Interviewing Skill Development and Practice

Trainer’s Guide

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Interviewing Skill Development and Practice

Course Description:

Using structured role-plays in sequences that include videotaping, content delivery, and self and peer feedback, participants are provided with the opportunity for interviewing skill development and practice. The course builds upon the content delivered in the Keys to Child Welfare Practice new case manager curriculum and also provides instruction on additional interviewing techniques and the application of these techniques to casework practice. Also, this course is designed to help staff develop their confidence in conducting interviews. In addition, through the activities in this course, participants will be exposed to the importance of reflective self-assessment.

Course Goals:

Upon completion of this course, participants will be able to:

- Choose specific interviewing techniques to apply in various casework situations
- Effectively interview parents and/or collateral contacts in order to gather information, motivate parents toward change, and promote safety and permanency for children
- Engage in reflective self-assessment of their practice

Learning Objectives:

- Identify individual strengths and needs regarding interviewing skills
- Recognize how basic interviewing skills can be used as solution building interviewing techniques
- Given a specific case scenario, plan a purposeful casework interview
- Given a specific case scenario, identify interviewing strategies for conducting a casework interview
- Given a specific case scenario, use specific interviewing techniques, including solution building techniques, to complete a parent or collateral contact interview
- Apply DFCS social services policy and practice in interviewing situations
- Critically assess interviews conducted by peers and self and provide meaningful feedback

Class Size:

This course is limited to a maximum of 16 participants. The class minimum is 8 participants. With only 8 participants the class may not be two full days.

Room Set-Up:

The preferred set up for the class consists of two distinctive seating areas as outlined below. Therefore, classrooms used would need to be relatively large. Classrooms with fixed theatre (auditorium) or classroom style seating are not recommended.

The instructional area:

- Banquet rounds with seating for 16 participants (4 round tables with seating for 4 at each table). If rounds are not possible, then pods (i.e. group style) using rectangular tables would also be acceptable.
- Trainer's worktable
- Set up for projection (table for LCD projector and computer)
- Projection screen

Videotaping area:

- Theatre style seating for 16 (i.e chairs only). 8 chairs on each side with an open space (like an aisle) dividing the two sections.
- Video camera with tripod at the back of the theatre set up
- 2 chairs at the front of theatre set up

Equipment List

- LCD Projector
- Screen
- Computer with DVD/CD Drive
- External speakers for computer
- Video Camera and Tripod
- Blank recordable/rewritable DVDs
- Flip Chart Stand with Easel Pad Paper
- TV with DVD player

Materials List

- Video Clips
  Clips from the following videos are used in this curriculum. These clips are recorded on a DVD in the order in which they appear in the curriculum
  Interviewing for Solutions Videotape from the Brief Family Therapy Center
  Meet the Parents (movie starring Ben Stiller)
  Forrester Family Video Case Study from Child Welfare League of America

- PowerPoint Presentation

- Prepared Index Cards listing interviewing tools (see Module One, Section A; Module Two, Section C; and Module Four, Section C)

- Tool Box with label/sign “Interviewing Tool Box”

- Name Tents

- Markers

<u>Handouts</u>

- Case Scenarios
    - Abernathy Family (1 per participant)
    - Cedeno Family Parent Interview (1 per participant for 8 participants)
    - Cedeno Family Collateral Contact Interview (1 per participant for 8 participants)
    - Jones Family Part 1 (1 per participant for 8 participants)
    - Jones Family Part 2 (1 per participant for 8 participants)
    - Kimball Family (1 per participant)

- Interviewing Skills Checklist (16 per participant)

- Interviewing Skills Self-Assessment (1 per participant)

- Course Evaluations (1 per participant)

DAY ONE AGENDA

Agenda Time	Activity	Estimated Learning Minutes
8:30 – 9:10	**OPENING ACTIVITIES**	40
	MODULE ONE –SOLUTION BUILDING APPROACH	
9:10 – 9:30	Section A: The Foundation - Casework Interviewing	15
9:30 – 10:15	Section B: Solution Building Approach to Casework Interviewing/Solution Building Interviewing Tools	45
10:15 – 10:30	**BREAK**	
	MODULE 2 – SKILL DEVELOPMENT AND PRACTICE – ENGAGEMENT	
10:30 – 11:00	Section A: Engagement Presentation including Tim SB video (original clips 8 &9)	30
11:00 – 11:50	Section B: Videotaped Role Play – Abernathy Engagement Interview (4 participants)	50
11:50 – 12:50	**LUNCH**	
12:50 – 2:10	Section C: Video Review and Feedback – Abernathy (4 participants)	80
2:10 – 2:25	**BREAK**	
2:25 – 2:40	Section D: Solution Building Interviewing Tools	15
	MODULE 3 – SKILL DEVELOPMENT AND PRACTICE – INVESTIGATIVE INTERVIEW	
2:40 – 3:20	Section A: Investigative Interview Presentation Including Meet the Parents clip and Forrester video Part 1	40

Agenda Time	**Activity**	**Learning Minutes**
3:20 – 3:45	Section B: Videotaped Role Play – Cedeno Parent Investigative Interview (2 participants)	25
3:45 – 4:25	Section C: Video Review and Feedback – Cedeno Parent Interview (2 participants)	40
4:25	Wrap-up for the Day	5

