



Gathering Information for the Comprehensive CPS Assessment

Last updated by: Sheila Warren, 02/06/2024

Participants will learn how to gather information for the six domains and how comprehensive information and critical thinking leads to safety decisions. This session will reinforce the critical role of engaging families in achieving safe outcomes for children and how cultural factors, worker bias and authority can impact gathering information. Participants will practice strengths-based interviewing and rapport building strategies. They will also learn how their own actions and words can impact a parent or child's ability and willingness to share information. Through case scenarios and role playing, participants will develop skills in trauma informed interviewing practice

Time: 6 Hours, 30 minutes

Recommended Class Size: Approx. 30

Learning Objectives:

Identify the information that needs to be gathered related to each of the six domains and the sources from which it can be gathered

Know how to use strengths based, trauma-informed, and culturally responsive interviewing strategies with children and families involved in the CPS assessment process

Know strategies to engage with a child in a legally sound interview process based on development, age and cognitive ability

Materials:

- 1 Simulation Instructions and Information (SW 02.15.2024)
- 2 Self Paced Learning (SW 05.16.2023)
- 3 Working Respectfully with Families (SW 11.02.2023)
- 4 Culture and False Positives (SW 11.02.2023)
- 5 Narrative Practice (SW 11.02.2023)
- 6 Developmentally Appropriate Interviews (SW 11.02.2023)
- 7 Interviewing Children with Disabilities (SW 11.02.2023)
- 8 PPT Gathering Info (SW 02.15.2024)

- 9 Child Interviewing Guide (SW 05.16.2023)
- 10 Six Domains Tool (SW 11.02.2023)
- 11 Solution Focused Questions (SW 11.02.2023)
- HO-Child Int. Tips & Rules Half Sheet (back pocket)

Media/Tools

- [Google Form for Self Paced Learning \(Trainer View\)](#)
 - Video: Intro & Rapport Building
 - Video: Child Intro & Rapport with Declan
- Video: Miracle Question (2:44)
- Video: Child Closing with Declan (1:21)
- IdeaBoardz: [Gathering Information in the Six Domains](#)

Engagement Legend:

-  Large Group discussion
-  Small Group Breakout Rooms
-  Polls
-  Quiz Game
-  Written exercise
-  Annotate exercise
-  Animated Slide
-  Video
-  Handout
-  IdeaBoardz
-  Trainer Notes



Trainer's Agenda:

Introduction & Review of Simulation Information (25 Minutes)

- Introduction to topic
- Check in with participants
- Review Simulation Expectations and Logistics

Self-Directed Learning (1 hour, 30 minutes)

- Introduce and provide instructions for self-directed learning
- Participants complete individual activities using a Google Form

Reflections from Self-Directed Learning (20 minutes)

- Retrospective discussion of activities
- Break out to discuss consideration of cultural practices

Stages of the Interview (30 minutes)

- Review stages of the interview
- Compare rapport building with adults vs. children

Building Rapport with Children (1 hour)

- Review and discuss child interviewing guide
- Role play practice introducing self to child and building rapport

Information Gathering in the Six Domains (1 hour 30 minutes)

- Review of Six Domains and how to transition to information gathering
- Partnering with collaterals to gather information
- Question Types
- IdeaBoardz to develop questions in six domains using the Rich case
- Solution Focused Questions
- Eight headed caseworker activity

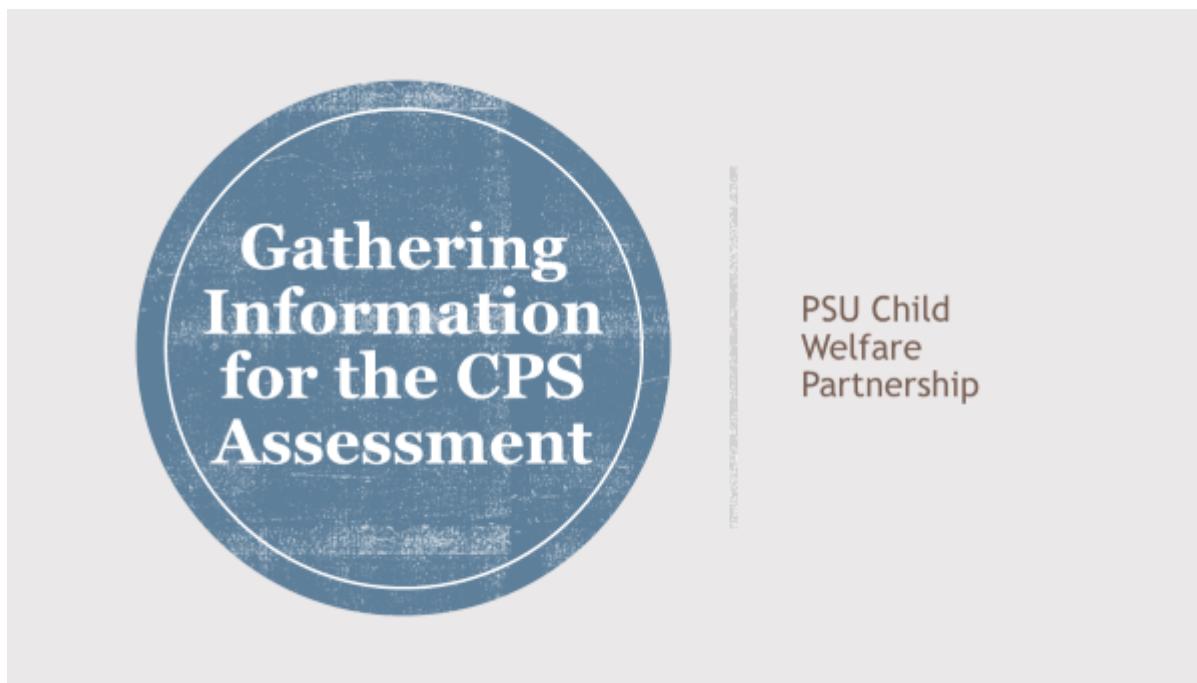
Closing the Interview (15 minutes)

- Steps in closing the interview
- Video example of closing with a child



Training Content:

Slide 1



Suggested Start Time:

9:00AM

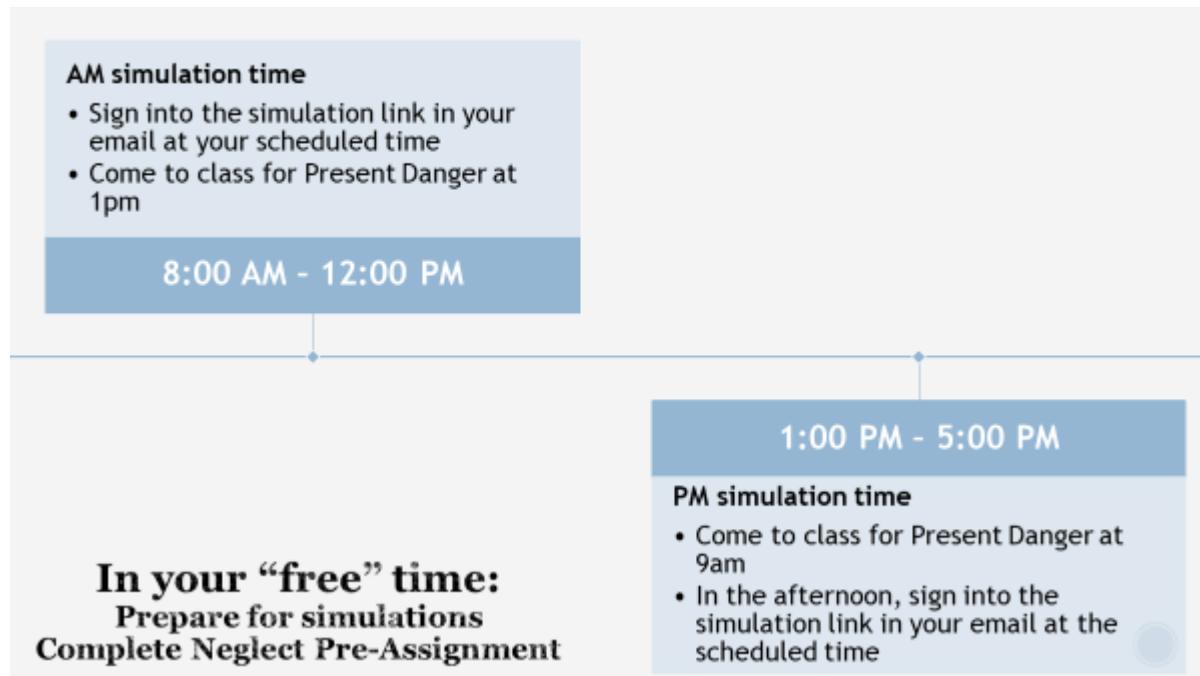
Materials/Links:

N/A

Content:

-  **Trainer's Note:** Prior to introducing today's topic, the trainer may want to offer space to check in about what participants did for self-care the previous evening following the presentations on Medical Diagnoses and Secondary Traumatic Stress (STS).
- Today's topic will focus on gathering information to determine child safety.
- While the focus of activities may be specific to the CPS assessment, information gathering is a key function of effective engagement with a family in any stage of a case. The techniques and tools that we discuss today can be applied to evaluating child safety in monthly contacts, ongoing case planning with parents, and even working with resource and adoptive parents.

