

## Self-Paced Learning

Please complete these activities using the [Google Form](#) to move through each section, following the specific directions to complete each assignment.

**Class will re-convene in Zoom at 11:00 am**

The assigned activities consist of:

1. Review the Principles of Partnership
2. Sharing a Report of Concern with Parent
3. Building Rapport Across Culture
4. Building Rapport with Children
5. Developmentally Appropriate Interviews

Tips for success:

- \*Do your assignments earlier rather than later
- \*Reach out if you have questions, trainers will be in the Zoom meeting if you need assistance.
- \*Take notes and/or take a screen shot of your work after each section
- \*Have fun and engage with the content
- \*Think about how this applies to your work. No matter your role, you will be responsible for talking to parents, children, and collaterals to gather information about child safety.

*If you have questions or need help, please rejoin the Zoom classroom and there will be someone there to help you.*

### **#1: Review the Principles of Partnership**

On Tuesday, you learned about the [Principles of Partnership](#):

1. Everyone desires respect
2. Everyone needs to be heard or understood
3. Everyone has strengths
4. Judgements can wait
5. Partners share power
6. Partnership is a process

Imagine you are meeting with Tami Tasi (mom) and Efren Tasi (15) from the Tasi case. Choose one of the Principles of Partnership and describe how you will communicate the chosen principle through actions or words.

**Example:**

Principle: *Everyone has strengths.*

*I would ask Tami, "Tell me about a time when you felt like you were doing really well as a parent or when someone told you that you were doing something really well as a parent."*

1. Principle you want to address:
2. How would you address this principle through an action or question with Tami Tasi?
3. How would you address this principle through an action or question with Efren Tasi?

**#2: Sharing report of concern with parent at the door**

Review the screening reports for each of the case scenarios being used in Essential Elements. Write a sentence for how you would relay the reported concern at the door, after confirming you are speaking to the parent.

Remember the Principles of Partnership including "judgements can wait" when reviewing information in the screening reports. Avoid inflammatory language and agency jargon while also remembering the importance of transparency when sharing information with parents; sharing information corresponds with the principle of "partners share power".

Links to the screening reports are located below and can also be found in your binders behind the "Screening" tab.

Refer to example below using the [Rich case](#):

*I am here because our agency received a report that Daniel has an abscessed tooth and missed a dental appointment. I am hoping to learn more from you about what has been going on with Daniel's tooth?*

Assignment:

1. Considering the information in the [Tasi case](#), how would you share information about the report of concern with Tammy Tasi?
2. Considering the information in the [Baskin case](#), how would you share information about the report of concern with Larisa Baskin?
3. Review the information in the [Cooper case](#).

*Note that the Cooper case is a domestic violence case and there are special considerations in making initial contact including:*

*\*Explore how to do the assessment when the alleged batterer is not home. If possible, call first to determine who is at home and how safe it is to go to the home.*

*\*Consider meeting at a DHS Self-Sufficiency office, school or other neutral setting.*

*\*Immediately ask the alleged adult victim if it is safe to conduct an interview and, if not, ask what might be a safe way.*

*\*Never ask the alleged adult victim about domestic violence in front of the alleged batterer. Disclosures may make the alleged adult victim unsafe if the alleged batterer is in the vicinity.*

*These suggestions are taken from the Child Welfare Practices for Cases with Domestic Violence. Case practice in cases involving domestic violence will be discussed more in Week 2 of training.*

How would you share information about the report of concern with Sara Cooper, after confirming that the alleged perpetrator of domestic violence is not present?

### **#3: Building Rapport Across Culture**

It is important to understand there may be some additional considerations when building a relationship with a family or child. There may be ethnic, racial, religious, political, socio-economic, educational, marital, language, gender, and other status differences that can potentially produce additional barriers for a family to trust their worker.

Cultural humility is the ability to maintain an interpersonal stance that is other-oriented. This also helps us to meet people where they are at. This may require us to listen more attentively or ask additional questions.

The following resources provide some concepts and concrete ideas of how we can be attentive and share power in these interactions with families we serve.

**Read the following documents front and back.**

**\*\*To view the documents, you can find the links in the Google Drive OR find a copy of the document in your binder behind the "Gathering Information" tab:**

*"Working Respectfully with Families"* <https://drive.google.com/file/d/19DZ-jsTDiTWAPAWfVxFeHpyIGPVhQkCq/view?usp=sharing>

What is something from the article that you plan to incorporate into your casework practice?

*"Culture and False Positives"*  
[https://drive.google.com/file/d/124gAHn\\_WmvV9GyMmlaTRdj2MQbiayyGA/view?usp=sharing](https://drive.google.com/file/d/124gAHn_WmvV9GyMmlaTRdj2MQbiayyGA/view?usp=sharing)

What is one talking point you would like to discuss related to the Culture and False Positives article?

### **#4: Introduction and Building Rapport with Children**

Just like your introduction or greeting with a parent, there are some steps to include when building a trusting relationship with a child. Time spent in this area can create a valuable return on investment later on in the interview when gathering abuse specific information.

