Common Core 3.0

Engagement and Interviewing

Trainer Guide

CDSS

December 31, 2018

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Acknowledgements

California's Common Core Curricula for Child Welfare Workers is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all the individuals who contributed, but some groups of people will be acknowledged here.

The Content Development Oversight Group (CDOG) a subcommittee of the Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), CDOG membership includes representatives from the Regional Training Academies (RTAs), the University Consortium for Children and Families in Los Angeles (UCCF), and Los Angeles County Department of Children and Family Services.

In addition to CDOG, a Common Core 3.0 subcommittee comprised of representatives from the RTAs, the Resource Center for Family Focused Practice, and counties provided oversight and approval for the curriculum development process.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

California's child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state's children and families.

The Children's Research Center provided technical support as well as The Structured Decision Making System that includes the SDM 3.0 Policy and Procedure Manual and Decision Making Tools. These resources are used in compliance with CRC copyright agreements with California. Additionally, content in this curriculum has been adapted from CRC's SDM 3.0 classroom curriculum to meet the training needs in California.

In compliance with the Indian Child Welfare Act (1978) and the California Practice Model, social workers must identify American Indian/Alaska Native children in the system. For an overview of *Implementing the Indian Child Welfare Act* view: https://www.youtube.com/watch?v=BIQG65KFKGs

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to: https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf.

CalSWEC

FOR MORE INFORMATION on California's Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: http://calswec.berkeley.edu

Introduction

Please read carefully as a first step in preparing to train this curriculum.

> **IMPORTANT NOTE: Each curriculum within the Common Core series is mandated and standardized for all new child welfare workers in the state of California. It is essential that all trainers who teach any of the Common Core Curricula in California instruct trainees using the standardized Training Content as provided. The training of standardized content also serves as the foundation for conducting standardized testing to evaluate and improve the effectiveness of new worker training statewide.**

GENERAL INFORMATION
Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills and is important for all CWS positions within an agency.

The Common Core Curriculum model is designed to define clearly the content to be covered by the trainer. Each curriculum consists of a *Trainee's Guide* and a *Trainer's Guide*. Except where indicated, the curriculum components outlined below are identical in both the Trainee's and Trainer's Guides. The Trainee's Guide contains the standardized information which is to be conveyed to trainees.

For an overview of the training, it is recommended that trainers first review the Agenda and Lesson Plan. After this overview, trainers can proceed to review the activities for each training segment in the Trainer's Guide and the Training Content in the Trainee's Guide in order to become thoroughly familiar with each topic and the training activities. The components of the Trainer's and Trainee's Guides are described under the subheadings listed below.

The curricula are developed with public funds and intended for public use. For information on use and citation of the curricula, please refer to the Guidelines for Citation:
https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf.

Please note that each individual curriculum within the Common Core Curricula is subject to periodic revision. The curricula posted on the CalSWEC website are the most current versions available. For questions regarding the curricula, contact CalSWEC at calswec_rta_cc@berkeley.edu or call CalSWEC at 510-642-9272

COMPONENTS OF THE TRAINER'S AND TRAINEE'S GUIDES

Learning Objectives
The Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Learning Objectives for the curriculum are listed in both the Trainer's and Trainee's Guides. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values. The Learning Objectives are also indicated in the Lesson Plan for each segment of the curriculum.

Knowledge Learning Objectives entail the acquisition of new information and often require the ability to recognize or recall that information. *Skill Learning Objectives* involve the application of knowledge and frequently require the demonstration of such application. *Values Learning Objectives* describe attitudes, ethics, and desired goals and outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

Agenda
The Agenda is a simple, sequential outline indicating the order of events in the training day, including the coverage of broad topic areas, pre-tests and/or post-tests, training activities, lunch, and break times. The Agenda for trainers differs slightly from the Agenda provided to trainees in that the trainer's agenda indicates duration; duration is not indicated on the agenda for trainees.

Lesson Plan (Trainer's Guide only)
The Lesson Plan in the Trainer's Guide is a mapping of the structure and flow of the training. It presents each topic and activity and indicates the duration of training time for each topic.

The Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains two column headings: Segment and Methodology and Learning Objectives. The Segment column provides the topic and training time for each segment of the training. The Methodology and Learning Objectives column reflects the specific activities and objectives that are covered in each segment. As applicable, each activity is numbered sequentially within a segment, with activities for Segment 1 beginning with Activity 1A, Segment 2 beginning with Activity 2A, etc.

Evaluation Protocols
It is necessary to follow the step-by-step instructions detailed in this section concerning pre-tests, post-tests, and skill evaluation (as applicable to a particular curriculum) in order to preserve the integrity and consistency of the training evaluation process. Additionally, trainers should not allow trainees to take away or make copies of any test materials so that test security can be maintained.

Training Segments (Trainer's Guide only)
The Training Segments are the main component of the Trainer's Guide. They contain guidance and tips for the trainer to present the content and to conduct each Training Activity. Training Activities are labeled and numbered to match the titles, numbering, and lettering in the Lesson Plan. Training Activities contain detailed descriptions of the activities as well as step-by-step tips for preparing, presenting, and processing the activities. The description also specifies the Training Content that accompanies the activity, and the time and materials required.

Occasionally, a Trainer's Supplement is provided that includes additional information or materials that the trainer needs. The Trainer's Supplement follows the Training Activity to which it applies.

Training Content (Trainee's Guide only)
The Training Content in the Trainee's Guide contains the standardized text of the curriculum and provides the basis for knowledge testing of the trainees. Training activities are labeled and numbered to match the titles and numbering in the Lesson Plan.

Supplemental Handouts
Supplemental Handouts refer to additional handouts not included in the Trainee's Guide. For example, Supplemental Handouts include PowerPoint printouts that accompany in-class presentations or worksheets for training activities. Some documents in the Supplemental Handouts are placed there because their size or format requires that they be printed separately.

References and Bibliography
The Trainer's Guide and Trainee's Guide each contain the same References and Bibliography. The References and Bibliography indicates the sources that were reviewed by the curriculum designer(s) to prepare and to write the main, supplemental and background content information, training tips, training activities and any other information conveyed in the training materials. It also includes additional resources that apply to a particular content area. The References and Bibliography may include the following:

- All-County Letters (ACLs) and All-County Information Notices (ACINs) issued by the California Department of Social Services (CDSS);

- Legal References (as applicable); and
- General References and Bibliography

In certain curricula within the Common Core series, the References and Bibliography may be further divided by topic area.

Materials Checklist (Trainer's Guide only)
In order to facilitate the training preparation process, the Materials Checklist provides a complete listing of all the materials needed for the entire training. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual training activity are also noted in the Training Segments in the Trainer's Guide.

Posters (Trainer's Guide only)
Some curricula feature materials in the Trainer's Guide that can be used as posters or wall art.

Tips for Training this Curriculum

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills, and is important for all CWS positions with in an agency.

TRAINING PREPARATION

It is ***required*** that the trainer preview the following eLearning as prerequisite to the classroom:

1. Basic Interviewing eLearning

It is ***recommended*** that the trainer preview the following eLearning(s) and/or classroom trainings pre-requisites to training the classroom:

1. Respect, Courtesy and Skillful Use of Authority eLearning
2. Teaming, Collaboration and Transparency classroom
3. Introduction to Trauma Informed Practice eLearning
4. Trauma Informed Practice classroom

It is ***suggested*** that you orient yourself to all the blocks in preparation for this training in order to make links and dig deeper into skill building:

1. Foundation
2. Engagement
3. Assessment
4. Case Planning and Service Delivery
5. Monitoring and Adapting
6. Transition

Contact your Regional Training Academy/UCCF for more information and to register for the eLearnings as well as to access the classroom curriculum. Visit CalSWEC website for more information at:
https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30

MATERIALS

Trainees will be introduced to the Smith/Price Family through content in the Trainee Guide as well as video clips of interviews of the mother, stepfather and adolescent. A PowerPoint is provided with either embedded video clips, or web links to the video clips.

COUNTY VARIATIONS IN PRACTICE

Counties may have policy and procedure on interviewing adults and youth. Some counties are considered Safety Organized Practice "SOP" counties with specifically adhering to a set of tools and practices in interviewing. Other counties maybe practicing strength based interviewing techniques that are more generic than SOP. Other counties maybe practicing interviewing that focuses more on obtaining factual information for documentation purposes. Trainees should be referred back to their county for further information.

