	KEEP YOUR CANDY

Roll a Monster Safety Plan Activity

ROLL A MONSTER!

	1st Roll	2nd Roll	3rd Roll	4th Roll	5th Roll	6th Roll	7th Roll
	Head Shape	Body Shape	Arms	Legs	Eyes	Nose	Mouth
							
							
							
							
							
							

roll a **MONSTER**



add one eye



add one mouth



add spiky hair



add one horn



add one leg



add one arm

Stones of Strength



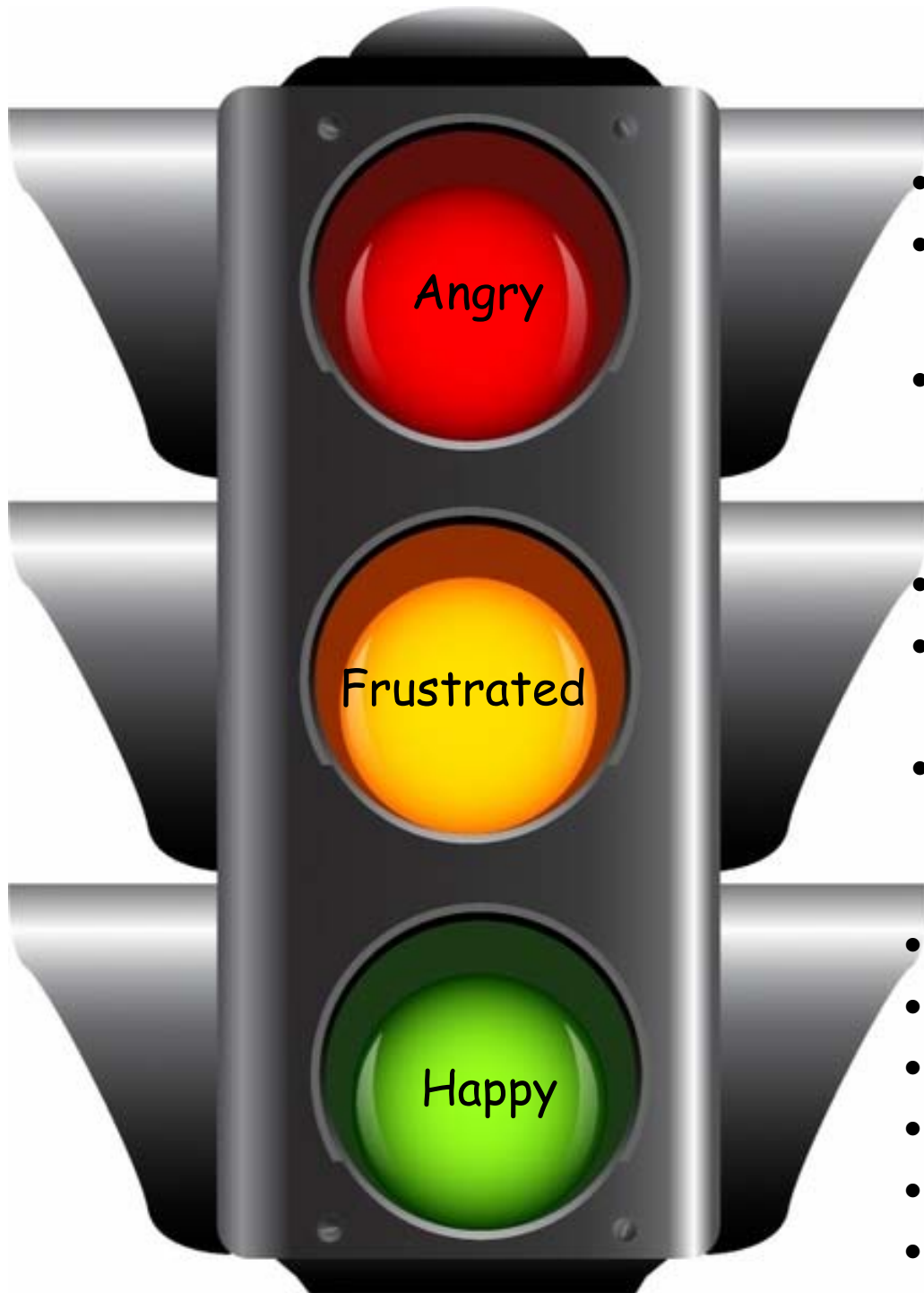
Strengths build hope in people and can be utilized as assets to contribute to the plan in the form of strategies.