Slide 2



Suggested Start Time:

9:05AM

Materials/Links:

1 Simulation Instructions and Information (SW 02.15.2024)

Content:

-  **Trainer's Note:** The trainer should check in with IT staff prior to training to determine whether the simulation schedule has been finalized and emails have been sent to participants.
-  **Simulation Instructions and Information:** Refer participants to the first handout located behind the “Gathering Information” tab in their participant binder.
 - This handout includes information about both the schedule for simulation day and the simulation process including the case being used and the time limit for each simulation.
- The schedule for simulation day will be different because of individually scheduled simulation times. The slide displays a visual of the schedule based on the assigned simulation time being in the morning or afternoon.
 - Each participant will receive an email that includes the assigned simulation time and the links needed to access the simulation. If emails have been sent and participants did not receive this email, they should connect with the IT support or another trainer in the room.

- For participants with a simulation time in the morning, between 8 am and 12 pm, you will go directly to the first simulation link at the assigned time in the email. If you have a morning simulation, you will then come to a session on Present Danger beginning at 1 pm in the Zoom classroom.
- For those with a simulation time in the afternoon, between 1 pm and 5 pm, you will come to the Zoom session on Present Danger as usual at 9am. This session will end at noon and you will go to your lunch as usual. In the afternoon, you will sign into the simulation link at the scheduled time.
- Both groups will have time outside of their simulation in which you can prepare for your simulation as needed. You will also need to make sure to complete the Pre Assignment for Neglect during this time. Those assignments are due by 4pm.
- Please ensure that you are on time for your scheduled simulation in order to ensure that the other participants, trainers, and actors are able to stay on schedule and get to breaks and lunches on time.

Slide 3

Simulation Information

 You will need working Audio and Video

 "Go Out" packet

 Screening Report

 Pay attention to your time slot and make sure you have your Zoom Link.

 You will arrive into a waiting room, you will be given instruction by the facilitators

 7.5 minutes and then actors will let you know it is time to wrap up.

 You will get feedback from a trainer

Suggested Start Time:

9:07AM

Materials/Links:

1 Simulation Instructions and Information (SW 02.15.2024)

Content:

- Review the following highlights which are also listed on the **Simulations Instructions and Information** handout:
- To participate in simulations, participants will need to have both working audio and video. We suggest arriving a few minutes early to test that these are both in working order. Please contact IT support immediately if there are any concerns for this being an issue.
- Participants should locate the "**Go Out Packet**" referenced in the previous day's session on Introduction to the CPS Assessment.
 - There are two important documents for your simulations: the **1270 ICWA form** and the **1536 CPS Assessment Pamphlet**.
 - As discussed on Tuesday during the Engagement session, you will need to provide the parent with *and explain* the 1536 pamphlet.
 - You will also need to ask about American Indian or Alaskan Native involvement *and explain* the reason for the inquiry.
- The simulation will include two practice interview opportunities. Participants will be making initial contact with Tammy Tasi and Efren Tasi (15) from the Tasi case



scenario. The screening report for this family can be found behind the “Screening” tab of the participant binder.

- Once logged into the simulation, participants can expect to be in the “waiting room” for a brief period while the person ahead finishes their simulation. Participants will then be admitted and someone from the training program will be there to greet them. This person will assist with getting audio and video adjusted and they will briefly review instructions.
- Each simulation will be 7.5 minutes long. The actors will keep track of time so participants do not need to. The actors will give a cue such as “I need to get ready for work” or “Can we be done now?” This is the cue to close out and wrap up the interview in about a minute.
- The initial contact and interview with the parent, Tammy Tasi, should include items discussed on the **Initial Contact Cheat Sheet** from Tuesday’s Engagement session.
- The skills used in the initial contact and interview with the child, Efren Tasi, will be discussed in detail and practiced today.
- The allotted amount of time will also allow you to begin gathering safety related information in the six domains. This will be discussed in more detail today. Please know that you will not be expected to address all six domains or to gather enough information to make a safety decision.
- Once the interview is finished, a trainer will appear on screen, and there will be a few minutes to discuss the process and get feedback.
- Each person will begin with the parent simulation and after leaving this Zoom link, will use the email to sign into the child simulation.
-  Trainer's Note: A Google Drive folder has been created to house all information and resources related to simulations. The [Simulation Instructions and Information folder](#) contains links to the Tasi Screening Report, the CPS Go Out folder, video examples, interview guides and other resources referenced and shown throughout Week 1 of training.
-  **Discussion:** Allow participants to ask remaining questions they may have about the simulation process.
 - It is likely participants will still have questions about some of the skills involved in both the parent and the child interviews; this content will be covered in today’s session.

Slide 4

LEARNING OBJECTIVES

1. Identify information to be gathered related to each of the six domains and the sources from which it can be gathered.

Identify

Identify information to be gathered related to each of the six domains and the sources from which it can be gathered.

Use

Use strengths based, trauma-informed, and culturally responsive interviewing strategies with children and families.

Know Strategies

Know strategies to engage with a child in a legally sound interview process based on development, age and cognitive ability.



Suggested Start Time:

9:25AM

Materials/Links:

N/A

Content:

- The learning objectives for today include a focus on gathering information in the six domains from the family and others who know or work closely with the family.
- The information gathered will inform safety decisions and case planning. The six domains, which you may already be familiar with, will be utilized to form a complete picture of family functioning and to determine if safety threats are present.
- We will also discuss how strength based, culturally responsive and trauma informed strategies discussed in the Engagement session on Day 2 of training applied to gathering information.
- Finally, today's content will also focus on skills used to engage children including conducting an interview in a legally sound manner that considers child development.

Slide 5



- Access link to the Google Form
- Complete each activity
- ***Class will reconvene at 11am***

Trainer is available in Zoom!

Suggested Start Time:

9:27AM

Materials/Links:

Self Paced Learning Google Form (participant view):

<https://forms.gle/JgSfrNCpyJuSXb8S6>

Content:

- The first part of today's content will include time for self-directed learning outside of the Zoom classroom.
- Participants will have approximately 90 minutes to complete several activities focused on introducing them to the topics at hand. Activities will include review of handouts, articles, videos, and case scenarios as well as opportunity to reflect and ask questions by completing a Google form.
-  Trainer's Note: The trainer should open the Google form to show participants how to navigate the activities.
 - Within this form, there are instructions for each activity as well as links to any necessary handouts or videos. Each activity also includes questions and reflection prompts for the participants to respond to.
 - Any of the documents linked within the Google form are also available in participant binders behind today's Gathering Information tab.



- Participants will NOT need to sign into a Google account to complete the form. If participants do have a Google account and wish to sign in, they can. This will help with saving progress. Otherwise, participants should be aware their progress will not be saved and they ensure their device has power and they do not close out of the form until they have submitted their responses. Participants may also want to take notes in case work gets lost. If this happens, participants should return to the Zoom classroom to discuss how to proceed rather than redoing all of their work.
- Participants should plan for the activities to take most of the allotted time (90 minutes) and therefore, should not wait until the end to complete activities.
- Trainers will remain in the open Zoom room and participants should return there if they have questions or concerns that come up.
- Participants will have until 11AM to complete the activities. At 11AM, please return to the Zoom class link.
- Provide participants with the link to the Google form. Participants should log out of Zoom to complete activities. Participants should return to Zoom if they have questions or need assistance from a trainer.
-  Trainer's Note: The trainer will have access to review participant responses as they complete and submit the entirety of the assignment. The trainer should review responses to address questions, concerns, and common themes throughout the remainder of the session.



Self-Directed Learning Activities

Below are screenshots of the self-paced activities, including instructions, found within the [Google Form](#). These are not a part of the slide deck for this session.