AGENDA DAY TWO

Agenda Time	Activity	Learning Minutes
8:30 – 8:40	**OPENING**	10
	MODULE 3 – SKILL DEVELOPMENT AND PRACTICE – INVESTIGATIVE INTERVIEW (continued)	
8:40- 9:00	Section B: Videotaped Role Play – Cedeno Collateral Contact Interview (2 participants)	20
9:00 – 9:40	Section C: Video Review and Feedback – Cedeno Collateral Contact Interview (2 participants)	40
	MODULE 4 - SKILL DEVELOPMENT AND PRACTICE – DEFUSING CLIENT ANGER/ASSESSMENT INTERVIEWING	
9:40 – 9:50	Section A: Defusing Anger Presentation	10
9:50 – 10:10	Section B: Assessment Interviewing Presentation and Solution Building Interviewing Tools	20
10:10 – 10:25	**BREAK**	
10:25 – 10:45	Section B: Continued Forrester Family Part 2	20
10:45 – 11:10	Section C: Videotaped Role-Play - Jones Part 1 (2 participants)	25
11:10 – 11:50	Section D: Video Review and Feedback – Jones Part 1 (2 participants)	40
11:50 – 12:50	**LUNCH**	
12:50 – 1:05	Section C: Videotaped Role-Play - Jones Part 2 (2 participants)	15
1:05 – 1:45	Section D: Video Review and Feedback – Jones Part 2 (2 participants)	40

Agenda Time	**Activity**	**Learning Minutes**
	MODULE 5 - SKILL DEVELOPMENT AND PRACTICE – CLIENT PROGRESS INTERVIEW	
1:45 – 2:05	Section A: Interviewing for Client Progress presentation, including Tim SB video (original clips 10 & 11)	20
2:05 – 2:20	**BREAK**	
2:20 – 3:00	Section B: Videotaped Role Play - Kimball Client Progress Interview (4 participants)	40
3:00 – 4:20	Section C: Video Review and Feedback - Kimball (4 participants)	80
4:20	CLOSING ACTIVITIES and Course wrap-up	10

OPENING ACTIVITIES

Purpose:
To allow participants the opportunity to become acquainted with each other, the trainers, and the course structure and learning goals. Also, to have participants assess their individual interviewing skills.

Learning Objectives:

- Identify individual strengths and needs regarding interviewing skills

Time: 40 minutes

OPENING ACTIVITIES

Time: 40 minutes

Materials:
PowerPoint Presentation
Name Tents
Markers
Handout: Interviewing Skill Self-Assessment

> **TN: As participants enter the room, greet them and give them the *Interviewing Skill Self-Assessment* to complete. Explain that this assessment is for their eyes only. It is a way for them to gauge how comfortable they believe they are with each of the skills/techniques included on the assessment.**

WELCOME PARTICIPANTS:

Welcome to **Interviewing Skill Development And Practice.** This is a 2-day skill building course which builds upon the content delivered in the new case manager curriculum and provides instruction on additional interviewing techniques and the application of these techniques to casework practice. This course is designed to help you develop confidence in conducting interviews. In addition, we hope to demonstrate to you the importance of reflective self-assessment of your own practice and skills.

Over the next two days we will be very busy. This course includes structured role plays with videotaping and feedback, as well as presentation of new information and discussion opportunities. This course **IS NOT** a policy course. While attempts have been made to insure that the case scenarios and exercises that we will be using are reflective of good practice and current policy, this is not our focus in this course. Instead, the focus is on the development of interviewing skills in the context of child welfare practice.

Teaching Points:

Two-day course. Scheduled for 8:30 – 4:30. We will take two scheduled breaks each day and about an hour for lunch each day. May have to adjust as needed to be sure we cover all materials. It is important that we start on time each day and return from breaks on time.

Part of the course will be instructional – we will present and discuss content on casework interviewing. Some of this may be a refresher of information you learned in new case manager training, other content may be new. Our intention is to help you connect knowledge to practice, which brings us to the other part of the course.

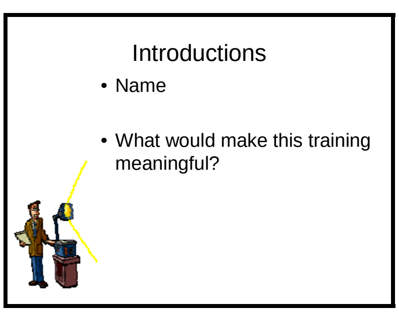
The majority of the course is practice. Each of you will participate in a videotaped role play with one of us in which you will get to practice your interviewing skills. We will talk more about how we are going to do that a little later.

We are going to be doing a lot of reflection on our skills over the next two days. Each of you will have an opportunity to assess your own skills, and to get feedback from us as well as your peers. The purpose being to help each other get better at what we do. This is not a competition or a test. The videotapes will be erased at the end of the course. The only purpose is to help you learn from each other. So, we want you to relax and not be tense about the videotaping.

TN: Pause to see if there are any questions.

TRAINER INTRODUCTIONS:
Share information about your background and experience and any other info you think is pertinent.

PARTICIPANT INTRODUCTIONS:



TN: if you choose to do participant introductions here, limit it to the basics. They will be doing more in-depth introductions later when they are organized into work groups.