USE OF INTERVIEWING STRATEGIES FOLLOWING THIS TRAINING

After completing the Engagement and Interviewing classroom training, trainees are encouraged to take the skills practiced in the classroom and apply them to the families they come into contact with. As part of their social work practice; however, please ensure trainees understand that this initial training does not make them expert in solution focused interviewing skills. The classroom training they receive with this module must be reinforced with field learning, regular supervision, and mentoring. We also STRONGLY recommend that social workers participate in the relevant advanced interviewing and/or SOP modules to further deepen their practice in engaging and interviewing families.

TRAINING ACTIVITIES

Because this training is skill rather than lectured based, trainers should have extensive knowledge solution focused interviewing and interviewing for gathering information for documentation and court documents. Trainers should be prepared to address a wide variety of trainee questions in the moment relying on the trainer's professional experience. Regional Training Academies may have additional resources for preparing trainers to present this curriculum.

FAMILY FRIENDLY LANGUAGE

Trainers are the example for modeling this for trainees. The hope is that the work is done with families, not on clients. Use words such as parents, young adults, youth, child, family…rather than clients. We want to model that families involved in child welfare services are not separate from us as social workers, but part of our community. This is the goal of the CA Child Welfare Core Practice Model as well and reflects the behaviors we want to see demonstrated in social workers work with families. For more information on the Californian Child Welfare Core Practice Model visit the CalSWEC website at http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0

SAFETY ORGANIZED PRACTICE

Some content in this curriculum was developed by the National Council on Crime and Delinquency (NCCD) and the Northern California Training Academy as part of the Safety Organized Practice Curriculum. Please note, not all California Counties are actively practicing Safety Organized Practice. However, the framework, principles and concepts are integrated throughout the curriculum as tools and best practices. Safety Organized Practice (SOP) is a collaborative practice approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief in SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children. Safety Organized Practice is informed by an integration of practices and approaches including:

- Solution-focused practice[1]
- Signs of Safety[2]
- Structured Decision making[3]
- Child and family engagement[4]
- Risk and safety assessment research
- Group Supervision and Interactional Supervision[5]
- Appreciative Inquiry[6]
- Motivational Interviewing[7]
- Consultation and Information Sharing Framework[8]
- Cultural Humility
- Trauma-informed practice

[1] Berg, I.K., & De Jong, P. (1996). Solution-building conversations: co-constructing a sense of competence with clients. *Families in Society*, pp. 376-391; de Shazer, S. (1985). *Keys to solution in brief therapy.* NY: Norton; Saleebey, D. (Ed.). (1992). *The strengths perspective in social work practice.* NY: Longman.

[2] Turnell, A. (2004). Relationship grounded, safety organized child protection practice: dreamtime or real time option for child welfare? *Protecting Children, 19*(2): 14-25; Turnell, A. & Edwards, S. (1999). *Signs of Safety: A safety and solution oriented approach to child protection casework*. NY: WW Norton; Parker, S. (2010). *Family Safety Circles: Identifying people for their safety network*. Perth, Australia: Aspirations Consultancy.

[3] Children's Research Center. (2008). Structured Decision Making: An evidence-based practice approach to human services. Madison: Author.

[4] Weld, N. (2008). The three houses tool: building safety and positive change. In M. Calder (Ed.) Contemporary risk assessment in safeguarding children. Lyme Regis: Russell House Publishing.

[5] Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now*, 40, pp. 19-24.

[6] Cooperrider, D. L. (1990). Positive image, positive action: The affirmative basis of organizing. In S. Srivasta, D.L. Cooperrider and Associates (Eds.). *Appreciative management and leadership: The power of positive thought and action in organization*. San Francisco: Jossey-Bass.

[7] Miller, W.R., & Rollnick, S. (2012). *Motivational Interviewing*, (3rd Ed.). NY: Guilford Press.

[8] Lohrbach, S. (1999). *Child Protection Practice Framework - Consultation and Information Sharing*. Unpublished manuscript; Lohrbach, S., & Sawyer, R. (2003). Family Group Decision Making: a process reflecting partnership based practice. *Protecting Children. 19*(2):12-15.

Agenda

Segment 1:	Welcome and Review of Agenda	9:00-9:20
Segment 2:	Stages of the Interview—Phase 1: Preparation for the Interview	9:20-10:15
Break		10:15-10:30
Segment 3:	Stages of the Interview—Phase 2: Rapport Building	10:30- 12:00
Lunch		12:00-1:00
Segment 4:	Stages of the Interview—Phase 3: Information Gathering and Sharing	1:00-2:30
Break		2:30-2:45
Segment 5:	Stages of the Interview—Phase 4: Closure	2:45-3:00
Segment 6:	Re-Engagement	3:00-3:45
Segment 7:	Close/End of Day	3:45-4:00

Learning Objectives

Knowledge

K1. The trainee will be able to identify effective strength-based interviewing strategies (including appreciative inquiry, and 'keys to engagement') to engage with the family and identify strengths and underlying needs.

Skill

S1. Using a vignette, the trainee will be able to formulate three interview questions to learn more about the family's values, beliefs, or practices that relate to childrearing and parenting.

S2. Using a vignette, the trainee will be able to demonstrate interviewing techniques for defusing conflict, engaging family members who are reluctant to deal with critical issues and assisting family members to openly discuss their opinions and feelings.

S3. Using a vignette, the trainee will be able to demonstrate the phases of an interview (preparation, rapport building, information gathering, and closure), and steps and goals of the interview process.

S4. Using a vignette, the trainee will be able to demonstrate the ability to formulate questions based on assessment of a child's or adult's level of cognitive, emotional, and linguistic development.

Values

V1. The trainee will value a respectful, empathic, strength-based, and trauma-informed approach to listening and responding to events and life experiences described by interviewees.

V2. The trainee will value awareness of his/her responses to interviewees, with particular attention to biases that may arise.

V3. The trainee will value building trust and rapport by providing clear explanations to families about child welfare responsibilities, procedures and services that relate to interview questions and responses.

V4. The trainee will value learning about the interviewees' values, beliefs, and behaviors and eliciting underlying needs, family strengths, protective capacities, and resources.

Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1 **20 min** **9:00–9:20 am** Welcome and Review of Agenda	**Activity 1:** Introductions and Group Agreements *PowerPoint slides: 1–4*
Segment 2 **55 min** **9:20–10:15 am** Stages of the Interview—Phase 1: Preparation for the Interview	**Activity 2a**: Phases of the Interview **Activity 2b:** Preparation for the Interview **Activity 2c:** Differences between Adult and Child Interviews *PowerPoint slides: 5–12* *Learning Objectives: K1, S1, S3*
10:15 – 10:30 am **15 min** **BREAK**	
Segment 3 **90 min** **10:30 am–12:00 pm** Stages of the Interview—Phase 2: Rapport Building	**Activity 3a:** Rapport Building: Review of Solution-Focused Questions **Activity 3b**: Randy Price Interview and Skill Building **Activity 3c:** Working with IPV Perpetrators—Influences on Interviewing *PowerPoint slides: 13-17* *Learning Objectives: S1, S3, V2, V4*
12:00 pm – 1:00 pm **60 min** **LUNCH**	
Segment 4 **90 min** **1:00 pm – 2:30 pm** Stages of the Interview—Phase 3: Information Gathering and Sharing	**Activity 4a:** Information Gathering and Sharing **Activity 4b:** Review of Crisis Intervention and Defusing Conflict **Activity 4c:** Marti Price Interview and Skills Practice **Activity 4d:** Working with IPV Victims—Influences on Interviewing *PowerPoint slides: 18-21* *Learning Objectives: S2, S4, V1, V2, V3*

2:30 – 2:45 pm **15 min** **BREAK**	
Segment 5 **15 min** **2:45 – 3:00 pm** Stages of the Interview—Phase 4: Closure	**Activity 5:** Closing the Interview *PowerPoint slides: 22* *Learning Objectives: S2*
Segment 6 **45 min** **3:00 – 3:45 pm** Re-Engagement	**Activity 6a:** Crystal Smith Interview and Skills Practice **Activity 6b:** Working with Victims of Maltreatment—Influences on interviewing *PowerPoint slides: 23-24* *Learning Objectives: S1, S4, V3*
Segment 7 **15 min** **3:45 – 4:00 pm** Close/End of Day	**Activity 7:** Close the Day *PowerPoint slides: 25*

Segment 1: Welcome and Review of Agenda

Activity 1: Introductions and Group Agreements

Activity Time:	20 minutes
Materials:	Trainee Guide, pp. 5–7 Easel chart paper or white board
Slides:	1–4

Description of Activity:
The trainer will conduct an introductory activity including a review of the Agenda and introductions. Please note: The following activities are designed for skill practice, and the trainer instructions are written for role plays in a classroom setting. It is recommended that there be "helpers" or other staff available so that there is one trainer/helper per group.