Instructions & Overview

Section 1 of 6

Self-Paced Learning Assignment

Class will re-convene in Zoom at 11am

The assigned activities consist of:

1. Review the Principles of Partnership - case application
2. Sharing a Report of Concern with Parent – review case scenarios & prepare a statement
3. Building Rapport Across Culture – review handouts & respond to questions
4. Building Rapport with Children – video review, individual practice, article review, respond to question prompts
5. Developmentally Appropriate Interviews – document review, respond using case scenario

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.

Email *

Valid email

This form is collecting emails. [Change settings](#)

Your name *

Short answer text

Activity 1: Review & Application of the Principles of Partnership

Section 2 of 6

#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 these 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."



Activity 2: Sharing the Report of Concern with a Parent

Section 3 of 6

#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?



Activity 3: Building Rapport Across Culture

Section 4 of 6

#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.

Step One - Working Respectfully with Families

Read the article front and back and answer the questions below.

**To view the document, you can follow the link below 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/19DZjsTDiTAWfVxFeHpyIGPVhQkCq/view?usp=sharing>

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

Long answer text



Activity 4: Introduction & Rapport Building with Children

Section 5 of 6

#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.



Activity 4 cont.

Watch the following videos:

Rapport Building Joanna Declan -

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

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

Long answer text

Read Article

Read the article about Narrative Practice by clicking the link below OR 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?): https://drive.google.com/file/d/132wJNVu-o_SdD00WA0QRiB_ypixHeEbH/view?usp=sharing

What questions or comments do you have about narrative practice? *

Long answer text

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) *

Long answer text



Activity 5: Developmentally Appropriate Interviews

#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/1Si_UGGiNt944Cto37PDc7s8NVQ61yTBr/view?usp=share_link

Select a child from one of the cases (to view more info about the child, click on the link to the screening report OR refer to the reports in your binder, behind the "Screening" tab) *

- Efren Tasi (15): https://drive.google.com/file/d/1671C2v6h93C4kG-KFwf_bTMfZ8c73A4n/view?usp=share_link
- Daniel Rich (11): https://drive.google.com/file/d/1gP0C_hMUBiKYEnfLDtA8uu9v9kGfpStL/view?usp=share_link
- Karina Baskin (14): https://drive.google.com/file/d/1j7zYyJZKLKhS-q4Q2zl6AxoRB-Lk92F0/view?usp=share_link
- Jasmine Cooper (6): https://drive.google.com/file/d/1lir3Jl3ncW4pZLLw3Jm5lv8clC8ryrsu/view?usp=share_link

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)

Short answer text



Activity 5 cont.

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? *

Long answer text

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/1CCYtsOupUOX10onSv17GGciA1CapZhgH/view?usp=share_link

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

Allkidssafe.org

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

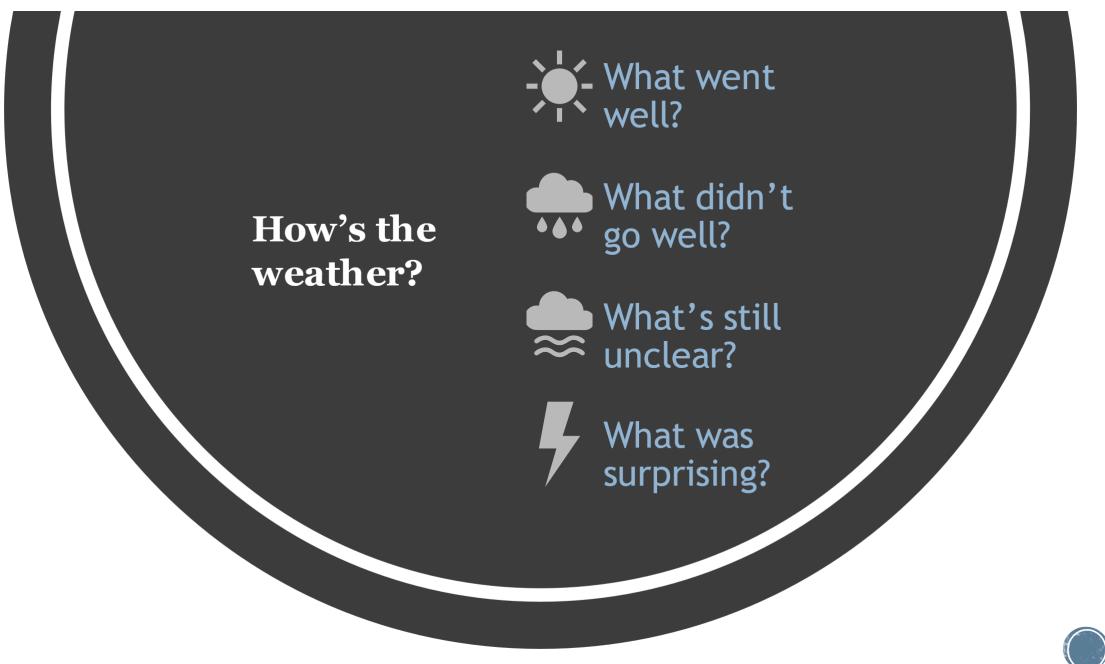
What are some possible disabilities or diagnoses which could impact an interview? How would you adjust the interview? *

Long answer text



Training Content:

Slide 6



Suggested Start Time:

11:00AM

Materials/Links:

N/A

Content:

- Welcome back.
- Now that you have some understanding of the topics for today's session, we will spend the remainder of the day engaging in additional conversation and practice activities to determine how to engage with families in the information gathering process.
- **Large Group Activity:** Invite participants to reflect on their learning from the self-directed activities. Using the "weather model" as displayed on the slide, participants can reflect on things that went well, things that didn't go well, things that surprised them and things that are still unclear.

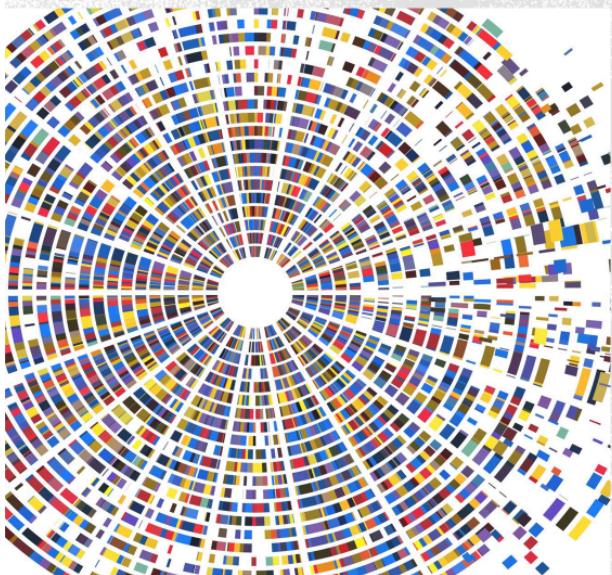


- Invite participants to choose one area and share their reflection in chat or by unmuting.
-  Trainer's Note: As an example, the trainer might share in chat something like: Sunshine – I enjoyed reading everyone's thoughtful responses to the activities and look forward to talking more about applying these skills for the rest of the day.
- As participants share their reflections, discuss how areas of practice that are still unclear or that they found surprising will be covered throughout the remainder of the day.



Slide 7

Considering Cultural Practices



How would you approach an unfamiliar cultural practice that is alleged to be abuse?

How would you demonstrate cultural humility through words and actions?

Suggested Start Time:

11:15AM

Materials/Links:

3 Working Respectfully with Families (SW 11.02.2023)

4 Culture and False Positives (SW 11.02.2023)

Content:

- In reflecting on the activities done throughout the morning, participants frequently mention surprises or questions related to two handouts: **Working Respectfully with Families** and **Culture & False Positives**. These handouts highlight the importance of cultural humility and curiosity in information gathering.
- Cultural humility includes 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.
- **Small Group Breakout:** Reflecting on what participants read in these two handouts, invite them to share what they learned or what they still have questions about.



- In breakout rooms, encourage participants to share examples of scenarios they have seen or heard about in which a potential safety concern or abuse allegation may be related to a cultural practice. The trainer may share examples such as a parent who is co-sleeping with their infant, a child with bruises from a healing practice such as cupping, or ceremonial markings.
- Ask participants to discuss: how would you respond to a situation in which an allegation of abuse or safety concern may be related to a cultural practice? How would you demonstrate cultural humility and curiosity through words and actions?
- When groups return, debrief by having each group share out 1-2 things from their discussion.
- When gathering information, 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, which is the ability to maintain an interpersonal stance that is other oriented, was discussed on Day 2 of Essential Elements in the session on Engagement. This also helps us to meet people where they are at. This may require us to listen more attentively or ask additional questions.