GET A SENSE OF THE MAKE UP OF GROUP:
Ask participants about their length of time with the agency by show of hands:

- Less than 2 years
- 2 - 5 years
- 5 – 10 years
- 10 years or more

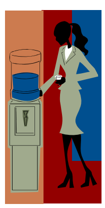
REVIEW OF EXPECTATIONS/HOUSEKEEPING:

Expectations

- Timeliness
- Respect speakers
- Communication devices -muted
- Take responsibility for your own learning
- All opinions are welcomed
- Don't "hog" the road
- Forum for questions
- Respect differing learning styles

HOUSEKEEPING ISSUES

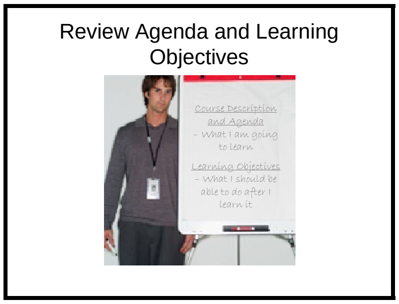
- Time frames and breaks
- Restrooms and Bio-breaks
- Room temperature
- Smoking
- Safety Concerns



Professional Development Credits

- 13 hours of Professional Development credits
- Reflected on training transcripts
- Towards annual training requirements

For completing the course, you will receive **13 hours** of professional development credit. The credit will be reflected on your training transcript and will count toward your annual training requirement.



EXPLAIN PARTICIPANT GUIDE:

Teaching Points:
Each person has a Participant Guide -- it is theirs to keep

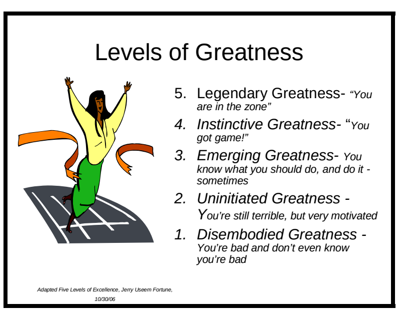
The guide contains various references and worksheets that they will be using in this course. Many of the references contain very practical examples and tips that you can refer to later to help you when you are back in your offices and working with clients. Think of it as a resource.

In the front of the binders is a handout of the Power Point slides used in the course. Feel free to take notes on this handout.

INSTRUCT participants to take about 1 minute to write their names on their name tents and to **review the course agenda and learning objectives** in their Participant Guide.

ASK if there are any questions at this point.

INTERVIEWING SKILL SELF-ASSESSMENT:



TN: Explain this slide and connect it to the self-assessment activity and why it's important to be aware of your own skills. (Elizabeth)

STATE:
When you came in the door, we gave each of you an assessment to complete. We asked you to complete this is to help you identify what you believe to be your level of skill related to casework interviewing.

Teaching Points:

Explain that at the end of the course, they will revisit their assessment to see if their opinions have changed.

Ask if everyone has had an opportunity to complete the Interviewing Skills Self-Assessment. If some participants have not completed, allow about 5 minutes for them to finish the assessment. Then, instruct them to put it away for now.

TRANSITION TO MODULE ONE

MODULE ONE
SOLUTION BUILDING APPROACH

Purpose:

To discuss the solution building approach of working with families. Also, to demonstrate how basic interviewing skills can be used when working from a solution building approach.

Learning Objectives:

- Distinguish between the problem solving approach to helping and the solution building approach

- Recognize how basic interviewing skills can be used as solution building interviewing techniques

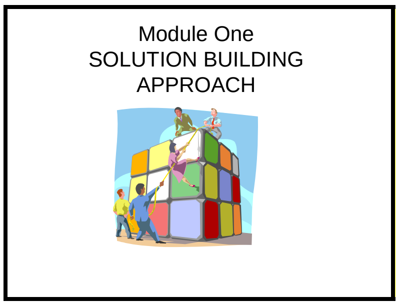
Total Time: 1 hour

Module One – Section A
The Foundation -- Casework Interviewing

Time: 15 minutes

Materials:
PowerPoint Presentation

Tool Box (with sign attached to box that says “Interviewing Tool Box”)



INTRODUCTION:

Casework interviewing is an interactional process between the case manager and the client in which both people influence and are influenced by the other. When the case manager behaves in a certain way, the client will react in a certain way, and vice versa. As the professional in the relationship, it is your task to figure out how to utilize this interactional process to help the client achieve her goals. A lot depends on what you do and what you don’t do when you're on this “journey “with your client. Here are some general tips on casework interviewing.

Casework Interviewing

- Don't mistake the ventilation of feelings as being a cure
- Direct the conversation toward future action
- Be clear about the client's goals
- Phrase questions so that the client elaborates on her **own** ideas

1. Don't mistake the ventilation of feelings as being a cure

Teaching Points:

Having a client talk about feelings or look into their past has **limited** usefulness since understanding the past will not change the future without action.

At times it may be necessary to allow the client to vent a certain amount of frustration or anger in order to convey to her that you are interested in her feelings. However, she should be allowed to "wallow" in the place of "poor me" as an excuse for why she cannot change her future.