Before the Activity:

- ☐ Review the CC 3.0 Group Agreements by preparing a chart pad in advance with the established group agreements. Leave space for the group to develop their own group agreements.
- ☐ Identify needed number of helpers.

During the Activity:

- Introduce self and review Learning Objectives and Agenda in the Trainee Guide on pages 5 and 6.
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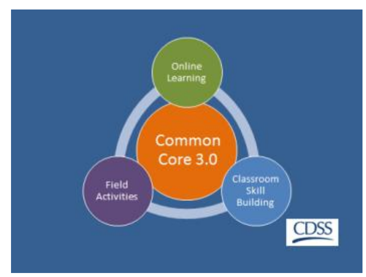
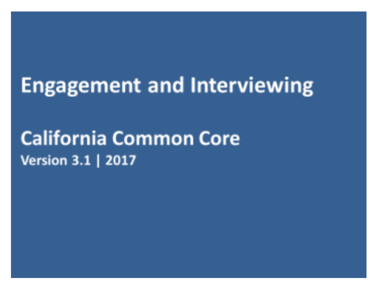
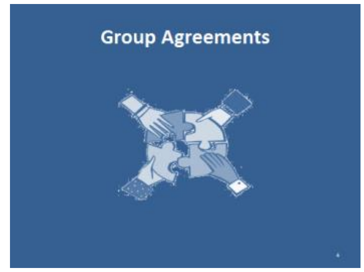




- Trainees may already have established Group Agreements. If this is the case, review the Group Agreements briefly.
- If Group Agreements have not been made for the group, then explain that to engage in skill building activities, group agreements must be made to maximize safety for the day's activities. Direct trainees to the Trainee Guide, p.7. Ask the trainees to contribute to agreements that the group will abide by during the training. Typically, groups come up with rules such as, be respectful, keep confidentiality, listen to others, participate in learning, etc. The trainer charts the group agreements on chart paper or a whiteboard so that Group Agreements are prominently displayed. The trainer is to monitor the group to ensure group agreements are adhered to. If for any reason, a Group Agreement is violated, the trainer is to address the violation with the large group and discuss. The goal is to re-establish safety for engaging in the day's activities.
- Establishing Group Agreements also serves as a model for trainees to the process of developing and using Group Agreements so that when they are responsible for facilitating team meetings in their own work, the will be familiar with the process.



Offer the following brief explanations of the Group Agreements[9] as needed (this will depend on whether or not this group has already worked to establish Group Agreements). This activity provides a model for the group work social workers will do with child and family teams, so you may wish to make that connection as well.

- **Collaboration**: We need partnership to have engagement and that works best if we trust each other and agree we are not here to blame or shame. We are here because we share a common concern for the safety and well-being of children. Remind them how this skill will be needed when working with families as they are the experts on their family. Social workers must be able to foster collaboration in order to complete a thorough assessment of the situation. Families need to feel trust before they honestly examine themselves and be able to look at a problem and their part in it.
- **Ask lots of questions**: Point out that the trainer can't make the training relevant for each person because there are many people in the room with different experiences and different needs. Trainees have to make it relevant for themselves by asking lots of questions and deciding how the experience might be helpful or not helpful to them.
- **Be Open to Trying New Things**: As professional we feel more comfortable and competent sticking with what we know. We don't always like it when new things come along. Sometimes it feels uncomfortable to try new things so we tend to back away from the new thing telling ourselves things like "she doesn't know what she's talking about…she has never worked in our community with the people we work with…" But to learn something new we have to do through the uncomfortable stage to get to the other side where it feels natural and comfortable. With this group agreement, they are agreeing to try new things even if they feel uncomfortable.
- **Make Mistakes**: As professionals, we don't like to make mistakes. And when we make mistakes we feel discouraged and beat ourselves up. But, if we are going

[9] Shared by trainer Betty Hanna

to learn new things, we have to make mistakes. Even more important than the willingness to make mistakes is the willingness to admit we are wrong even when we don't want to be. Growth requires that we are open to changing our minds based on new information received. We must also be willing to put our own ideas aside to fully hear the views of others. • **Confidentiality**: This is just a reminder that information about families or other trainees shared in the training room should be kept confidential. • **Be responsible for your own learning**: As adult learners, we realize you come with knowledge, skills, and experience. The intention of this curriculum is that you will have an opportunity to share this via large and small group discussions. Please come prepared to training having taken any prerequisite eLearning or classroom trainings. Set aside this day for your learning. Please do not bring work into the classroom; this is distracting to other trainees as well as to the trainer/facilitator. This includes being on time, sharing the floor, cell phones off or on mute. Once group agreements have been established, utilize page 7 in Trainee Guide to help establish additional Group Agreements for this class as needed. Proceed to Activity 2.	

Transition to the next segment

Move on to the next segment, Stages of the Interview.

Segment 2: Stages of the Interview

Activity 2a: Phases of the Interview

Estimated Segment Time:	55 minutes Activity 2a: 25 minutes Activity 2b: 10 minutes Activity 2c: 20 minutes
Materials:	Easel chart paper or white board
Slides:	5–10

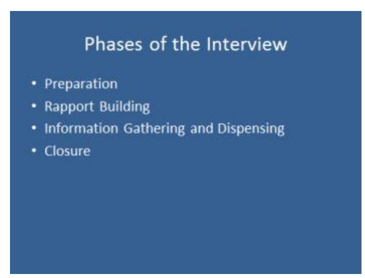
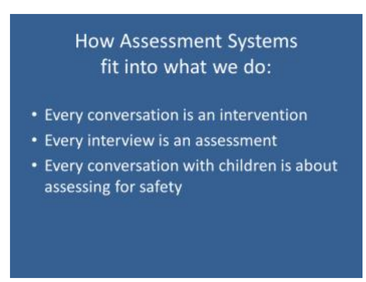
Description of Activity:
The trainer facilitates an activity where trainees identify needed knowledge, skills, and values in preparing for an interview with a child, youth and/or family.

Before the Activity:

Prepare cards of activities which are listed in the Template for Activity 2a on pages 45-48 of this guide. Make eight sets of cards for a potential of eight tables. You may use less than the total number of sets depending on the number of tables in the training room. Then assign each table one of the following phases (or alternately, you can have the tables sort all 20 cards and have each table report out on only one of the phases). If more than four groups, you may choose to either ask trainees to get into four groups, or assign additional groups a stage:

1. Preparation
2. Rapport Building
3. Information Gathering and Sharing
4. Closure

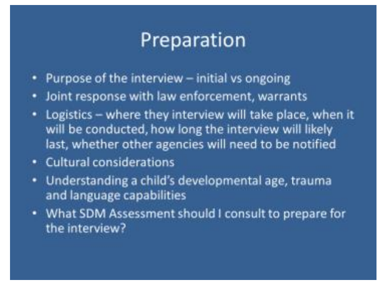
During the Activity:

▪ Hand a set of cards to each table. Ask trainees to not look at the copy of their PowerPoint (turn it over, or if trainees are using electronic devices, to please black out their screens). Ask trainees to sort the cards by choosing 5 of the cards that are **most likely** to be activities associated with the assigned phase. Explain that some of the activities may fit in multiple phases, but look to pick the 5 cards that most accurately fit in the phase the table has been assigned (or if the tables are doing all of the cards sort, each phase is to have five cards).	
▪ Let trainees know that there will be references to Structured Decision Making throughout this training to help prepare workers for what to be thinking about at each interview opportunity. More in depth training on SDM will be provided in the next block [Assessment Block] in SDM Assessment Skills Lab. ▪ We did not want to miss an opportunity to make connections to SDM. ▪ Have a participant read the slide and ask what these statements mean in relationship to today's training on Engagement and Interviewing.	