Slide 8

**Suggested Start Time:**

11:35AM

Materials/Links:

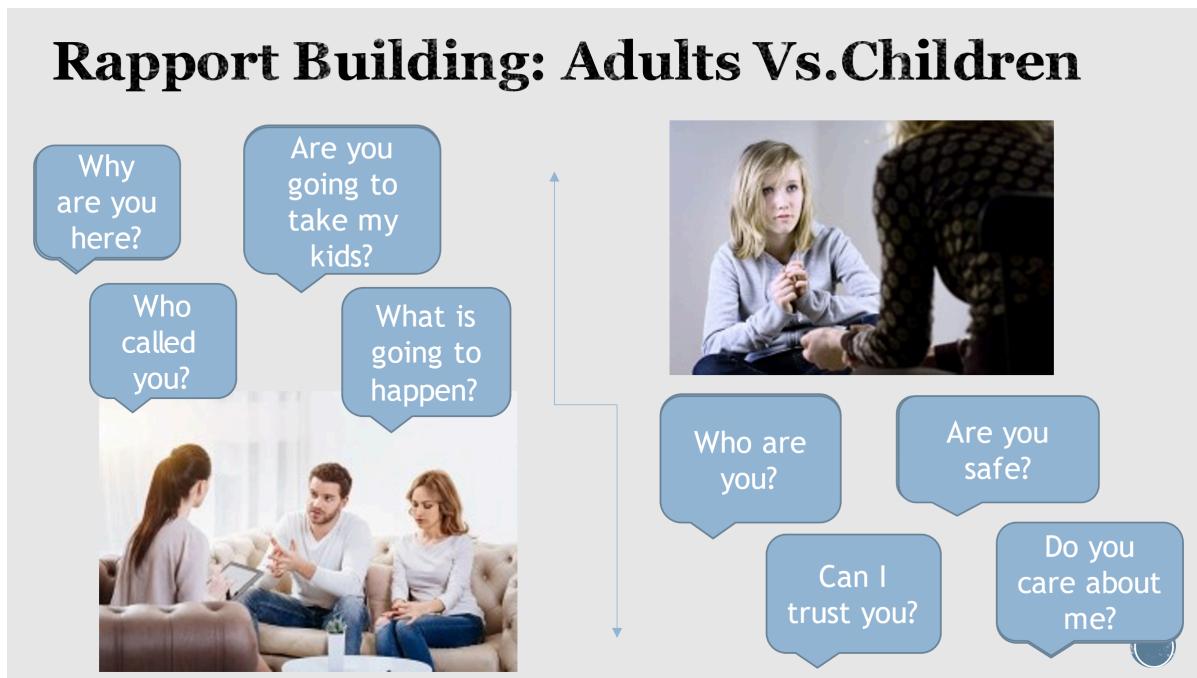
N/A

Content:

- Child Welfare involvement is most often uninvited. The CPS assessment and other information gathering throughout the life of the case involves asking personal questions about confidential information. This should be kept in mind throughout each phase of an interview.
- Before expecting a family to share about these personal topics, attention must be paid to the process of building trust through establishing rapport.
- Further, when gathering information, be mindful of how that information is obtained and from where.
- Finally, when ending an interview, transparency about what will happen with the information shared and what next steps will be is crucial.



Slide 9 – *Animated Slide*



Suggested Start Time:

11:40AM

Materials/Links:

N/A

Content:

- Whether interviewing an adult or a child, the interview should begin with building rapport.
-  **Ask:** Why is rapport building an important step in gathering information about safety?
- During the rapport building stage of the interview, the task is to demonstrate that you are there to listen as much as ask questions. The interview should begin by communicating that you can be respectful, have genuine curiosity for their lived experience, and are prepared to partner with them in a meaningful way.
- This is done through what you say in that first part but also what you do. Remember that only 7% of communication is conveyed through verbal means; the other 93% is conveyed through nonverbal means. Being aware of the messages you are sending



and receiving from the moment you begin interacting with a family can go a long way.

- During the Engagement session on Day 2 of Essential Elements, you discussed ways to build rapport with a parent from the moment they open the door. One of those ways is through transparency in sharing information with the parent. Considering that many families may have previous experience with ODHS Child Welfare in which power and information was not shared, it is important to do this from the very beginning.
-  **Ask:** What are questions that a parent likely has when they answer the door and hear that you are from Child Welfare?
 -  **Animated Slide:** After participants respond, a single click will reveal the following questions adults commonly have:
 - Why are you here?
 - Are you going to take my kids?
 - What is going to happen?
 - Who called you?
- Whether or not these questions are directly asked, caseworkers need to ensure they are sharing important information which responds to these common concerns. By sharing this information, you are beginning to establish trust that you will provide information to the parent for which they have the right to have.
- The one piece of information we do not share is the reporting party information which is confidential.
 -  Trainer's Note: This may be an opportunity to discuss how to respond if asked who made the report. This should include instruction that we cannot disclose this information.
 - Clarify that this is different than saying that we "do not have this information" or that reports are "anonymous" which would not be accurate. Even in the case that a report is anonymous, we are not able to disclose this.
 - Furthermore, if an individual were to suggest a specific person made the report, ie "I know it was the school who called", we are not able to confirm or deny that information.
 - The trainer may want to model or role play responding to these questions.
- During the self-directed learning this morning, you likely noticed there are differences in the way caseworkers introduce themselves and begin building rapport with a child as compared to the process which was practiced on Day 2 of Essential Elements with parents.



- This is important because we need to consider where children, even teens, are at developmentally.
-  **Ask:** What are questions a child or teenager is likely to have when you make initial contact and introduce yourself as a caseworker from Child Welfare?
 -  **Animated Slide:** Similar to the previous question, after participants respond, the trainer can click to reveal common questions which include:
 - Who are you? (What is Child Welfare?)
 - Can I trust you?
 - Are you safe?
 - Do you care about me? (Are you actually going here to listen to me?)
- As you can see, the questions are very different. For this reason, our rapport building and sharing information with a child/youth also looks different. That process will be discussed more this afternoon.

Suggested Lunch Break



Slide 10

Building Rapport with Children

- Introduce self and role
- Confirm child's identity
- Ask for permission
- Instructions/structure
- Notes
- Explore interests through narrative practice

Suggested Start Time:

1:00 PM

Materials/Links:

HO-Child Int. Tips & Rules Half Sheet (back pocket)
9 Child Interviewing Guide (SW 05.16.2023)

Content:



Trainer's Note: The following content expands on topics introduced in the self-directed activities completed earlier in the day. The trainer will want to review participant responses, particularly activities #4 and #5, to note participant concerns, questions, or common themes. Incorporate these into the following content:



- This morning, you had the opportunity to watch two video examples which displayed the way in which we introduce ourselves, explain our role, and begin to structure the child interview.
- These steps, like your introduction and greeting with a parent, help us to respond to the child's questions/concerns (spoken or unspoken) to begin building a trusting relationship with a child.
- Time spent in this area can create a valuable return on investment later in the interview when gathering abuse specific information.
-  Refer participants to two documents located in the Participant Binder.
 - The **Child Interview Tips and Rules halfsheet** can be found in the back pocket of the Participant Binder. This document reminds caseworkers of the stages of the interview and provides a "cheat sheet" for remembering the instructions or rules that must be covered in every child interview.
 - The **Child Interviewing Guide** is located behind the "Gathering Information" tab of the binder, directly behind today's powerpoint. This handout provides additional information and suggestions for language for each of the steps in interviewing a child from rapport building to information gathering to closing.
 - Participants may choose to use this as a resource in preparing for simulations but should be aware that list is not all inclusive and should not be used exclusively when interviewing children. Questions will need to be adapted based on the individual child's age and/or development.
- Like introducing yourself to an adult, it is important that your introduction to a child or teen of any age include your first and last name as well as the agency's information without any acronyms (Oregon Department of Human Services, Child Welfare).
- It is also important that the caseworker verifies they are speaking to the correct child. This is especially important when interviewing the child at school or in settings away from home.
- In addition to this, we need to provide children with an explanation of the caseworker's role.
 - 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?"
- Only after explaining the role of the caseworker can the child provide fully informed consent. 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.