2. Direct the conversation toward future action

Teaching Point:
Whenever possible, direct your conversations with clients toward future action, using action-oriented words, such as "so, what do you need to **DO** so that that you can feel better….visit your children, get in treatment, etc.

3. Be clear about the client's goals

Teaching Point:
Each conversation you have with a client has a purpose and should lead in the general direction of finding ways, however small, to achieve her goals. Don't allow the client to talk around the issues just to fill in the space with words, instead use your interviewing skills to ask questions and refocus the conversation toward solution building.

4. Phrase questions in such a way that the client elaborates on her thinking and her own ideas

Teaching point:
Whenever you find yourself asking question that can be answer with a simple "yes" or "no" the client isn't working hard enough on solutions.

The only place to go with this is for you to tell her what to do. She won't be coming up with her own solution; and therefore, will be less likely to follow through.

Instead, use open ended questions like, “what do you think, what do you suppose, how do you plan to….

If client responds with passive responses, like I don’t know. Then pretend you are too slow or dense to understand and rephrase the questions. You can also try asking relationship question, like “well, what do you suppose your mother would think…

Casework Interviewing

- Know how the answer to the questions you ask will help direct the client toward identifying and acting on solutions
- When clients go off on tangents, gently bring them back to the focus of the conversation

5. Be clear in your mind how the answers to the questions you ask will help direct the client toward identifying and acting on solutions

6. **When clients go off on tangents, gently bring them back to the focus of the conversation.**

Teaching Point:
You can respond with: “I’m still not clear about ….., “I want to come back to this, what will have to be different so that…

Casework Interviewing

- Deliberately appear “confused” about inconsistencies or gaps in information
- Do not use accusative words or postures when you need to confront a client
- Always keep in mind that it is better to have the client as an ally than an adversary

7. It can be useful to be deliberately appear “confused” about inconsistencies or gaps in information

Teaching point:
Clients are more likely to try and help a confused case manager than an accusatory one. It is not helpful to provoke or anger the client by appearing more intelligent, or by trying to get the client to “admit” her faults.

8. Do not use accusative words or postures when you need to confront a client

Teaching Points:
Your tone of voice should not be angry or blaming, but instead curious, with no preconceived notion of what you want the client to say. Just ask a simple, straightforward question.

9. **Always keep in mind that it is better to have the client as an ally than an adversary**.

> Casework Interviewing
>
> - Use neutral and positive words, and indicate positive movement toward desirable goals
> - Help the client avoid having to ask for help again -- assume the client has asked and proceed with that assumption

10. Use neutral and positive words, and indicate positive movement toward desirable goals

11. **Sometimes it is better to assume the client has asked for help and proceed with that assumption.**

Teaching Point:
It helps the client avoid having to ask for assistance. As an example:
"I understand that the children may need some clothes for school. I believe I can help with that."

CONTINUE:
The topics to be discussed during an interview and the case manager's interviewing strategies should be selected to promote achievement of the purpose identified for the interview. For example, if we are in the early stages of relationship development, we should choose interviewing strategies that demonstrate our trustworthiness, interest in the family, and ability to understand. If we are conducting an assessment, we should choose strategies that elicit relevant information. We will listen and observe, ask clarifying questions, and provide support and reassurance to help the family feel more comfortable with discussing personal or painful issues. If we are helping families implement change, we may use constructive feedback, and point out their successes and strengths to validate and support their efforts. The skilled interviewer works with the family to set a clear purpose for each interview, and is an expert at guiding the communication to achieve that purpose.

So much of what we do in DFCS is dependent on our interviewing skills; therefore, it is critical that we be able to effectively use a variety of interviewing methods and techniques.

Consider this analogy:

Many of us, when we need repair work done at our homes, engage the services of a repair person to do the work. You hope that this person will turn out to be a skilled professional who actually knows what he is doing. Right? So, if there is something wrong with your refrigerator you expect that the repairman will bring and use the appropriate tools to fix the refrigerator. You expect the person to have the right tool to get the job done.

This analogy can be applied to child welfare practice and the tools we use to help families. Families come in all different sizes, cultures, conditions and with all types of issues. Just like the repairman, we need to be prepared for what we might find when we get there **and** use the right tools to help the family.

CONTINUE:
TN: Pick up the tool box as an illustration

Many of you completed the Keys to Child Welfare course as a part of your new case manager training. Others of you may not have completed the Keys course, but you did complete a formal new case manager training. In new case manager training, you were introduced to interviewing methods and techniques. These are the tools that are already in your interviewing tool box.

In this course, we plan to add to your interviewing tool box so that you will be even more prepared for working with families.

TRANSITION to next section.

Module One – Section B
Solution Building Approach to Casework Interviewing

Time: 45 minutes

Materials:
PowerPoint Presentation

Prepared Index Card containing the following interviewing skills
1. Position of Not Knowing
2. Listening
3. Formulating Questions
4. Getting Details
5. Echoing Clients Words
6. Open Questions
7. Summarizing
8. Paraphrasing

Tool Box (with sign attached to box that says “Interviewing Tool Box”)

STATE:

One of the primary approaches we want to discuss in this course is the solution building approach to interviewing.

Lead a BRIEF DISCUSSION ABOUT SOLUTION-FOCUSED QUESTIONS:

Ask participants for some examples of solution-focused questions they remember from your Keys training or other training courses.