- **Introducing and explaining the process:** We need to let children know who we are right away. We share our name and affiliation. An example might be; “Hi, my name is \_\_\_\_\_, I work for a place called child welfare. My job is to help children and families. I work with all kinds of kids and families and talk to them at home or at school. I ask a lot of questions and talk to lots of people. But before I start, do you have any questions for me?”
- **Asking Permission:** Children should know that they have a choice to talk with us or not talk with us. Of course, we want them to talk with us so that we can ensure their safety, but we do not want them to feel that they are being held against their will.
- **Checking in with the child:** “What were you just doing?” It’s important to know if we are interrupting something important in the child/teens day. If interviewing a child at school and they were just getting ready to go to lunch, they may not want to talk with us.
- **Instructions:** letting the child know what is expected, so there are no surprises. Setting rules for the interview should also help put the child at ease. (reference the tips and rules half sheet included [here](#) and found in the back pocket of your binder)
- **Notes:** An important part of the introduction is to also let children know that we will be taking notes. One way to do this is to say, “While we are talking, I am going to be taking notes, because what you have to say is very important, and I don’t want to forget.”
- **Rapport Building/ Narrative Practice:** The last step of building rapport is to engage the child talking about something that interests them or is important to them. There are various ways to do this. One method is called a practice narrative. This rapport-building strategy utilizes an opportunity to get to know the child, show interest, and gauge the child’s ability to recall an event. This tool is where you ask a child to share a recent event that they had, like a birthday, a sleepover, a field trip, a holiday, and share all the information that they can remember from this event. Narrative practice and developmental assessment refer to asking the child questions that help you determine how they function developmentally.

**Watch the following videos** (these videos are located within the Google Drive)

Rapport Building Joanna Declan -

[https://drive.google.com/file/d/1OeMnqigW\\_1fdRZcpxPR2t6iA7jC46tXc/view?usp=sharing](https://drive.google.com/file/d/1OeMnqigW_1fdRZcpxPR2t6iA7jC46tXc/view?usp=sharing)

Intro and Rapport -

[https://drive.google.com/file/d/11Q1F8rvEni3EnMhKvNI\\_CfwvASG1HYNg/view?usp=sharing](https://drive.google.com/file/d/11Q1F8rvEni3EnMhKvNI_CfwvASG1HYNg/view?usp=sharing)

1. **Practice** individually how you would say your introduction, describing your role, and going through the instructions of the interview
2. What questions do you have about the introduction, describing your role, and going over instructions?

**Read the article about Narrative Practice** using the link below OR by locating the article in your binder. As you read, write down a question you have or make note of something that stands out to you.

*[Narrative Practice \(What is it and Why is it Important?\)](#)*:

1. **What questions or comments do you have about narrative practice?**
2. **How would you start narrative practice with Daniel Rich?** (The screening report can be found for review using [this link](#) or in the screening tab of your binder)

### **#5: Developmentally Appropriate Interviews**

Different workers will have different interviewing styles. No matter your style, you always need to ensure you are moving through the above steps with every child (even teens!) With that, you will also need to make adjustments based on the age and development of the child. This idea will be explored further in the third week and in Wellbeing training, but each time you interact with a child, you have to consider how to intervene in a developmentally appropriate way.

Review the following reference with suggestions for ***Developmentally Appropriate Interviews***:

[https://drive.google.com/file/d/17vfdVAlxugruuFXwm89YfW3xXm\\_oKEhO/view?usp=sharing](https://drive.google.com/file/d/17vfdVAlxugruuFXwm89YfW3xXm_oKEhO/view?usp=sharing)

1. Select a child from one of the cases (to view more info about the child refer to the reports in your binder, behind the "Screening" tab)
  - ☐ Efren Tasi (15)
  - ☐ Daniel Rich (11)
  - ☐ Karina Baskin (14)
  - ☐ Jasmine Cooper (6)
2. Based on the information in the screening report, what developmental considerations will you make and how will you adjust your interview? (consider tips from the Developmentally Appropriate Interviews handout)
3. Contacting others who know the child prior to the interview can help you to gather necessary information about a child's development. Besides the parents, who could you contact before the interview to prepare? What information might that individual be able to share with you?

### **Consideration of Special Needs:**

Aside from age, caseworkers also need to be aware of any disabilities or diagnoses which may impact the interview.

Review the ***Questions to Ask Yourself- Pre-interview Preparation for child with Disabilities:***

[https://drive.google.com/file/d/1CCYtsOupUOX1OonSv17GGciA1CapZhgH/view?usp=share\\_link](https://drive.google.com/file/d/1CCYtsOupUOX1OonSv17GGciA1CapZhgH/view?usp=share_link)

Additionally, here are two resources that give important information on children with disabilities and unique needs:

[Allkidssafe.org](http://Allkidssafe.org)

<https://ojjdp.ojp.gov/publications/interviewing-children-with-disabilities>

1. What are some possible disabilities or diagnoses which could impact an interview? How would you adjust the interview?