- In addition to asking for permission, another critical part of ensuring a legally sound interview includes letting a child know what is expected and of their rights. These are often referred to as “rules” for the interview. Setting rules is a way to share power and ensure that the child knows how to respond in various situations that might come up. Rules include:
 - Tell the truth, only talk about real things.
 - It’s okay to say “I don’t know” if you don’t know the answer to a question.
 - It’s okay to say “I don’t understand” if you don’t understand a question.
 - It’s okay to correct me if I get something wrong.
 - It’s okay to say, “That’s hard to talk about” and I will try to ask it in a different way
 - If at any time you want to end the interview, let me know.
- An important part of the introduction is also to 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.”
 - Be prepared to allow the child to look at your notes if it makes them feel more comfortable.
 - It is important that we take notes. If you choose not to, you may miss some important information, or find yourself trying to re-create what the child said once you return to the office. For children who disclose abuse, it is important to get their exact words of what happened.
- Each of these items are key to creating a legally sound interview and are equally important with children and with teens.
- In addition to the items listed here, consider other ways to share power and establish trust with children and teens. This may include asking the child where they would like you to sit and giving them permission to ask you questions. Another good practice is to ask them, “What were you just doing?” It’s important to know if we are interrupting something important in the child/teen’s day. It’s important to let the child know you respect and value their time.
- The items listed here are responsive to some of the questions a child/teen may have and therefore, begin to establish trust through providing information.
- Another important part of rapport building with children is to engage the child in talking about something that interests them or is important to them. There are various ways to do this. One method is called narrative practice which you read about in the self-directed learning this morning.
- Narrative practice is an opportunity to get to know the child, show interest, and gauge the child’s ability to recall an event. Utilizing this interview strategy includes asking a child to share a recent event that they had, like a birthday, a sleep over, a field trip, a holiday, and share all the information that they can remember from this



event. Narrative practice and developmental assessment refers to asking the child questions that help you determine how they function developmentally. By asking the child to tell you about an event or something that is important to them, you will be able to assess the child's communication style. You can determine how well the child articulates a story and how they do with sequencing of events.

- An example of an initial rapport building question might be: "I'm here to learn more about you. What are some of your favorite hobbies/things to do?"
- To further engage in narrative practice, you will need to listen and ask follow up questions. A great follow up prompt for narrative practice is, "tell me all about..."

Slide 11



Practice Introductions & Rapport Building

- Introduce yourself and your role
- Confirm child's identity
- Ask permission to interview
- Provide instructions
- Explain and practice note taking
- Rapport Building using narrative practice

Suggested Start Time:

1:30PM

Materials/Links:

HO-Child Int. Tips & Rules Half Sheet (back pocket)

9 Child Interviewing Guide (SW 05.16.2023)

Content:

- **Role Play Practice:** Participants will have the opportunity to practice introductions and the rapport building phase of an interview with a child, using the Rich case scenario.



- Each participant will take turns playing the role of the caseworker introducing themselves and building rapport with Daniel Rich (11) using the Rich case scenario.
- When playing the role of the caseworker, the interviewer should begin introductions and rapport building. This should include introductions, going through the rules, and some time for narrative practice. You do not have to do each thing in the order it is listed on the slide, however, keep in mind that a child cannot give informed consent until you have introduced yourself and explained your role.
- Participants can use the [Child Interview Tips and Rules halfsheet](#) and the [Child Interviewing Guide](#) from their materials.
- Divide participants into groups of 2 or 3. If using groups of 3, each person will get the opportunity to be a caseworker, a child, and an observer. Allot 5 minutes per person (groups of 2 will need 10 minutes; groups of 3 will need 15 minutes).
-  **Large group debrief:** At the conclusion of the activity, ask participants to share what went well and what was most challenging during the activity. Invite participants to share any remaining questions they have after practicing the skills.

Suggested Break 1:55-2:05PM



Slide 12



Suggested Start Time:

2:05PM

Materials/Links:

10 Six Domains Tool (SW 11.02.2023)

Content:

- We will continue to work with the Rich case scenario this afternoon to practice gathering information in the six domains from both children and adults.
- Most of you have likely heard of the Six Domains from computer-based training modules (CBTs) focused on the Oregon Safety Model (OSM). The Six Domains have also been mentioned on Day 1 of Essential Elements in the session on Screening and on Day 3 of EE in the session on the CPS Assessment.



- The Six Domains are what inform decision making throughout the life of the case. We are always gathering this information to determine the behaviors, conditions, and circumstances that lead to safety threat presence within a family even in ongoing cases.
- Although the CPS assessment is specifically focused on the Six Domains in information gathering and documentation, permanency workers, certifiers and other caseworkers will find the information gathered and skills to gather such information is relevant to all areas of Child Welfare practice.
- Our questions regarding the six domains should also be shaped by the safety threats we are considering for that family. We will be discussing Impending Danger Safety Threats more in Week 2. It is important to know that caseworkers should be considering safety threats from the time they read the initial screening report. This will help to guide information gathering. It should also be done with caution as it is important to remain open minded, to not enter into the assessment with a confirmation bias - looking only for information to confirm the initial report - and to be aware that the comprehensive assessment includes screening for all abuse types – for example, all CPS assessments should include screening for domestic violence, even if the report of concern is unrelated.
- You will notice that at the center of this image is culture and trauma. These areas do not have separate domains. That is because culture and trauma impact each of the domains and therefore, we should be mindful of gathering information about culture and trauma in all areas of a family's functioning. It is critical that you do not forget to gather and document this information but rather focus on it as a central theme throughout.
-  Refer participants to the **Six Domains Tool** located in their Participant Binders.
 - This tool provides an overview of what information needs to be gathered within each domain as a part of the CPS assessment.
 - This will be a helpful tool in both guiding your information gathering during the assessment and in helping you with documentation of the six domains.
 - OR Kids also includes a drop-down menu within each domain with similar guidance on what information to consider when documenting each domain.
- As we go through each domain, it is likely that you will notice that there is overlap – an individual or family's functioning does not fit neatly into boxes and what is occurring in one area/domain, will likely impact other areas. An example of this is a parent or caregiver's substance use. This may be impacting multiple domains including their own adult functioning, the extent of abuse (remember that substance use is not an abuse allegation in itself but the impacts of substance use may result in abuse, for example possibly neglect of basic needs or supervision), it may a contributing or surrounding circumstance, and it may even impact a child's functioning - developmental delays as a result of in utero exposure, for example.



- Caseworkers should be gathering information in each of the six domains from all case participants. However, rather than focusing on asking one or two perfect questions for each domain, focus on understanding overall safety through each of these lenses.

Slide 13

Extent of Maltreatment

Type - Severity - History of Maltreatment

Describe what occurred

Impact on child(ren)

Cultural considerations

Suggested Start Time:

2:09PM

Materials/Links:

10 Six Domains Tool (SW 11.02.2023)

Content:

- The extent of maltreatment is focused on the abuse itself and the details of the maltreatment including the type, severity, and history.
- It also includes a description of what occurred, which should be gathered from various perspectives.



- This domain will include your observations – which includes not only what you saw yourself, but also the describable data gathered about the abuse.
- Extent should also include identifying the impact on the children.
 - Consider for example a report alleging domestic violence. The extent of maltreatment will not only include a description of any incidents of domestic violence, the pattern of power and control, and a history of violence. It will also include information about the impacts on child safety including whether the children were present, whether they were intervening or likely to intervene, if they made any disclosures of feeling fearful, if the surviving parent's ability to meet the children's needs has been impacted, etc.
- You have likely heard that CPS assessments are "*not incident based*".
 - **Ask:** What does this mean and why do you think it is important?
 - The comprehensive assessment calls for us to not only understand whether abuse has occurred but also to gather information to determine overall safety. The remaining domains include critical information about family functioning that impacts child safety.



Slide 14

Circumstances Surrounding the Maltreatment

Preceding events

Parent/caregiver intention-explanation-attitude

Contributing factors

- Isolation
- Domestic violence
- Substance abuse

Economic or housing instability
Disability or MH diagnosis
Cultural misunderstanding



Suggested Start Time:

2:13PM

Materials/Links:

10 Six Domains Tool (SW 11.02.2023)

**Content:**

- Aside from gathering information about the abuse itself, Child Welfare also needs to gather information about the circumstances which surround or contribute to the maltreatment.
- This domain is concerned with understanding why maltreatment happened in this family.
- It includes gathering information about what was happening when the abuse was occurring – were there events or circumstances that led to the abuse occurring.