Materials:

- Stones
- Markers

Directions: Pass out one stone to each person. Explain what strengths are (characteristics, what you're good at, what you're interested in, what you're knowledgeable about) and instruct each person to think of a strength for the person to the right of them and write it on the stone. Then they can decorate the stone and share it with the person after it's completed.

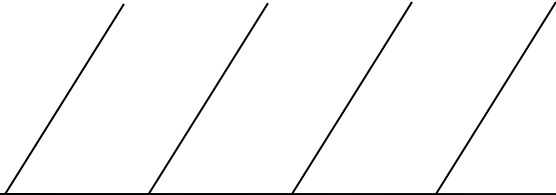
I am feeling _____ so I will...



- Pray
- Squeeze hands together
- Take a break
- Sit in rocking chair
- Make another choice
- Color
- Ride bike
- Jump rope
- Play with toys
- Hop Scotch
- Dancing
- Singing




Strengths Timeline
Name:

Birth



Today

Strengths Are Strategies

Team Member	Strengths	Strengths in Action
	<p>Ex. Dorothy:</p> <ul style="list-style-type: none"> • Encouraging • Courageous 	<ul style="list-style-type: none"> • Dorothy can reach out to friends to encourage them to continue pursuing goals • Dorothy uses courage in protect of others
		
		

Strengths, Needs, and Cultural Discovery Questions

Family and Family Culture:

Family: Who is in this family by their definition? Do all family members have appropriate access to each other? What do the members of the family need to stay together or in touch with each other? Are there serious, unmet needs for any family members that impair family functioning?

The facilitator needs to learn about the youth and family's culture. Some examples of family culture follow:

**Dress
Rituals
Preferences**

**Language
Rules
Ways**

**Habits
Assumptions/Beliefs**

- What is your best quality as a parent? What do you like most about your son/daughter?
- What are the best things about you? Your family?
- What were you like as a kid?
- Tell me about how you were raised. Give me an example of something you learned from your parents? Are you similar or different as a parent than your parents? In what ways?
- Describe your parenting style.
- Tell me about the rules in your family. How do they work?
- Describe for me the pace of how your family operates? Very fast? Slower than most? Do you like it that way? Is this similar to how you were raised?
- I see from your file you are (Native American; African American; Chinese-American, etc). Could you tell me how being (Race) has affected you in a positive way?
- Does your family celebrate holidays? Which ones? In what way?
- I find that most parents have dreams about their youth. What would you like their lives to be like at 21 years old? 40? Do you have a long range vision for your family?
- What or who has been the most influential in your life?
- Do you have any heroes? Why are they your heroes?
- Out of your favorite relatives, who would you like on your team?
- (To the youth) I like your (hair, make-up, clothes, etc) Did you come up with that yourself?

Social/Friends/Fun

Do family members have friends and access to their friends? Does this family have the opportunity to socialize with each other? Do individuals socialize outside the family? Do they have any fun? Do they have any way to relax?

- How does your family have fun? When is the last time you did that?
- (To the youth) What are your favorite things to do? Why do you like them?
- What is your favorite time of the day? Year? Why?
- When do you have the most enjoyable times with your family?
- How do you relax or what do you do to "blow off steam?"
- Do you have people over to your home frequently? Who were the last three visitors to your home?
- (To the youth) What is your favorite color/musician/sport?
- (To the youth) Who do hang around with? Who would you like to hang around with?
- (To the youth) Do you parents like your friends?
- (To the youth) What do you value most in a friendship? (loyalty, fun, what?)
- (To the youth) Who is your favorite person or who is your best friend?

- (To the youth) Who is the coolest person you know? What is cool about this person?
- (To the Parents) Who are your close friends and why are they special to you?

Residence/Neighborhood

Residence. Do the current living arrangements meet the family's needs?

- Tell me a little about your home.
- Do the kids/parents share bedrooms?
- Do the kids and parents have places to go for quiet?
- Is there a place to enjoy outdoor activities?
- What is your neighborhood like?
- Do you feel safe in your neighborhood?
- What kinds of things do you do with your neighbors?
- Who in your neighborhood helps you out? In what ways?
- What do you like best about your neighborhood?
- What do you like about your current living arrangements?
- What things don't you like about your current living situation?