Ask participants to share some examples of how they have been using these solution focused interviewing skills in their work.

TN: Use this as an opportunity for a quick review and/or to connect to the skills participants learned in the Keys curriculum.

CONTINUE:
Solution building interviewing is not only the types of questions used such as the Miracle Question, or Scaling Questions, but it is also a total approach to the work we do with families.

Teaching Points:

The solution building approach to helping is a technique that arises out of research and a shifting paradigm in the helping profession from a problem-solving approach to an empowerment and client strengths approach. In solution building, the client's perspective is given as much weight as the expertise of the practitioner. This is compared to the problem-solving approach which is based on a medical model of client problems and expert solutions.

If practitioners focus on categories of problems or pathology, clients may become discouraged and feel that they are victims of some disease or dysfunction. On the other hand, empowering clients means "helping people discover the power within themselves, their families, and their neighborhoods."

Saleebey is one of the best known researchers and writers on the strengths perspective. He encouraged practitioners to "discover, in mutual exploration with clients, those personal strengths and resources clients can bring to bear on their concerns, and to replace a focus on problems with a focus on clients' strengths."

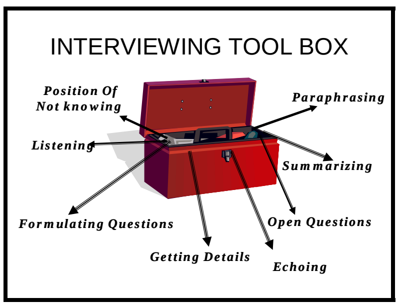
Solution Building Approach

- Client as expert
- Emphasis on client's preferred future and strengths, rather than past problems and deficits

Solution Building is one of the approaches to arise out of this shift in the helping profession. In solution building, the client is seen as the expert about their own lives. The work with the client is directed toward the client's preferred future and strengths instead of past problems and deficits. This approach was pioneered through the work of Steve de Shazer and Insoo Kim Berg and their colleagues. They developed procedures for what became known as solution building by observing individual interviews and paying attention to what was most useful, being careful to set aside any preexisting ideas about the nature and origin of client problems. By contrast most other procedures in the field were developed from existing theory regarding the nature and cause of client problems.

After working with clients and documenting outcomes since the mid 1970s these procedures have now been written about, used, and trained for several years. Solution Building is not an approach that is used exclusively in therapeutic situations. de Shazer and Berg have also written, used, and trained this approach for use with mandated family services clients like those served by DFCS.

SUMMARIZE:
Over the next couple of days we are going to discuss the solution building approach to working with families and learn some of the techniques associated with this approach. Again, we are trying to increase the number of tools at your disposal. Ultimately, you will have to decide which tool is the most appropriate to use with each client or family.



TRANSITION TO INTERVIEWING TOOLS:

Earlier we said that in solution building, the client is seen as expert about his or her own life. In order to put clients in the position of being the expert you have to know how to set aside you own frame of reference as much as possible. Principles like “meeting the client where they are,” being aware of your own “cultural filter,” and “joining with the client” are all related to this approach to working with clients.

Position of Not Knowing

Communicates an abundant and genuine curiosity about the client, their family, their culture, their beliefs and values, their strengths, their needs, their desires, etc.

PRESENT:

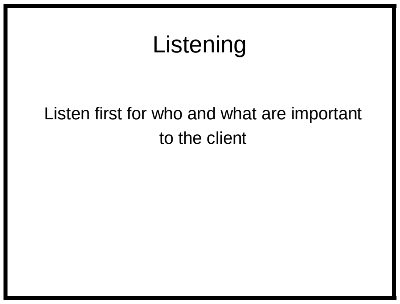
<u>Position of Not Knowing</u>

Here is another principle that can be useful in helping you to empower clients to be the expert of their own lives. It's called taking a "position of not knowing."

The not knowing position is a general attitude in which your actions communicate an abundant and genuine curiosity about the client, their family, their culture, their beliefs and values, their strengths, their needs, their desires, etc. When you take a position of not knowing your action and attitudes express a need to know more about what the client is expressing, rather than conveying your preconceived opinions and expectations. Therefore, you are always in a state of being informed by the client.

ASK:
What are some communication skills you learned in other courses which help you to be informed by the client?
(pause for participant responses)

CONTINUE:
These communication skills are not necessarily unique to a solution building approach, but they take on a little different twist or flavor when viewed from a solution focused perspective.



Listening

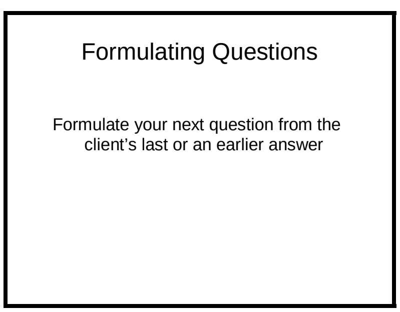
Teaching Points:

When you are listening with solution-building ears you are able to hear the client's story without filtering it through your own frame of reference. This is difficult because we are accustomed to filtering what others tell us through our own experiences and beliefs and immediately evaluating what we hear.

The most useful place to begin is to listen first for whom and what are important to the client. As clients describe what is going on with them and what assistance they need they talk about people, relationships and events that are significant to them.