Slide 15

Child Functioning

Behavior/temperament

Physical and mental health

Developmental level

Primary Attachments

Social and communication skills

Response to maltreatment



Suggested Start Time:

2:17PM

Materials/Links:

10 Six Domains Tool (SW 11.02.2023)

**Content:**

- Information needs to be gathered about a child's functioning to understand a child's vulnerability to abuse.
- This includes a description of the child's general behavior, emotions, temperament, and physical capacity. It is concerned with their development.
- The child's functioning should also address changes observed due to the maltreatment.

Slide 16

Adult Functioning

Daily routine, including employment

Attitude/temperament

Support system

Problem solving abilities

Physical and mental health



Suggested Start Time:

2:20PM

Materials/Links:

10 Six Domains Tool (SW 11.02.2023)

**Content:**

- The adult functioning is concerned with how the adults/caregivers in the family feel, think and act.
- The question focuses on adult functioning separate from parenting, though be clear: *the way adults manage their day-to-day lives impacts their children.*

Slide 17

Disciplinary Practices

Caregiver/parent approach to discipline

Context in which discipline occurs

Child's reaction and/or understanding of discipline

Cultural practices - Family History



Suggested Start Time:

2:25PM

Materials/Links:

10 Six Domains Tool (SW 11.02.2023)

**Content:**

- Disciplinary practices is concerned with the manner in which caregivers approach discipline and child guidance.
- Discipline is considered in the broader context of socialization – teaching and guiding the child.
- This question is broken out from parenting generally because this aspect of family life is highly related to both risk of maltreatment and threats to child safety.
- This domain should include gathering information both from the child's perspective and from each parent's perspective.
- Caseworkers should pay attention to discrepancies between what a parent/caregiver reports and what a child may report.
- It is important to note differences in the ways that parent's discipline each individual child as some difference should be expected based on age/development but other differences may be of concern.

Slide 18

Parenting Practices

Parenting style - Attitude regarding parental role

Knowledge and skill related to child development

Protective factors

Shared activities with child(ren)

Practices carried forward from childhood



Suggested Start Time:

2:30PM

Materials/Links:

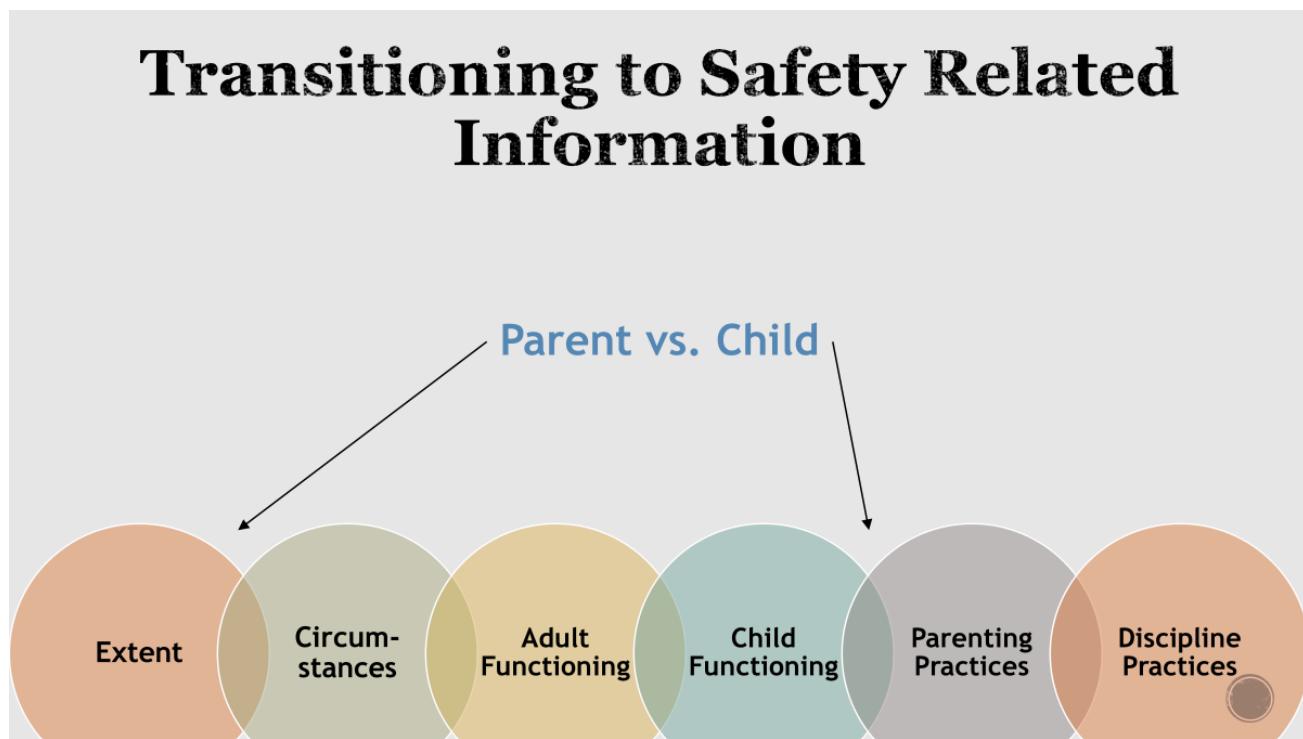
10 Six Domains Tool (SW 11.02.2023)



Content:

- Parenting practices explore the general nature and approach to parenting as well as the parents' satisfaction with being a parent.
- Gather information about the parent's knowledge of parenting, their motivation, their strengths, and challenges. Consider where the parent learned those practices including the possibility of carrying practices forward from their own childhood and/or making a conscious choice not to carry certain practices forward.

Slide 19 – *Animated Slide*



Suggested Start Time:

2:35PM

Materials/Links:

N/A

Content:

- Now that you understand each of the domains, it's important to fit this portion of information gathering into the larger picture of the interview with a parent or a child.
- You will recall that all interviews should begin with rapport building but that the introduction and rapport building stage look different when making contact with a parent or a child.
-  **Optional Large Group Revisiter:** *If time allows,* invite participants to share what differences they noticed in the rapport building stage of an interview with a parent as compared to with a child.
 - Key differences to note include:
 - The way in which we introduce ourselves and explain our role. With a parent, it is important to immediately address the reason you are at their door in a transparent way by sharing about the report of concern. With a child, we approach an explanation of our role in a more open-ended manner as to ensure we are not leading or influencing a child's response.
 - The child interview also includes going through rules/instructions which are a part of creating a legally sound interview and sharing power, considering where children are at developmentally.
 - In a child interview, we also ensure we are spending time in building rapport through narrative practice which includes asking about a child's hobbies or favorite activities or a recent event that they enjoyed. This allows for developmental assessment, establishes that you are there to learn from the child's perspective and experience, and familiarizes the child with the manner in which questions will be asked throughout the interview.
 - In both the parent and the child interview we do need to transition to safety related information. However, because we began differently, we also transition into this information gathering at different points.
 - Consider how you begin an initial contact with a parent; we initiate our contact by telling the parent that we are there about a specific report of concern. In the Rich case, this was the report that Daniel has abscess tooth and had missed a dental appointment.
 - **Ask:** As you enter the family's home and begin gathering information in the six domains, which domain would you naturally start with?
 -  **Animated Slide:** Trainer should click to display the arrow pointing from parent to extent.
 - When speaking to a parent, it is natural to transition to gathering information about extent. Because we have just told the parent we are there because of a specific concern, we need to continue the conversation through gathering



information from their perspective on that concern. For example, you may ask Ted or Judith to share more about what they know about Daniel's tooth and what caused Daniel to miss the appointment. From there, the conversation will branch out to other domains.

- In comparison, consider beginning the interview with a child through rapport building and narrative practice. Think back to the information you were able to gather during the role play activity with Daniel Rich. Daniel may have mentioned enjoying activities like video games or playing legos or described a recent event he enjoyed.
 - **Ask:** After completing narrative practice, how might you transition into gathering information in the six domains?
 - Suggestions may include:
 - Asking Daniel who in his family he enjoys doing his favorite activities with?
 - Asking when he is able to do these activities and whether there are any rules/expectations around doing these activities.
 - Asking about any family traditions surrounding an activity he mentioned.
 - ► **Animated Slide:** Trainer should click to display the arrow pointing from child toward other domains including child functioning/parenting practices.
 - These questions are an opportunity to begin gathering more information about family functioning and the six domains without a need to explicitly announce the transition.
 - As you can see, the transition from rapport building into information gathering will typically begin with a caseworker exploring domains such as child functioning, parenting practices or even adult functioning. Typically, the transition will not begin with a direct transition into extent.
- If a worker is unable to connect rapport building to the six domains, it is appropriate to begin asking questions about the family generally or about the child's daily routine. A few narrative questions include:
 - What does a normal day look like for you?
 - Who lives in your home/who else is a part of your family? Tell me about [the various persons the child identifies].
- You should notice a distinct difference between a parent and a child interview. In an interview with a parent, we immediately and directly address the report of concern. In a child interview, however, the transition to the "topic of concern" or "allegation-focused portion" of the interview should be accomplished in the most open-ended, non-suggestive way possible.
 - It is important to be clear that we are required to gather information from the child about the abuse – both extent and circumstances. However, even with teens, we need to consider how we are approaching these questions.