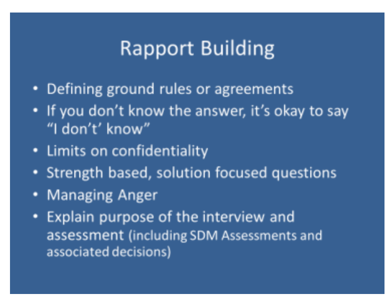
- Ask each table to pick a spokesperson to facilitate and will report out what their group selected as five activities. Explain the purpose is to help trainees refresh their memories about the eLearning they took on the phases of the interview process. The refreshing of memories offer a “jump start” to today’s training in skill building in each of the phases. Remind trainees that several of the cards could fit in multiple categories, but through discussion come to consensus on the 5 “best” answers. Allow 5–7 minutes for this part of the activity. Have each group report out starting with the Preparation Group, then Rapport Building, then Information Gathering and Sharing, and then the Closure Group. If more than one group was assigned a phase, be sure that these group(s) report as well. (If you asked trainees to do an entire sort, ask from each table only one of the phases and their answers.)

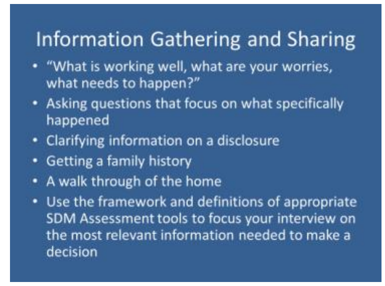
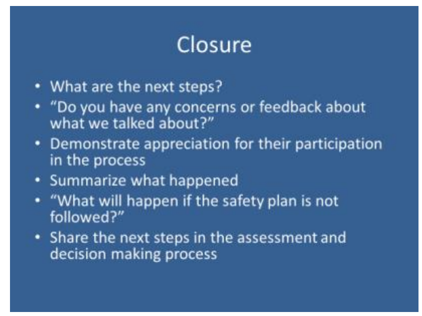
- Share the following PowerPoint slides on the “correct” answers- emphasizing that some activities the trainees chose may well fit for the phase, even though the lists on the PowerPoint may be different from the tables. Here are some additional activities besides the five listed one for each phase (*) denotes the answers on the cards):
  - Preparation
    - *Purpose of the interview—initial vs ongoing
    - *Joint response with law enforcement, warrants
    - *Logistics—where they interview will take place, when it will be conducted, how long the interview will likely last, whether other agencies will need to be notified
    - *Cultural considerations
    - *Understanding a child’s developmental age, trauma and language capabilities
    - If a team meeting, addressing the safety or case plan
    - Know your policy and county protocols
    - Consider SDM tools and definitions
    - Attaining and reviewing reports
    - Review with your supervisor to discuss cultural considerations, special circumstances
    - Review the service plan

Interviewing an adult vs a child



- Rapport Building
  - *Defining ground rules or agreements
  - *If you don’t know the answer, it’s okay to say “I don’t’ know”
  - *Limits on confidentiality
  - *Strength based, solution focused questions
  - *Managing Anger
  - Focus on skills and behaviors
  - Introducing yourself and asking how the person would like to be called
  - Showing empathy
  - Updating current information
  - Any of the questioning strategies



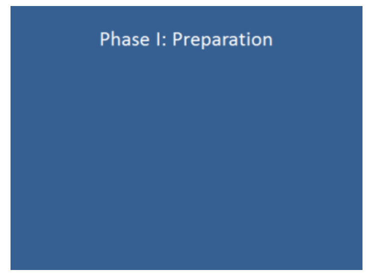
▪ Information Gathering and Sharing – *"What is working well, what are your worries, what needs to happen?" – *Asking questions that focus on what specifically happened – *Clarifying information on a disclosure – *Getting a family history – *A walk through of the home – Question style – open ended, multiple choice, yes/no, leading, coercive – Question Content – General, focused, event focused, disclosure clarification •	
▪ Closure – *What are the next steps? – *"Do you have any concerns or feedback about what we talked about?" – *Demonstrate appreciation for their participation in the process – *Summarize what happened – *"What will happen if the safety plan is not followed?" – Saying goodbye on the last visit – Setting up the next appointment – Reviewing and praising the family on progress made ☐ Reinforce the concept of transfer of learning from the eLearning to today's topic.	
☐ Let trainees know that the day will be segmented on each of the stages to do more in depth work in these phases.	
☐ Reinforce the importance that with each interview, the social worker is checking for safety of the child, in whatever the household the child is currently living in. ☐ Additionally, connections will continue to be made when appropriate to Structured Decision Making.	
☐ Keep a long term view of the child's permanency and well-being. If you are an ongoing worker, frequent discussions with the family on concurrent planning and its progress is part of preparing for the interviews with the family.	

Activity 2b: Phase 1: Preparation for the Interview

Activity Time:	10 minutes
Materials:	Trainee Guide, page 8
Slide:	11

Description of Activity:
Lead a large group discussion, ask the questions below, and be prepared to offer the trainer experience.

During the Activity:



- Ask trainees the following questions:
  1. What resources, tools, people and/or places the trainee would need to access to prepare for an initial interview with a family.
     - Depending on county policy and procedure, the trainees may come up with the following resources to access:
       - Prior history on the family—CMS/CWS
       - Prior legal or policy history
       - Medical history
       - School history
       - Working knowledge of IPV resources for the family
       - Working knowledge of counseling referrals
       - Previous hard copy case files

       Note to Trainer: Inform trainees that we incorporate evaluation of household safety via the SDM Safety Assessment and assess household risk level via the SDM Risk Assessment.

       Additionally: Inform trainees, that it is valuable practice to interview based upon the relevant SDM Assessment.
     - People to access prior to the interview:
       - Police officer
       - Prior social worker (if family has had previous reports)
       - Supervisor
       - School personnel
       - Referring party
     - Potential places to see:
       - Family home
       - School
       - Location as to where the child is at
       - Location as to where the parent(s) is at
       - Location of biological father
       - At a hospital setting
  2. Cover what preparation may be needed for an ongoing case management interview.
     - Depending on county policy and procedure, the trainees may come up with the following resources to access:
       - If Native American, any ICWA compliance activities to date
       - Progress reports

○ Court reports, SDM tools • People to access prior to the interview: ○ Collateral Contacts about the Family (service providers, siblings, relatives, friends, landlords, etc. ○ Prior social worker if family has had previous reports) ○ Supervisor ○ School personnel ○ Attorneys for parents/children ○ County Counsel ○ If out of home placement, the caregiver(s) ○ Tribal representatives • Potential places to see: ○ Family home ○ School ○ Location as to where the child is at ○ Location as to where the parent(s) is at ○ Events that are important to the child ○ Tribal reservation or event	
▪ Remind the trainees that if there are allegations of maltreatment, then consult their county policy and procedure, as well as their supervisor on whether to conduct a forensic interview, or if the child will need to be seen by a forensic interview specialist.	
▪ Direct trainees to Phases of the Interview (page 8 of the Trainee Guide) and ask them to individually pick one consideration the trainee feels confident in and one consideration the trainee feels he/she may need help in and discuss with a partner. (For example: A trainee may feel confident in getting around town and using maps, and feel he/she need help in developing a safety plan.). The trainer gives 3 minutes for this discussion. Ask at random from the larger group some strengths and areas of skill that would need to help feeling comfortable in preparing for an interview.	

Activity 2c: Differences between Adult and Child Interviews

Activity Time:	20 minutes
Materials:	Trainee Guide, pp. 9–10
Slide:	12

Description of Activity:
Briefly discuss the differences of Interviewing adult and children.

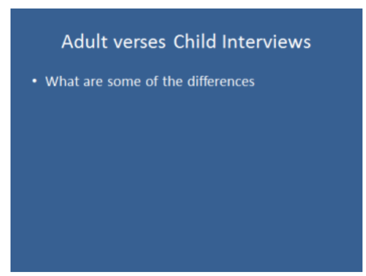
Trainer Tip: This is a complex topic and will not be sufficiently covered here in 20 minutes. Remind trainees to check with their local training academies and counties for advanced trainings and resources (some of these will be in the Resource section at the back of the Trainee Guide). Additionally, more training will be provided at the 200 level of this block focusing on Ethnographic Interviewing and Interviewing Children.

Before the Activity:

Inform trainees that they should check with their local county protocols on interviewing children and when children are to be referred for forensic interviewing.