By listening first for who and what are important to the client:

- Gets you tuned into the important parts of clients' frame of reference
- Hinders the tendency to evaluate what the client is saying
- Helps prevent early problem solving from your point of view



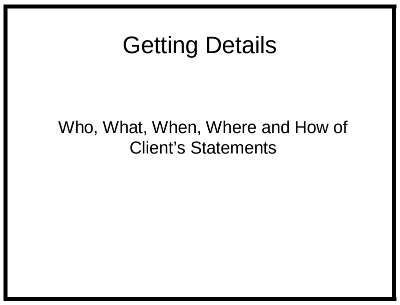
Formulating Questions

Teaching Points:

Questioning is not just a way to get information from clients, but instead the process of questioning and answering creates new awareness in both participants (the client and the interviewer) and new possibilities for the future.

Using client history, current reports, past documentation, etc. helps you to prepare for client interviews and this preparation is very important. However, effective interviews involve more than just asking your list of questions, you must be able to feed off what the client is saying.

Formulating questions is the fundamental way that interviewers contribute to solution building.



<u>Getting Details</u>

Teaching Points:

We will refer to this as asking "Wh and how" questions. These questions are the ones most likely to elicit descriptive clarifications from the client. Notice that why is not included in this list.

ASK participants why they think "why" questions are not included.
(Solicit responses from group)

Lead to response:
Why questions tend to elicit client's analysis of underlying causes of their behaviors and situation and can be viewed as confrontational or judgmental by clients.

Questions asking for descriptive but not analytical details are used to clarify client's current situations and to clarify and amplify client's goals, strengths and successes.

Echoing Client’s Key Words

Echo the words clients use to capture their experiences and the meaning they attribute to these experiences.

<u>Echoing Client’s Key Words</u>

Teaching Points:

Echoing a client’s key words is another skill that reflects the principle of forming the next question from the client’s last answer. This technique also leads to more descriptive details.

Here is an example of how this might look with a client.

TN: Conduct a brief demonstration of the skill. One trainer should act in the role of the client; the other should act in the role of the interviewer.

Trainer 1 in role of interviewer: I understand from your child’s school, that she has been late for school 10 times since the school year began.

Trainer 2 in role of client: The school keeps sending me notes about it, but I am trying to do better. It’s just that my life is such a mess right now.

Interviewer: A mess? (with a rising intonation)

Client: Yeah….I can’t get my kids to school on time because I keep getting up late, but the reason I am getting up late is because I don’t get off work till 2:00 in the morning. I’m tired.

Interviewer: What else is going on that makes you think your life is a mess?

Client: I’m getting in trouble with kids’ school! Now, I’ve got you on my case. But if I don’t work then I can’t feed my kids 'cause I sure don’t get any help from their daddy.

END ROLEPLAY AND DEBRIEF

ASK participants if they noticed how the interviewer echoed the word "mess" that the client used

EXPLAIN:
Just from this short example, we have learned about some of the circumstances that consist of the client's perception of her life:

- She is working late hours
- The late hours are contributing to her inability to get her child to school on time
- There is financial strain that could possibly be alleviated if she could get child support

These details can be used later to build solutions with this client.

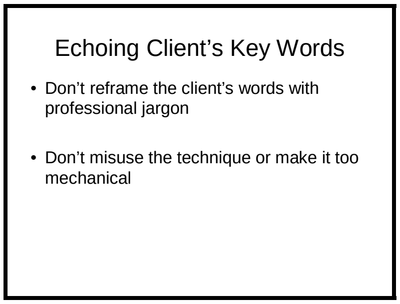
PRESENT:
Here are some tips to keep in mind when thinking about how to identify client's key words:

Echoing Client's Key Words

- Client frequently uses the same word
- The word (s) is emotionally charged and given special emphasis
- Distinctive or peculiar use of words

Teaching Points:

- Clients often repeat key words. So if you notice a client frequently using the same word, you should explore its meaning
- Key words are often emotionally charged and given special emphasis by clients.
- A distinctive or peculiar use of words should also prompt you to explore this use with the client.



A couple of cautions about this technique:

Don’t reframe client’s key words with professional jargon ….disrespectful and undermines the client’s confidence

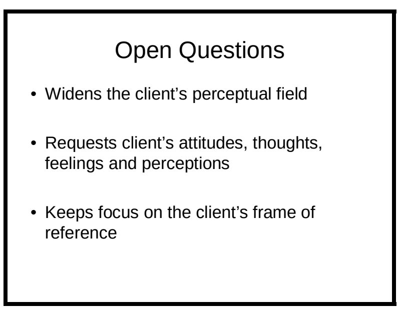
Don’t misuse the technique…should not be mechanical don’t echo in a way that suggest you are skeptical or disapprove of what the client is saying.

CONTINUE:

I also want to mention 3 skills that we are all familiar with – open questions, summarizing and paraphrasing.

ASK a participant to give you an example of a closed question

ASK another participant to change the question to an open question

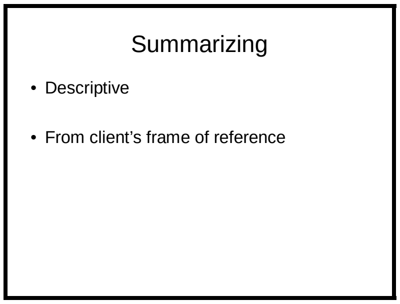


<u>Open Questions</u>

Teaching Points:

When used with echoing, open questions provide an effective means of exploring the details of whom and what are important to clients.