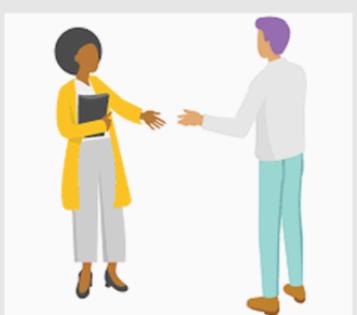
-  **Optional Large Group Discussion:** Ask participants to consider the Rich case. Ask how they may transition to addressing the topic of concern with Daniel in an open-ended and non-suggestive way by gathering information first in other domains.

Slide 20



PARTNERING

- Gather multiple perspectives
- Culturally responsive
- Assess and/or build supports
- Share responsibility for safety



Suggested Start Time:

2:50PM

Materials/Links:

N/A

**Content:**

- As we think about moving forward to gather information, we will continue to utilize the Rich case as our primary example and tomorrow you will be utilizing the Tasi case so you will want to consider how you ask these questions to a variety of families and circumstances.
- As we move forward with this family it is important to consider who we will partner with to gather information, plan for safety, and help identify support for this family.
- Remember from previous sessions that we have several required partners including SSP, Parole Probation, reporter, LEA, and the Tribe if it is an ICWA case.
 - Invite participants to share why it would be important to involve the Tribe in the Rich case scenario and how it can benefit child safety and information gathering.
 - Ask participants to share other partners that we will want to gather information from in the Rich case scenario. Partners should include medical/dental providers, the school, etc.
- Partnering with others to gather information, plan and complete our assessment not only serves the agencies interests for a comprehensive assessment but also is a trauma informed and culturally responsive way to work with a family. Partnering also allows us to begin the process of building a safety support system early in a case.



Slide 21

Types of Questions

OPEN-ENDED - Elicits a free narrative

FOCUSED - Cue child's memory - Elicit clarification

CLOSED - Poses options; used to clarify and gather contextual information

AVOID

LEADING - Suggests an answer

COERCIVE - Pressures the child



Suggested Start Time:

2:55PM

Materials/Links:

N/A

Content:

- You'll recall from the Screening session on Day 1 that the way in which we frame a question will impact the amount and type of information gathered. With that in mind, we use different questions for different purposes.
- You will also notice from the picture on the slide that the questions/prompts are depicted in an hourglass. This is because we always want to start with open ended questions/prompts and then use focused, direct, and closed ended questions to gain more specific clarification. This may differ when it comes to a parent versus a child interview though in both scenarios every effort should be made to allow the information to come from the person interviewed. The more open-ended the question, the more likely the information is coming from the individual and in the individual's words.
- While the individual is providing a narrative, if you think of questions, notice contradictions or inconsistencies, make a note and check it out later. We should avoid interrupting a free narrative. Once a person has answered an open-ended question, we can ask more focused questions to gather clarity.
- There are two types of questions which should be avoided for the purposes of gathering information in a CPS assessment: Leading and Coercive questions.
 - Leading questions are said to have an act and an actor. So if you are concerned that you are asking a leading question, test it out. Does it have an act and an actor such as "Did Joe lock you in your room?" This question has an act, "lock you in your room" and an actor "Joe". One way to make the question less leading would be to ask, "Has there ever been a time when you were in your room and you wanted to leave, but you couldn't?" or "Has anyone ever forced you to stay in your room?", "How did that happen?", "Tell me more about that."
 - Coercive questions/statements should never be used, but again it's important that you understand what is considered coercive. What you might think is a well-intentioned statement might actually be coercive; such as "If you tell me what happened, you can help other children to be safe." "If you are open with me I can plan for your children to remain in your home". Consider how this contradicts client self-determination.



Slide 22



SIX DOMAINS ACTIVITY

- Consider the Rich case scenario
- Using the IdeaBoardz, add *open ended* questions to each of the six domains which would gather information about safety
- Document who you would be asking these questions of - remember collaterals!
- Put a (C) by the question if it would provide information about family culture or a (T) if question considers a family's trauma history

Suggested Start Time:

3:00PM

Materials/Links:

10 Six Domains Tool (SW 11.02.2023)

IdeaBoardz: [Gathering Information in the Six Domains](#)



Trainer's Note: The trainer will need to ensure the IdeaBoardz is clear from previous class responses or to create a new IdeaBoardz with sections for each of the 6 domains.

Content:

- Invite participants to recall persons who they could gather information in the six domains from in the Rich case scenario. From previous conversations, this should include:
 - Parents: Ted and Judith
 - Children: Daniel, Emily and Alberto
 - Aunt Rita (Ted's sister)
 - The Tribe
 - Medical/Dental Providers
 - School
- **IdeaBoardz:** Participants will utilize IdeaBoardz to individually develop and document questions in each of the six domains using the Rich case.
 - Participants can use the handout, **Six Domains Tool** as a reference.
 - When adding questions to each domain, participants should indicate who they will be asking the question of.
 - Invite participants to put a (T) or (C) by the question if it is likely to gather information about trauma history or culture.
 - Trainer's Note: The trainer may want to add an example to the IdeaBoardz such as: Judith: Tell me more about your relationship with the Tribe. (C)
 - Allow participants 5-7 minutes to add questions. Allow an additional 3-5 minutes for them to review other responses.
- **Large Group Debrief:** Invite participants to share which domains were the most challenging to develop questions in. Ask them to consider whether it was challenging to keep questions open-ended. Invite participants to share any other reflections.
- Participants will be using the questions they developed in the next practice activity in which they will get a chance to interview Daniel Rich and Ted or Judith Rich.

Suggested Break 3:10-3:20PM



Slide 23

Solution Focused Questions

In each area write a question that you would ask Ted or Judith Rich as you interview them in their home. This will be used later in interviewing practice.

- Exploring Exception Question

- Scaling Question

- Coping or Relationship Question

- Miracle Question

When focused on what works, more of what works happens.



Solution Focused Questions

Assumptions of solution focused work:

- Promotes sharing of power.
- Positioning family as expert of their experience.
- When focused on what works, more of what works happens.**

Suggested Start Time:

3:20PM

Materials/Links:

11 Solution Focused Questions (SW 11.02.2023)

**Content:**

- Child Welfare most frequently becomes involved when a report of abuse or child safety issue is identified. Because of this, caseworkers can fall into the trap of focusing on deficits within the family, failing to acknowledge strengths and existing supports.
- Solution-Focused practices position families to share their expertise about their own lives, in a manner that highlights what works. This is a key underlying principle of Solution-Focused Practices – when the focus is on what works, more of what works begins to happen. The opposite is also true, when the focus is on what is not working, more of what does not work begins to happen.
- If we are considering from the moment we start engaging with a family what needs to happen in order for our agency to safely leave a family, using solution focused questions and information gathering can help us get there, and with better relationships with the family.
-  Refer participants to the **Solution Focused Questions** worksheet. This is a place for them to take notes on different types and examples of solution focused questions.
 - Participants may consider writing solution focused questions they could use in an interview with Ted or Judith Rich or their children in preparing for the next practice activity.



Slide 24



EXPLORING EXCEPTIONS

Ask about a time when the problem could have occurred but it did not or was less severe

Example:

"Tell me about a time when your mom/dad did not get so angry? What was different about that time?"

"Tell me about a time when you were using substances less. What was happening then?"



Suggested Start Time:

3:22PM

Materials/Links:

N/A

Content:

- Exceptions are those occasions in a family's life when their problems could have occurred but did not, or at least were less severe. Exception questions focus on who, what, when, and where (the conditions that helped the exception occur)—NOT why. The exceptions should be related to the family's goals for improving their situation.
- Consider a scenario in which a parent is using substances. The assessment will require you gather information about how pervasive the issue is for that parent. Traditionally, a question may be phrased as, "Tell me how often you are using drugs or alcohol."
 - Brainstorm examples of what a parent may say in response and evaluate the information gained or not gained (parent may lie, parent may say how often, three days a week etc., parent may feel defensive).