Behavioral/Emotional/Psychological

Are any problem behaviors blocking a family member's chances of having a good life? Does the referred individual have any unmet needs in these areas? Do any other family members have unmet needs in this area? Are there unresolved issues that impede normal interactions within the family or in the community?

- Who do you call when times are tough?
- If you could do anything different with your life, what would it be?
- Do you have any immediate goals for your family?
- When ____ happened, who did you call?
- Who seem to be good candidates to be on the child and family team?
- What are ways that family members of your family help to make you feel happy and good about yourself?
- Does _____ have a friend or other peer s/he listens to? Could that person be on the team? Does your child turn to the parents of any friends for advice and would they be helpful?
- What do you do when you are feeling sad and lonely? Are there people you call upon to help you feel better?
- (To the youth) What about your personality? Are you (quiet, boisterous, private, outgoing, loyal)?
- (To the youth) If you could say one good thing about yourself, what would it be?
- Was there a professional you worked with who you really felt helped in other situations? Would that person be someone you want to have on the team? Why?
- What do you daydream about?

Safety/Crisis Intervention:

Is everybody in the family safe? Are there dangers to individual family members? Is anybody potentially dangerous to themselves or to the community?

- How are you in a crisis? Could you give an example?
- Are there any dangers to having everyone living together in the same household?
- What are some things you have done to keep your family safe during crisis times?
- Are there any firearms in the home – do the children have access to them?
- (If appropriate) Are medications locked away? What about the youth's access to alcohol in the home?

Financial

Is the family able to meet basic needs? Are they eligible for entitlements?

- Is anyone in your home employed?
- (If appropriate) Is anyone in the home on Social Security, cash assistance, food stamps
- Are you able to meet your monthly financial obligations at this time?
- Do you often encounter a lot of unexpected bills/expenses?
- What do you want to happen regarding your financial situation?
- What was the most satisfying time in your life regarding your financial circumstances?

Vocational

Do older children have access to employment opportunities? For what sort of future are they being prepared?

YOUTH

- Do you have or have you ever had a part time job?
- What would be your ideal job at this time?
- "What do you want to be when you grow up?"
- What kinds of things do you do that make you feel good about yourself, or give you a sense of accomplishment?

ADULTS

- Is anyone in the home working at this time? Full time/Part time?
- Describe where you work and what you do at your company.
- If you are not working at this time, is that something you would like to do?
- What kinds of things do you do that make you feel good about yourself, or give you a sense of accomplishment?
- Are there people at work that you can talk to about your problems?
- What would your ideal job be?
- Do you wish you had more education and/or training to help you get a different job?

Education:

What will it take to ensure a viable education for the children, particularly the identified client? For what sort of future are they being prepared? Are their rights intact?

- Who at your child's school do you like and trust? What have they done which has been most helpful?
- (To the youth) What is your favorite subject in school?
- Who is your favorite teacher
- What you like best about school
- What was the best year in school for you and why?
- How could school be a better place for you?
- Are there programs at school that you enjoy that you would like to do outside of school (shop class, auto repair, etc.)

Legal

Are any family members involved in the judicial system, on probation or parole? Do they have representation? Are there issues around custody?

- (If applicable) Who has custody of the children?
- Is anyone involved with the court system or on probation?
- Who gives you legal advice?
- Have you worked with any attorneys in the past?

Medical

Are healthcare needs met? Does the family have access to specialized medical services they may need?

- Do you have insurance and/or medical card?
- Which providers are you currently seeking for your medical needs?
- Have you been referred to any specialists?
- Is the child on any medications?
- Do you have transportation to your medical appointments?
- Describe your health status at this time.
- What kinds of things do you do to stay healthy?
- Do you have any limitations because of your health?

Spiritual.

Are family spiritual needs being met?

- What does a typical Sunday morning look like in their family (or other day that a family may have for attendance at their faith community)? Was that what it looked like when you were growing up?
- Are you or is your family part of a faith community?
- Have you or your family ever been part of a faith community?
- What do you enjoy about your faith?
- Is your family in the same faith?
- Is there someone from your faith community who you would like on the child and family team?
- How does your family express their spirituality?
- What do holidays look like with your family?
- What is your favorite holiday and why?
- Is your family new to this faith community?
- Are there special persons in your faith community who mean a great deal to you or your family? What do they do to support your family?
- What do you feel you need to be able to participate in your faith community again?