Open questions or statements such as “please, tell me more about that” help to cast clients into the role of experts about their own lives. In comparison with closed questions, they give clients more choice about what to say about themselves and how to say it.



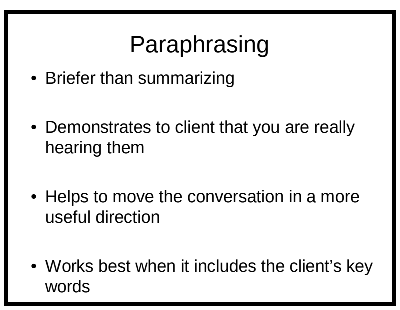
Summarizing

Ask a participant to define summarizing as an interviewing skill or give an example.

Lead to this response:
In summarizing, you periodically relate to the client his or her thoughts, actions, and feeling. This technique is used after you have obtained a detailed description of a part of the client's story.

Teaching Points:
If descriptive, summaries have the effect of inviting the client to say more – to correct, revise, and add to the interviewer's summary.

Also, summarizing promote understanding of the person's frame of reference and blocks the listener's tendency to evaluate while trying to listen.



Paraphrasing

Ask a participant to explain this skill or give an example.

Lead to:
In paraphrasing the interviewer feeds back to the client the essence of what has just been said by shortening and clarifying their comments.

WRAP-UP MODULE ONE:

Later today and tomorrow, we will be adding additional tools to our interviewing tool box. Many of these tools will be strategies that can be used when interviewing from a solution building perspective. Can we name the tools that we just discussed in this module?

Ask participants to shout out each tool just discussed. As that tool is called out, add the index card with the name of that tool to the toolbox.

TN: Should be adding: Position of Not Knowing, Listening, Formulating Questions, Getting Details, Echoing Clients Words, Open Questions, Summarizing, and Paraphrasing

TRANSITION TO MODULE TWO:

Now, that we are warmed up and have reviewed some of the basic interviewing skills, we are going to move right into skill practice.

MODULE TWO
SKILL DEVELOPMENT AND PRACTICE - ENGAGEMENT

Purpose:
To practice and assess interviewing skills related to the initial engagement of a client.

Learning Objectives:

- Recognize specific solution building interviewing techniques
- Given a specific case scenario, plan a purposeful casework interview
- Given a specific case scenario, identify interviewing strategies for conducting a casework interview
- Given a specific case scenario, use specific interviewing techniques, including solution building techniques, to complete a parent or collateral contact interview
- Apply DFCS social services policy and practice in interviewing situations
- Critically assess interviews conducted by peers and self and provide meaningful feedback

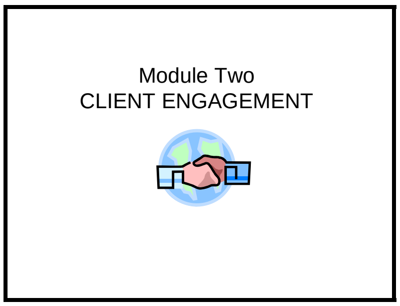
Total Time for this Module: 2 hours, 55 minutes

MODULE TWO – Section A
Engagement Presentation

Time: 30 minutes

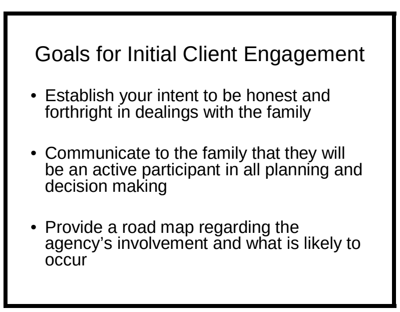
Materials:

PowerPoint Presentation
Interviewing for Solutions - Tim Part 1 (original clips 8&9)



PRESENT:
In our first practice segment, we are going to focus on interviewing skills used in the process of initial engagement with clients. Establishing rapport with our clients can be a challenge. After all, most times the family didn't invite us into their life. Despite this challenge, the way you interact with families in the early stages of the case is critical, and is directly related to how quickly and effectively the family can be engaged in making positive changes.

Regardless of the purpose for the initial contact, there are some general goals to accomplish in the initial engagement phase with a client:



- **Establish your intent to be honest and forthright in dealings with the family**

- **Clearly communicate to the family that they will be an active participant in all planning and decision making**

- **Provide a road map regarding the agency's involvement and what is likely to occur**

- **Deal with the family's frustration, hostility or anger**

  ASK participants:
  What are some ways that you have been dealing with anger or hostility in the families you work with?
  (open responses)

- **Routinely identify, support, and utilize the family's strengths**

- **Reaffirm for family that you are concerned, dependable, competent and respectful of them**

  ASK participants:
  What are some ways that you think this can be demonstrated?
  (open responses)

  Lead to possible strategies:
  - Meeting the family's immediate needs
  - Following through with commitments
  - Understanding and accessing the community in which the family lives to assist the family
  - Understanding the nuances of the client's culture and respecting these
  - Assuring your communication and the communication from other staff in the agency is congruent and not confusing or contradictory to the client

TRANSITION to video presentation, Tim Part 1

TRAINER INSTRUCTIONS:
SOLUTION BUILDING VIDEO -- TIM, Part 1

Purpose: To show an example of an initial client engagement using a solution building approach.