- In contrast, consider the information you may get from asking this question
“Is there a time when your drinking is less, or when you are not drinking at all?
What do those times look like?”
- Research supports that clients are more likely to report accurately their use levels, discipline practices and mental health concerns when asked solution focused versus problem focused questions.
- This can also be used with children. For example, “Has there been a time when mom/dad did not get so angry? What was happening?”
- When using solution focused questions, it is important to elicit elements of the conditions, behaviors and circumstances which are happening that allow for an exception to the problem. These exceptions will tell you a lot about family strengths and places to access natural support, but they will also give you a lot of information in a strength based way about how the threats may be operating.
- Other examples of exception questions include:
 - Tell me about the times when the problem does not happen for your family or is less serious. How does this happen?
 - How was it that you were able to make this [particular exception] happen? What was different about that time?
 - Tell me about a time in the last couple of weeks when the tension between you and your son wasn't there or was less severe. What did that look like?

Slide 25:

SCALING QUESTIONS



- On a scale from 1-5
- What is *keeping* the person at the higher number
- *What is making it a 3 instead of a 2? What is allowing for that to happen?*
- *Has it ever been lower? Has it ever been higher?*
- *What will it take to make it one higher?*



Suggested Start Time:

3:24PM

Materials/Links:

N/A

Content:

- Scaling questions invite the family to put their observations, impressions, and predictions on a scale. Questions need to be specific, citing specific times and circumstances. Scaling questions can be used to gauge almost anything, including hopefulness, confidence, safety concerns, and willingness to make changes.
- As an example, imagine if you were asked, “How engaged are you right now in this material on a scale from 0-5? 0 being I cannot even keep my eyes open, and 5 being I could not possibly be more engaged.”
 - This is the beginning of a scaling question. While it provides some information, it is the follow up questions that elicit the solution-focused information.
 - To elicit solutions around engagement, questions might include:
 - What puts you at this number? (defining)

- What keeps you here instead of at one number lower? (notice the focus is on what is positive even if the number is low)
- Has there been a time when you were one number higher, what was happening? (what positives have allowed for better engagement in the past)
- What were you doing? (what might the person being interviewed have control over)
- In order to most effectively use this tool, you must have an understanding of where a person is coming from, including their current viewpoint on what is a struggle or going well in their life. You will use this information in the scaling questions. This requires you to do some rapport building and talk about some potential goals of the family. You must actively listen for these clues.
- You can then support the individual after they have placed themselves on the scale. You can ask “what support can I give you in moving up on this scale?”
- Another example of a solution focused questions might include:
 - On a scale of 1 to 5, with 1 being “terrible” and 5 being “great,” how would you rate your relationship with your parent/partner/sibling? What puts you at a [#]? What would it take to move you just one point higher? Where would the other person rate the relationship?



Slide 26

Coping or Relationship Questions



- How did you manage to....despite the challenges?
- How did you do so well despite what was happening?
- When have you felt most safe?
- What have others done to help you?



Suggested Start Time:

3:26PM

Materials/Links:

N/A

Content:

- Coping questions attempt to help the family shift its focus away from the problem elements and toward what the family is doing to survive the difficult or stressful circumstances.
- When asking about coping or relationship questions you are identifying a time that a parent or child have utilized strengths, solutions or supports to get through their problems. This opens the conversation to how they can utilize similar skills or resources to get through what they are experiencing now.
- Relationship and coping questions help a family feel like they are being heard and that they are not alone in what is happening or their work with ODHS.
- Examples may include:
 - What have you found helpful in managing this situation in the past?
 - You say that you are not sure you want to continue.... What has kept you sticking with it until now?



- Sounds like kind of an intense situation during your visit today with your daughter. How did you manage to stay so calm?
- What do you think would be helpful in keeping your children safe right now? What needs to change to make that happen?



Miracle Question



- Imagine you wake up tomorrow and.....
- What will be different about you, or others?
- How will you know....



Suggested Start Time:

3:28PM

Materials/Links:

Video: Miracle Question (2:44)

Content:

- **Video: Miracle Question (2:44)**
 - To demonstrate the Miracle Question, show this video of a counselor using the question with a youth.
 - Following the video, invite participants to share what kind of information they are able to gather from the youth in a short period of time. Responses may include:
 - Interests/motivations - Money, freedom, no more school work
 - Problems- Parents not giving her independence
 - Ideas for solutions



Slide 28

EIGHT HEADED CASEWORKER ACTIVITY



- Each person in the group takes turns interviewing
- No more than 2 questions
- Piggyback previous question
- Practice asking questions that have been developed:
 - 6 domains
 - Solution focused



Suggested Start Time:

3:30PM

Materials/Links:

Content:

-  **Small Group Breakout Activity:** In groups, workers will practice asking questions to gather information in the six domains from a child interview with Daniel Rich (11) and then a parent interview with Judith or Ted Rich.
 - Participants will be divided into groups of 6-8 people.
 - Each breakout group will need a trainer to facilitate the activity and play the roles of Daniel Rich and then Ted/Judith Rich.
 - The trainer will begin by playing the role of Daniel Rich (11). Participants will pick up where they left off in interviewing Daniel earlier, meaning they have already introduced themselves, explained instructions and built rapport through narrative practice. The goal of this exercise is to begin gathering information in the six domains.



- Each participant will ask 2 questions, but no more than 2 questions, in a row then move to the next worker to ask the next 2 questions. The interview will continue in a cohesive manner, as if the various participants were all acting as one caseworker.
 - After 10-15 minutes, roles of the trainer will switch and the group will practice interview Ted or Judith Rich in the same manner. Similarly, the interview should focus on the 6 domains and will pick up after a caseworker has already introduced themselves and shared why they are there.
 - Participants should practice asking questions they developed previously in their two activities focused on developing questions in the 6 domains and developing solution focused questions.
-  **Large group debrief:** Following the activity, invite participants to share their reflections including:
 - What was most challenging about the interview?
 - What did you take away from this activity?
 - Invite other trainers to share feedback with participants in the large group.



Slide 29



Closing the Interview

- Anticipate and answer questions
- Next steps
- Revert to neutral topic
- Thank child and check in with adult/caregiver

Suggested Start Time:

4:15PM

Materials/Links:

N/A

Content:

- The final stage of any interview includes taking time to provide closure. As you end the interview you must attend to the knowledge this could have been an awkward and potentially traumatic encounter for a child or parent. Plan to close the interview through including these steps.
- **Allowing for any questions** – Create time and space for this and prepare to ask children and parents if they have any questions. Do not be surprised if they do not immediately have questions but then have some later. It can be helpful to have question suggestions ready to help get this conversation going.

- **Next Steps** – Many families do not know our process. Whether this is an assessment only, you need to gather more information, or are taking court action you should be prepared to explain the next steps even if the family or child does not ask. In a developmentally appropriate way, be clear, be honest, and be open about what this means and the potential outcomes
 - Next steps can include when you will see them again and what future contacts may look like. It can be helpful to make a plan for your future contact or if you need follow up information.
 - When speaking to a parent, this would also be an appropriate framework for sharing the **1536 What You Need to Know About a CPS Assessment**, if not done so earlier. This pamphlet is intended for parents/caregivers and is not provided to or geared toward children/youth.
- **Revert to a neutral topic** –
 - For a parent, this can include thanking them. If you still need to speak to their child(ren), you will also want to ask for permission to speak to the child(ren).
 - When speaking to children, this could include asking them about the plans for the rest of the day or weekend or reverting back to a topic they mentioned enjoying during rapport building.



Slide 30

Closing video



Suggested Start Time:

4:20PM

Materials/Links:

Video: Child Closing with Declan (1:21)

Content:

- **Video: Child Closing with Declan (1:21)**
 - Play the video as an example of closing the interview with a child.
- Following the video, discuss any questions or comments from participants.



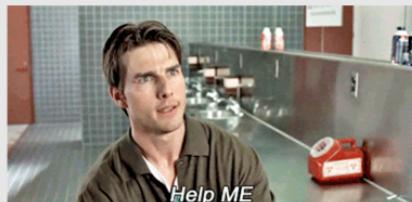
Slide 31



EVALUATION TIME

Please click the link in chat and complete your evaluations for today's sessions.

Your feedback is anonymous and very important to us!



Suggested Start Time:

4:27PM

Materials/Links:

Evaluation link

Content:

- With a few minutes remaining in class, share the evaluation link with participants through chat. Give them time in class to open and begin the evaluation.
- As participants finish their evaluation, respond to any remaining questions about content or simulations.