During the Activity:

- ☐ Have trainees go to the Trainee Guide, pp. 9–10: Child Maltreatment Interview Outline. Review some of the considerations for interviewing children. Many of the statements fit both for children and adults. In small groups ask trainees to pick out 3–5 considerations that highlight the differences in interviewing children and adults. Below is a partial list:
    a. What do I represent to the child? Potential Dynamics
    b. Review Child Development Training
    c. Note child's ability to separate from caretaker and relate to you
    d. Baseline skills (most)
    e. Body part identification
    f. Critical events focus



- ☐ Ask trainees to come up with one question or statement that would address the developmental consideration that they identified for a 5-year-old.
  Examples:
    - Base line skill—Memory: Can you tell me what happened on your last birthday?
    - Has difficulty separating from parent: Is it okay if we talk for a few minutes and then visit with mommy?
    - What do I represent to the child?—Have you talked with a social worker before?

  In a large group have trainees share their question(s) and statements and give feedback and or solicit comments from the larger group.
- ☐ Some additional information you may wish to share—preface this with to be sure to follow county policy and procedure.
- ☐ How will they approach the adults vs. the children in the family?
    - For adults:

a. Be aware of your surroundings and follow safety strategies. b. If possible, interview adults separately. c. Check for language comprehension. d. When the time is right, checking for Native American ancestry. • For children: a. Be aware of questioning techniques. For example: Asking a child the same question multiple times, may yield different answers. This may be the child's attempt to give you an answer that you didn't "accept" the first time, and he, she wants to please you. b. Have an awareness of what children might be interested in to engage them. Example: What 4-year-olds like today is different than what 4-year-olds liked 20 years ago. c. Understanding that younger children do not have a concept of linear time. d. For further information, go to the Trainee Guide Resources section for the web links (p 28.)	

Transition to the next segment

Move on to the next segment, Phase 2: Rapport Building.

Segment 3: Stages of the Interview—Phase 2: Rapport Building

Activity 3a: Rapport Building: Review of Solution-Focused Questions

Estimated Segment Time:	90 minutes Activity 3a: 15 minutes Activity 3b: 55 minutes Activity 3c: 20 minutes
Materials:	Easel paper or sentence strips Trainee Guide, pp. 11–12 Handout: Explaining Safety and Risk to Families
Slides:	13-14

Description of Activity:
Trainees will be introduced to the Price/Smith Family (Trainee Guide, (p. 11). This vignette will be used throughout the rest of the day.

Trainer Tip: This activity can be expanded and gone into more depth if there is time available.

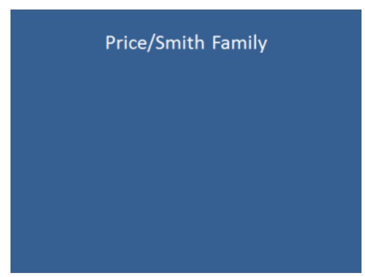
Before the Activity:

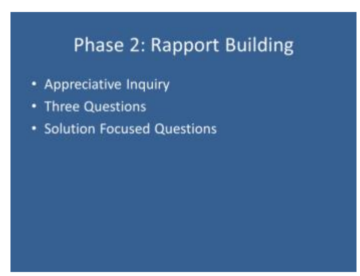
Review the concept of Appreciative Inquiry also known as the Three Questions (background material is in the eLearning on Interviewing).

During the Activity:

- Ask trainees to read the Price/Smith Family vignette (Trainee Guide, p. 11). This vignette will be used throughout the rest of the day.
- Refer trainees to Handout: Explaining Safety and Risk to Families. This is a resource that they can reference in the field as a way to explain the assessments to families.
- Ask trainees to go to p. 12 in the Trainee Guide and conduct a brief review of Rapport Building strategies and techniques to prepare for the next activity. Ask trainees what concepts need more review. If trainees are confident they know all of the techniques and strategies, ask trainees to write a responsive statement or question and label what the strategy is to the following statement:

  Father: Yeah I hit her. I am a good dad and you people do not understand. My 13- year-old daughter hit her mom and I am supposed to just let that go?
- Ask trainees to share and chart on easel paper or sentence strips and post on the wall. Ask by strategy (i.e., Did anyone write up an exception finding question, or a coping question) or ask for the trainee statement and have the group come up with the strategy (i.e., A trainee wrote: What might your mother say about you hitting your daughter? perspective change question)





ACTIVITY 3b: Interview with Randy Price and Skill Building

Activity Time:	55 minutes
Materials:	Trainee Guide, pp.13–14
Slide:	15

Description of Activity:
Trainees will watch a video interview with Randy Price and be asked to focus on the strategies used to engage with him. Trainees will do a role play using the Social Worker Interviewing Skills Checklist on page 14 of the Trainee Guide.

Before the Activity:

You will need to download three videos via a free YOUTUBE downloader. The first video: Social Worker and Randy Price can be found at https://www.youtube.com/watch?v=YReXhE3DPSc.

If you have a helper or two, they should be prepared to sit in with a group and observe. The helper is only to provide feedback at specific times in which feedback is permitted. The helper is to offer suggestions for "upgrading", and reinforcing good questioning techniques.

During the Activity:

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The Price/Smith family vignette has been introduced. Play a 10-minute video of a social worker interviewing Randy Price.

Ask the trainees to call out the strategies used to engage Randy. Some examples include:

Asking about good memories about Crystal
Respectfully asking to wait on smoking a cigarette
Open-ended questions to get Randy's perspective
Encouraging Randy that the SW is there to hear him
Says " honestly" Crystal is not coming home in response to Randy's questions

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Write down suggested strategies on whiteboard or easel paper. Ask trainees to go to page 13 in the Trainee Guide for directions on the activity and to page 14 to review the Social Worker Interviewing Skills Checklist.
Have trainees get into groups of three. Each person will be asked to play a role: social worker, Randy, or observer. The roles will rotate, so that everyone will have an opportunity to be a social worker, Randy, and an observer. The role play will last 7 minutes. Roles will switch at the 10-minute mark. Rounds two and three will each be 10 minutes for a total of 30 minutes for this exercise.

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The observer will utilize the checklist and provide feedback and facilitate discussion for three minutes.
The social worker asks questions that brings up worries with the hope of gaining more behavioral information.

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• The social worker can use the framework of the 3 Questions and/or formulate scaling questions and open-ended questions during the role play. • The social worker role should try and make a statement conveying empathy and recognizing a strength each during the interview. • The observer will listen for all questions and statements, and chart examples of what he/she hears during the role play on the worksheet on p. 14 in the Trainee Guide. ▪ In the Trainee Guide, participants are provided with the following suggestions for further inquiry during the role play: Asking "Randy" about his relationship with his son. Asking "Randy" about his relationship with Marti. Asking "Randy" what he does when there are difficulties in his life. Exploring with "Randy" additional supports—relatives, friends, community connections ▪ Instruct those that are playing **Randy** to be a bit challenging, but to not "go overboard". This is an opportunity for practice and to help people strengthen their skills and not have such a challenging person that intimidates the social worker's practicing of the skill. ▪ As the trainer, you will monitor the groups to observe how the role plays are going. If you notice that a group(s) is having difficulty, facilitate what the difficulty is and guide the group(s) to the back to the skill practice. ▪ As the groups are working through the role play, ask them to develop a least one question related to the safety issue(s). Each group will share during the debrief.	
▪ After 7 minutes, time is called. ▪ Ask the observer to lead the discussion of the debrief. Have observer point out solution-focused questions used or strength-based statements. The observer may also ask "Randy" how it felt to be interviewed and any upgrades that might have gotten Randy to be more engaged in the interview process.	
▪ After the first round and debrief, the second team of the social worker role and "Randy" role will continue the theme and content from the first interview—it builds from what was already covered in the previous interview. The third round will build on the first two rounds of interviews.	
▪ After three rounds, ask the large group to come back together to debrief the activity. Using the Three Question, ask trainees, what went well, if they had any worries and what suggestions they have. ▪ Have each group share their question(s) related to addressing the safety issue(s).	

Activity 3c: Working with IPV Perpetrators—Influences on Interviewing

Activity Time:	20 minutes
Slide:	16-17

Description of Activity:
Trainer will facilitate small group discussions about trainee's feelings and biases about working with IPV perpetrators and a person who has hit a child.

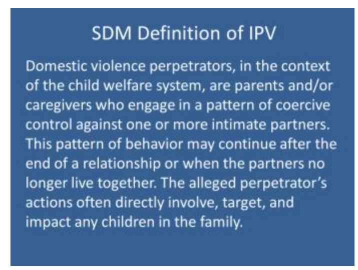
Trainer Tip:
Other biases may emerge during the discussion (i.e., working with someone who has a substance use problem). Be prepared to open the discussion to other biases that trainees may raise, and potential resources in helping one look at biases while interviewing a family member.