Strengths Needs Culture Discovery Partner Exercise

You will each have 15 minutes to do a mini-SNCD with a partner.

You can ask your partner about any of the areas below, as well as any from your cheat sheets. Make sure you get information about Natural Supports, as well as making your own observations about your partner's culture and values based on their dress, appearance, or other clues.

Fill in notes for yourself below; you will report what you learned in a small group, with a coach who can answer your questions.

Life Domains/Natural Supports:

Family:

Social/Friends:

Residence/Neighborhood:

Financial:

Educational:

Legal:

Spiritual/Faith:

Medical/Health:

Habits/Practices/Rituals:

Assumptions/Beliefs/Core Values:

Fun:

Strengths Timeline

Directions: Ask questions to identify life situations on the timeline. You can gather whatever information is pertinent to learn more about the youth and family's story such as strengths, needs, culture, crisis situations, and team members.

Examples:

1. When was your favorite childhood memory? What made that memorable?
2. Tell me about a memorable birthday. Who was there?
3. When did you have a crisis situation? What happened? Why did you respond the way you did?
4. Have you been involved in a sport or hobby? When did you start doing that?
5. Who is a person that helped shape you into who you are? When did they come into your life?

Struggle to Strength Activity

Resilience, ability to over come and having tough skin are all strengths that come from a persons struggles in life. Often times when we fall short or fail in life we actually come out of that situation at some point with a new strength. An example of this is a parent who sold / slang drugs for 15 years may after getting a hold of her addiction, use her skill of hustling to get the needs of her children met. This is the point of this activity. Take something you struggle with either in your profession or personal life and write it down and then as a group we will help you to see how that is your strength.

Personal Struggle:



Strength in Your Struggle:

contacts

Support Inventory

Dory 			
PHONE	555-SWIM		
ADDRESS	Morrow Bay		
EMAIL	iamdory@yahoo.com		
NOTES	Optimistic, Great friend, ability to take the next steps, Call when Feeling down, do not call when you need specific directions		

PHONE			
ADDRESS			
EMAIL			
NOTES			

PHONE			
ADDRESS			
EMAIL			
NOTES			

Donald Duck 			
PHONE	951-DUCK		
ADDRESS	Disney Way		
EMAIL	Quack@gmail.com		
NOTES	Positive outlook on life, prankster, jack of all trades, Call when you want to get out of the house and have a good time. Remember he has a short temper and can easily become upset.		

PHONE			
ADDRESS			
EMAIL			
NOTES			

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NOTES			

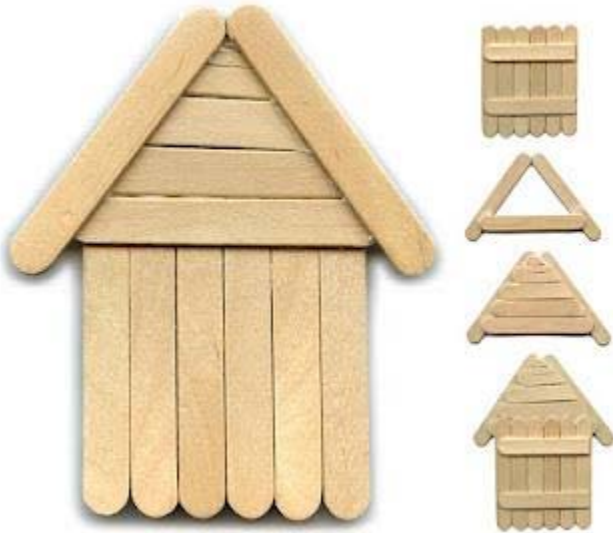
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There's No Place like Home Activity

Building a family home together takes work from all angles. Each family is unique in their structure, culture, strengths, goals, and mission. In this activity, teams will support families with building a Popsicle stick house writing words that describe how they would like their family to look like on each Popsicle stick. What qualities or characteristics would make up the foundation of the home? Side walls of the home? Front of the home? Back of the home? Roof of the home?



Directions: Utilize this website for directions on how to build your own popsicle stick home.

<https://www.marthastewart.com/917708/popsicle-stick-house>