Before the Activity:

Be prepared to review Group Agreements: What will make it safe to discuss this topic? If it becomes unsafe, what steps will you as the trainer do to move the group back to safety?

During the Activity:

- ☐ Read or have a trainee read the slide to provide the following definition of Domestic Violence from the SDM Hotline and Safety Assessment regarding IPV.



- ☐ Ask the trainees in their previous groups of three to spend 3 minutes each talking about their feelings in working with an IPV perpetrator and a person who has hit a child.
- ☐ Ask trainees, in retrospect, did these feelings have an impact on their interviewing "Randy"?
- ☐ Remind trainees that our feelings may stem from:
    a. Trainee's own experiences in one's own family around IPV and child maltreatment
    b. Experience in dealing with families with IPV and child maltreatment
    c. Cultural messages about men's roles
    d. Personal and professional experiences with blended families

▪ Bring the group back together and ask trainees if anyone is willing to share some of these feelings or highlight potential feelings (anger, disgust, puzzlement, fear, helpless, etc.). Ask the group how might our feelings and biases, if not explored and acknowledged, impact working with a person such as Randy Price? Facilitate and list potential impacts. ▪ After some of the sharing, ask the group "What are some resources we can use to check our biases in order to help perpetrators of IPV and child maltreatment?" Resources can include: Talking with your supervisor Discussing with a mentor/coach Having an outlet in your personal life	
▪ Discuss with trainee the importance of acknowledging we have biases and these can sometimes be unconscious, and we may not even be aware we have them. Pay attention to any type of reaction you have in particular cases and seek the guidance of your supervisor, mentor, etc., It is important to be aware of them, and develop strategies to engage effectively with families when our biases may interfere with engagement process. The trainees will continue to look at biases they may have with the Price Family throughout the day.	

Transition to the next segment

Move on to the next segment, Information Gathering and Sharing.

Segment 4: Stages of the Interview—Phase 3: Information Gathering and Sharing

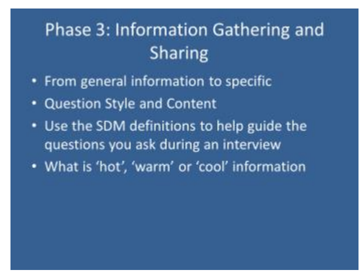
Activity 4a: Information Gathering and Sharing

Estimated Segment Time:	90 minutes Activity 4a: 10 minutes Activity 4b: 5 minutes Activity 4c: 55 minutes Activity 4d: 20 minutes
Materials	Trainee Guide, pp. 15–18
Slide:	18

Description of Activity:
Trainer will review information gathered for assessment and case planning interviews.

During the Activity:

- ☐ Ask the trainees to go to pp. 15–18 in the Trainee Guide. Review the information that is to be gathered in an investigation and assessment and case management interview. Review the process of gathering information from general information to more detailed and specific information. Note that while a social worker may be preparing for a case management interview, it may come to his/her attention during the interview that a new incident of maltreatment may be disclosed. The process of moving from the general to the more specific is the same. Refer trainees back to their county policy and procedure when a new incident of maltreatment is disclosed during a case management interview.



- ☐ Let trainees know that it is helpful to consider prioritizing and structuring the interview based upon information in the referral that would, if it were true:
  1. Constitute a safety threat
  2. Past history in case or information contained in the referral that would indicate a risk or complicating factor

- ☐ This is a helpful way for social workers to think about how to organize questioning based on Hot, Warm or Cool information[10]:
  - Hot: urgent, need more information
  - Warm: not emergency, but worry
  - Cool: general inquiry
  - Use the SDM Safety Assessment for this purpose. Is there anything I know going into the interview that is "hot", "warm" or "cool"?

- Review information on Question Style and Content. This provides trainees with question styles that help in getting more accurate information. Leading and coercive questions are not acceptable. The more open styles of questioning, (open-ended, multiple choice) allow for a more accurate representation of what

[10] Shared with permission from NCCD, 2016

the interviewee is disclosing. In some instances, *yes/no* questions may be needed, but are the last resort in obtaining information.	
▪ Information Sharing often occurs within the information gathering phase or in the Closure phase of an interview. It is not uncommon that the social worker is answering questions to an adult or child's concerns, while attempting to gather information. How and what information is shared can lead to reassurance or can lead to conflict. ▪ Let trainees know that the SDM Assessments are tools to help guide and support them in their decision-making process at key decision points in the life of a case and work with the family ▪ Additionally, remind participants that they should always consult with their supervisor.	
▪ As part of the interview process, the trainee should be prepared to share information and allow time for questions and processing. Information such as a child may not be returning home, informing a family that there will be legal proceedings, orders for supervised visitation, etc., may be traumatic and require time for the family to deal with intense emotions and feelings of vulnerability. Trainees will have skill building in dealing with conflict in the skill practice interview with Marti Price.	

Activity 4b: Review of Crisis Intervention and Defusing Conflict

Activity Time:	5 minutes
Trainee Materials:	Trainee Guide, pp. 19–20
Slide:	19

Description of Activity:
Trainer will facilitate a discussion with trainees about strategies for defusing conflict.

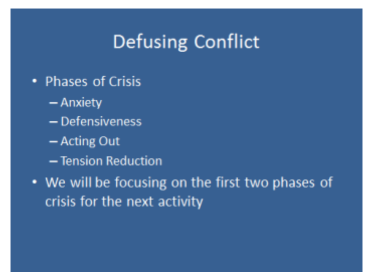
Trainer Tip:
For the purposes of practicing defusing conflict, the following interview skill practice with Marti Price will ask the social worker to share information that is difficult for Marti to accept and will offer an opportunity for skill development in defusing conflict.

Before the Activity:

Be prepared to review group agreements: What will make it safe to discuss this topic? If it becomes unsafe, what steps will you as the trainer do to move the group back to safety?

During the Activity:

- ☐ Ask trainees to go pp. 19–20 in the Trainee Guide and review Crisis Intervention and Defusing Conflict. This information was in the prerequisite eLearning module. Let trainees know briefly that they should think about how to conduct interviews with safety for themselves and for the family member being interviewed. Let trainees know that they will be working on the first two stages of Defusing Conflict, reading and managing a person's anxiety and addressing defensiveness. Acting out and terminating the interview will not be covered in this activity. More training on worker safety is available in the eLearning module on worker safety.
- ☐ Ask trainees for additional strategies they have used in the past in helping people move past anger into engaging or re-engaging in an interview.
- ☐ Trainee will practice defusing conflict in the next activity.



Activity 4c: Marti Price Interview and Skills Practice

Activity Time:	55 minutes
Materials:	Trainee Guide, pp. 21-22
Slide:	20

Description of Activity:
Utilizing the Price/Smith vignette, trainer will play a 10-minute video of a social worker interviewing Marti Price. The trainer will facilitate a reflection activity.

Trainer Tip:
For the purposes of practicing defusing conflict, the following interview skills practice with Marti Price will ask the social worker to share information that is difficult for Marti to accept and will offer an opportunity for skill development in defusing conflict.

Before the Activity:

You will be viewing the second video: Social Worker and Marti Price. The video can be found at https://www.youtube.com/watch?v=rZpE6RUM6gs

If you have a helper or two, they should be prepared to sit in with a group and observe. The helper is only to provide feedback at specific times in which feedback is permitted. The helper is of offer suggestions for "upgrading", and reinforcing good questioning techniques.

During the Activity:

☐ Video: Play the video: Note that the interviewer discusses a discrepancy—originally how the husband stated how Crystal received her injuries (from running into a wall or hitting a herself with her fist) and Marti's insistence the marks on Crystal's face are from an allergic reaction. ☐ Ask trainees to describe verbal and non-verbal language that help identify Marti's anxiety and defensiveness. ☐ Ask the trainees about what strategies were used by the social worker to address the defensiveness of Marti Price. ☐ Ask the trainees to think about how can defusing conflict include sharing decision making with the family. ☐ Review additional strategies the social worker used to defuse the conflict and re-engage Marti in the interview. ☐ The focus of the role play will be on the first two stages of defusing conflict—that of recognizing and managing anxiety and defensiveness. The other two stages have information presented in the Trainee Guide. Explain to the trainees that the trainees will focus on the first two stages and more in depth information on the last two stages are found within the worker safety eLearning module.	
▪ Ask trainees to go to p. 22 of the Trainee Guide and get into groups of 3. Each person will play the social worker, Marti, and observer once. The roles will rotate,	

so that everyone will have an opportunity to be a social worker, Marti, and an observer. The role play will last 7 minutes. The observer will give feedback and facilitate discussion for 3minutes. Roles will switch at the 10-minute mark. Rounds two and three will each be 10 minutes, for a total of 30 minutes for this exercise.	
☐ The social worker role will be focusing in on one of the Appreciative Inquiry (Three) questions: What needs to happen? The social worker role should try and make a statement conveying empathy and recognizing a strength each during the interview. The social worker should attempt to defuse potential conflict when explaining to Marti: a. During the first role play the social worker should discuss the language of the petition that will be filed (W and I Code 300 B) Note to trainer: it is WIC 300 (b) because the stepfather is the one who injured the child. WIC (a) is only against a legal parent WIC 300 (b) reads: The child has suffered, or there is a substantial risk that the child will suffer, serious physical harm or illness, as a result of the failure or inability of his or her parent or guardian to adequately supervise or protect the child, or the willful or negligent failure of the child's parent or guardian to adequately supervise or protect the child from the conduct of the custodian with whom the child has been left, or by the willful or negligent failure of the parent or guardian to provide the child with adequate food, clothing, shelter, or medical treatment, or by the inability of the parent or guardian to provide regular care for the child due to the parent's or guardian's mental illness, developmental disability, or substance abuse. b. During the second role play the social worker should discuss that Crystal will not be coming home right away. c. During the third role play the social worker will discuss that the parents have been ordered into counseling. ☐ Make the connection to the SDM Safety Assessment. The Safety Assessment would help identify that the following safety threats are present: #1: Caregiver caused serious physical harm to the child #6: Caregiver is unable to protect the child from serious harm by others Complicating factor: Intimate Partner Violence	
▪ Instruct those that are playing Marti to be a bit challenging, but to not “go overboard”. This is an opportunity for practice and to help people strengthen their skills and not have such a challenging person that intimidates the social worker’s practicing of the skill. The observer will listen for all questions and statements, and chart examples of what he/she hears during the role play on the worksheet on p. 22 in the Trainee Guide. As the trainer, you will monitor the groups to observe how the role plays are going. If you notice that a group(s) is having difficulty, facilitate what the difficulty is and guide the group(s) to the back to the skill practice.	

☐ After 7 minutes, time is called; ask the observer to lead the discussion of the debrief. Have observer point out solution-focused questions used, or strength-based statements. The observer may also ask Marti how it felt to be interviewed and any upgrades that might have gotten Marti to be less defensive or to be more engaged in the interview process.	
☐ After 10 minutes the second round of interviewing will occur, followed by the third round.	
☐ After three rounds, ask the large group to come back together to debrief the activity. Using the Appreciative Inquiry model, ask trainees, what went well, if they had any worries, and what suggestions they have.	

Activity 4d: Working with IPV Victims—Influences on Interviewing

Activity Time:	20 minutes
Slide:	21

Description of Activity:
Trainer will facilitate small group discussions about trainee's feelings about working with people who have experienced intimate partner violence (IPV) and/or a person who has failed to protect a child from maltreatment.

Trainer Tip:
Other biases may emerge during this discussion (i.e., working with someone who has a substance use problem). Be prepared to open the discussion to other biases that trainees may raise, and potential resources in helping one look at biases while interviewing a family member.

Before the Activity:

Be prepared to review group agreements: What will make it safe to discuss this topic? If it becomes unsafe, what steps will you as the trainer do to move the group back to safety?

During the Activity:

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<td>☐ Ask the trainees in their previous groups of three to spend 3 minutes each talking about their feelings in working with an IPV victim and a person who does not protect a child from maltreatment. Ask trainees in retrospect did these feelings have an impact on their interviewing "Marti". Remind trainees that our feelings may stem from:
a. Trainee's own experiences in one's own family around IPV and child maltreatment
b. Experience in dealing with families with IPV and child maltreatment
c. Cultural messages about women's roles
d. Personal and professional experiences with blended families</td>
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☐ Bring the group back together and ask trainees if anyone is willing to share some of these feelings. After some of the sharing, ask the group, "What are some resources we can use to check our biases in order to help victims of IPV and child maltreatment?" Resources can include: a. Talking with your supervisor b. Discussing with a mentor/coach c. Having an outlet in your personal life d. Being trained in Trauma-Informed Practice with victims of IPV	
☐ Discuss with trainee the importance of acknowledging we have biases, that it is important to be aware of them, and develop strategies to engage effectively with families when our biases may interfere with engagement process.	

Transition to the next segment

Move on to the next segment, Phase 4: Closure.

Segment 5: Stages of the Interview—Phase 4: Closure

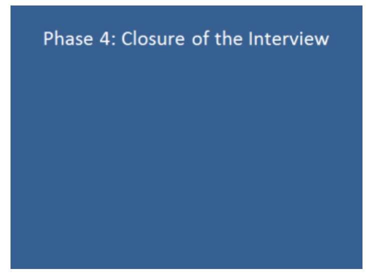
Activity 5: Closing the Interview

Activity Time:	5–15 minutes
Trainee Materials:	Trainee Guide, pp. 23
Slide:	22

Description of Activity:
Trainer will facilitate a large group discussion about closing the interview. Refer trainees to page 23 in the Trainee Guide.

During the Activity:

- ☐ Ask trainees to go to page 23 of the Trainee Guide and review the following:
  a. Share any information that families need to have prior to the next contact.
     i. What are the mutually agreed upon steps?
     ii. What are the social worker's next steps if families cannot engage at this point in the case planning process?
     iii. Materials and referrals as appropriate
  b. Recognize the process
     i. Point out examples of when the family did engage and state your appreciation.
     ii. Recognize that this is difficult for the family and offer hope.
  c. Discuss next steps
     i. What will family members do?
     ii. What will the social worker do?
     iii. What will happen if there are challenges for the family?
     iv. Do they know how to contact the social worker or alternate in an emergency?
     v. Is there a plan for future contact?
        1) Planned vs unplanned visits
        2) Location, phone contact, email contact (per policy and procedure)
  d. Transition Closure interviews
     i. This topic will be covered more extensively in the Transition Block
     ii. Transitions can include:
        1) Ending the relationship with the family
        2) Transitioning the family to another social worker
        3) Case closure
     iii. Acknowledge the work that the family has done with the social worker (even if it is one visit with the family).
     iv. Acknowledge the successes the family has achieved.
     v. Encourage the family to continue their plan.
     vi. Remind the family of the resources and supports they can use, or have used successfully to address safety, permanency and well-being of the children and youth of the family.



☐ Discuss with the trainees that each time he/she works with the family, the next interview is a new opportunity to re-engage with the family. If a new social worker is assigned to the family, he/she is tasked with engaging with the family for the first time, but for the family, it is re-engagement with the agency (Trainee Guide, p. 24).	

Transition to the next segment

Move on to the next segment, Re-Engagement.

Segment 6: Re-Engagement

Activity 6a: Crystal Smith Interview and Skill Practice

Estimated Segment Time:	45 minutes Activity 6a: 35 minutes Activity 6b: 10 minutes
Trainee Materials	Trainee Guide, pp. 24-26
Slide:	23

Description of Activity:
Utilizing the Price/Smith vignette, trainer will play a 6-minute videos of a social worker interviewing Crystal Smith. The trainer will facilitate a debrief.

Before the Activity:

You will be viewing the third video: Social Worker and Crystal Smith. The video can be found at https://www.youtube.com/watch?v=PyhPfUlBurQ

If you have a helper or two, they should be prepared to sit in with a group and observe. The helper is only to provide feedback at specific times in which feedback is permitted. The helper is of offer suggestions for “upgrading”, and reinforcing good questioning techniques.

During the Activity:

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☐ Trainees will use the Price/Smith vignette. Play a 6-minute video of a social worker interviewing Crystal Smith.
☐ Ask the trainees about what strategies were used by the social worker to engage Crystal.
(Note: If you are very low on time or if your participants are exhausted by first two role playing activities, you may consider debriefing about this video as a group rather than conducting another role play. Ask trainees: What are some keys to re-engagement? What aspects of the interview in the video worked and which didn’t. Discuss what they could ask the child if they were to interview her. Do they have any suggested upgrades that might have gotten Crystal to be to be more engaged in the interview process? Suggested areas for discussion:

If Crystal is thinking about running away, what might she do first before acting on this thought?
How might she check out being friends with other girls in the group home?
What are some additional things Crystal can think of to make it more comfortable to being in the group home?

What concerns to trainees have about re-engagement? What has worked well for them?)
☐ If conducting the Role Play: Ask trainees to go to pp. 25-26 of the Trainee Guide and get into groups of three. Each person will play the social worker, Crystal, and observer once. The roles will rotate, so that everyone will have an opportunity to

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be a social worker, Crystal, and an observer. The role play will last 5 minutes. The observer will give feedback and facilitate discussion for three minutes. Roles will switch at the 8-minute mark. Rounds two and three will each be 8 minutes for a total of 25 minutes for this exercise. The social worker role will be focusing in on one Appreciative Inquiry question: What needs to happen? The social worker role should try and make a statement conveying empathy and recognizing a strength each during the interview. The social worker should discuss two solution-focused questions and be prepared utilize them during the role play. The social worker should be prepared to discuss why he/she chose those questions based on the responses of "Crystal".	
▪ Instruct those who are playing Crystal to be a bit challenging, but to not "go overboard". This is an opportunity for practice and to help people strengthen their skills and not have such a challenging youth that intimidates the social worker's practicing of the skill. The observer will listen for all questions and statements, and chart examples of what he/she hears during the role play on the worksheet on p. 26 in the Trainee Guide. As the trainer, you will monitor the groups to observe how the role plays are going. If you notice that a group(s) is having difficulty, facilitate what the difficulty is and guide the group(s) to the back to the skill practice. ☐ After 5 minutes, time is called; ask the observer to lead the discussion of the debrief. Have observer point out solution-focused questions used, or strength-based statements. The observer may also ask "Crystal" how it felt to be interviewed and any upgrades that might have gotten Crystal to be to be more engaged in the interview process. Suggested areas for discussion: • If Crystal is thinking about running away, what might she do first before acting on this thought? • How might she check out being friends with other girls in the group home? • What are some additional things Crystal can think of to make it more comfortable to being in the group home?	
☐ After 8 minutes the second round of interviewing will occur, followed by the third round.	
☐ After three rounds, ask the large group to come back together to debrief the activity. Using the Appreciative Inquiry model, ask trainees what went well, if they had any worries, and what suggestions they have.	

ACTIVITY 6b: Working with Victims of Maltreatment—Influences on Interviewing

Activity Time:	10 minutes
Slide:	24

Description of Activity:
The trainer will facilitate a large group discussion about trainee's feelings working with a child or adolescent who has been a victim of maltreatment.

Trainer Tip:
Other biases may emerge during this discussion (i.e., Working with an adolescent who breaks rules and runs away). Be prepared to open the discussion to other biases that trainees may raise, and potential resources in helping one look at biases while interviewing a family member.

Before the Activity:

Be prepared to review group agreements: What will make it safe to discuss this topic? If it becomes unsafe, what steps will you, as the trainer do, to move the group back to safety?

During the Activity:

- ☐ In a large group discussion, ask the trainees about their feelings in working with a child or adolescent victim of maltreatment. Ask trainees in retrospect did these feelings have an impact on their interviewing "Crystal". Remind trainees that our feelings may stem from:
  a. Trainees own experiences of discipline and/or maltreatment in our families of origin
  b. Experience in dealing with child victims and traumatized children
  c. Cultural messages about parenting and the governments right to intervene
  d. Personal and professional experiences with children in blended families

- ☐ Ideas and feelings about teens who are risk taking beyond "the norm". Ask trainees if anyone is willing to share some of these feelings. After some of the sharing, ask the group "What are some resources we can use to check our biases in order to help victims of IPV and child maltreatment?" Resources can include:
  e. Talking with your supervisor
  f. Discussing with a mentor/coach
  g. Having an outlet in your personal life
  h. Being trained in Trauma Informed Practice with victims of IPV
  i. Professional therapy for oneself
- ☐ Asking questions from a cultural humility perspective, discuss with trainees the importance of acknowledging we have biases, that it important to be aware of them, and develop strategies to engage effectively with families when our biases may interfere with re-engagement process.
- ☐ After three rounds, ask the large group to come back together to debrief the activity. Using the Appreciative Inquiry model, ask trainees what went well, if they had any worries, and what suggestions they have.

Transition to the next segment

Move on to the next segment, Close/End of Day

Segment 7: Close/End of Day

Activity 7: Close the Day

Segment Time:	15 minutes Activity 7–15 minutes
Materials	Trainee Guide, p. 27
Slide:	25

Description of Activity:

- ☐ Ask the trainees if there are any questions.
- ☐ Show trainees to the following link so they have a visual of the apps available: http://theacademy.sdsu.edu/academy-resources-categories/mobile-applications/ . Below this heading are a number of Apps. There are two Apps for Basic Interviewing: One is for use with the iPhone or Blackberry (it is web based and either an internet connection or data plan will allow access to information. The other link is designed for an Android phone and can be downloaded directly to the phone. These are resources/tools available for trainee and support transfer of learning. If there is sufficient time, ask trainees if they wish to pull out their devices and download the app appropriate to their device. Be mindful that some training rooms will not have internet access for this activity.

  The web links are also in the Trainee Guide on page 27 under Resources.
- ☐ Tell trainees that there will be field activities that will focus on engagement and interviewing skills which are designed to help transfer the learning from today's classroom into the field. Trainees should check with their training agency on when these field activities will be scheduled with a field adviser.
- ☐ Ask trainees to participate in the evaluation procedure established by the sponsoring agency.

References/Bibliography

Academy for Professional Excellence, Public Child Welfare Training Academy, APPS on Interviewing
http://theacademy.sdsu.edu/academy-resources-categories/mobile-applications/

American Professional Society on the Abuse of Children (APSAC)
http://www.apsac.org/practice-guidelines

Child Interviewing Videos Academy for Professional Excellence
Randy Price https://www.youtube.com/watch?v=YReXhE3DPSc
Marti Price https://www.youtube.com/watch?v=rZpE6RUM6gs
Crystal Smith https://www.youtube.com/watch?v=PyhPfUlBurQ

Child Welfare Information Gateway
https://www.childwelfare.gov/topics/responding/iia/investigation/interviewing/

Cooperrrider, David. *Appreciative Inquiry: A Positive Revolution in Change.* Berrett-Koehler Publishers, Inc. 10/10/2005.

Crisis Intervention and Defusing Conflict Crisis Prevention Institute. (2016). Nonviolent Crisis Intervention. Retrieved on May 18th, 2016 from: http://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention

NCCD. *Explaining Safety and Risk to Families*. Children's Research Center/National Council on Crime and Delinquency, Madison, WI (2015).

Trunell, Andrew and Edwards, Steve. (1999). *Signs of Safety*: A Solution and Safety Oriented Approach to Child Protection. W.W> Norton and Company, New York.

Materials Check List

- Easel paper and markers
- Sentence strips (optional)
- Cards for Activity 2a
- Handout: Explaining Safety and Risk to Families

Videos:

- Randy Price https://www.youtube.com/watch?v=YReXhE3DPSc
- Marti Price https://www.youtube.com/watch?v=rZpE6RUM6gs
- Crystal Smith https://www.youtube.com/watch?v=PyhPfUlBurQ

Appendix: Template for Activity 2a

Phase: Preparation

Establish the purpose of the interview – initial interview vs ongoing case management	Determine joint response with law enforcement, warrants
Logistics – where they interview will take place, when it will be conducted, how long the interview will likely last, whether other agencies will need to be notified	Cultural considerations
Understanding a child's developmental age, trauma and language capabilities	

Phase: Rapport Building

Defining ground rules or agreements	If you don’t know the answer, it’s okay to say “I don’t’ know”
Limits on confidentiality	Managing Anger
Strength based, solution focused questions	

Phase: Information Gathering and Sharing

"What is working well, what are your worries, what needs to happen?"	Asking questions that focus on what specifically happened
Clarifying information on a disclosure	Getting a family history
A walk through of the home	

Phase: Closure

What are the next steps?	"Do you have any concerns or feedback about what we talked about?"
Demonstrate appreciation for their participation in the process	Summarize what happened
"What will happen if the safety plan is not followed?"	