Time: 15 minutes

1. Introduce video to participants (see script below)
2. Instruct participants to turn to the worksheet, ***Video Presentation - Tim Part 1***, in their Participant Guide. Participants should use this worksheet to jot down their notes/reactions to this video.
3. Play Video clips 8 &9. Approximate time: 8 minutes
4. Debrief with large group discussion. Allow 5 to 7 minutes for debrief.

Discussion Questions:
What did you observe that the interviewer did that was useful?
What else could the interviewer have done to be even more useful?
What is your reaction to this type of approach with clients?

SCRIPT TO INTRODUCE VIDEO TO PARTICIPANTS:

We are going to take a look at a short video clip. This is a clip of a Foster Care worker going to meet with a parent for the first time after the children have been placed in care. This clip is from a training video produced by Insoo Kim Berg and Peter De Jong as a part of their Interviewing for Solutions training material. These two clips demonstrate several different solution building techniques. You will note that the name of each technique flashes on the screen when used by the interviewer.

After the video, we will discuss what you have observed. You may want to take notes on thing you observed that seemed helpful in this situation.

DEBRIEF Discussion Questions:

What did you observe that the interviewer did that was useful?

Possible responses:

Reason for the visit was clearly explained

His approach helped to begin building a positive relationship with the client.

His approach of solution building instead of investigative (i.e. trying to get the client to admit guilt and identifying problems)

Role distinction – clearly separated himself from the more "punitive" CPS worker
Good job of getting the client's perception of the situation

What else could the interviewer have done to be even more useful?

What is your reaction to this type of approach with clients?

REFER participants to the reference: ***Question formulation: Opening the Interview and Developing Report*** in their Participant Guide.

EXPLAIN:
This reference contains a list of sample question formulations and responses that are helpful in developing rapport with clients. This is not a definitive "how to," but can be used as a model to help you in formulating your own questions and responses to meet the unique situation in your cases. Take about 2 minutes to review this reference.
TN: After 2 minutes continue

REFER participants to the reference in the Participant Guide, ***Strategies for Home Visits.***

EXPLAIN:
This is a short, simple list of strategies that can be used for Home Visits. You will have to decide when and if you can use these strategies in your work. Take about 30 seconds and review this reference.

TN: After about 30 seconds **TRANSITION TO videotaped role play.**

MODULE TWO– Section B
Videotaped role-play – Engagement Interview

Time: 50 minutes

Materials:
PowerPoint Presentation
Handout - Abernathy Family case scenario

PRESENT:

We've begun the process of identifying tools that we can add to the interviewing tool box. As you learn about different techniques and approaches, you will also practice these skills. Here is how we will do this.

For the remainder of this class, we will be videotaping each of you as you conduct a simulated interview with one of us. The interviews will be based on specific case scenarios.

Each person's videotape will be played back to the large group. You will each have an opportunity to evaluate your own skill and to receive feedback and support from us and from your peers.

In addition to the videotaping and feedback, we will also continue to discuss additional interviewing skills we will add to the tool box. It is our hope that you will attempt to use these in your videotaped interviews.

Teaching Points:

You will work with a group to review the case scenario and prepare for your interview. By discussing the scenario with your group, each person can draw on the experiences of their classmates to help prepare for their interview.

When it is your turn, you will conduct the interview with one of us acting in the role of the client. During the role play, your classmates' role will be to simply listen and observe what is happening.

Then, we will play back each person's interview. During the play back, everyone should switch their focus from observer to reflective practitioner – you will analyze what you see and provide constructive feedback to each of your classmates. We will use a skills checklist, which we will review in just a moment, to help you analyze the effectiveness of each interview and provide feedback.

After each person's tape is reviewed, the class will complete the skills checklist and prepare to provide feedback to the interviewer. The interviewer will have an opportunity to comment on his or her own effectiveness. Then, the trainer who acted as the client will give her feedback. Then, your classmates will provide feedback. The skills checklists will be collected at the end of each feedback session. Participants who would like to have the checklists that were completed on them, may pick these up from the trainer at the **end of the day.**

Feedback given should focus on what the interviewer did that was useful and what could have been done or done differently.

When you are receiving feedback, we suggest that you write down the suggestions you receive – this will help you later as you make a plan to continue developing your interviewing skills.

TN: Ask if there are any questions about the process

Guidelines for Feedback

- Descriptive rather than evaluative
- Specific not general
- Focus on what the interviewer did that was useful and not on what the interviewer did wrong
- Focus on interviewing skills, not case practice and procedures

Teaching Points:

When giving feedback, make it descriptive rather than evaluative. It is more useful to an interviewer to say for example, "you gave several compliments to the client about the different ways she demonstrates caring for her children" than to say "you were really nice to the client."

Useful feedback is specific not general. For example saying, "the way you summarized what the client said about how important getting a job was to her helped the client to identify job skills as a goal," is more helpful to an interviewer than saying "you give useful summaries."

Your feedback should focus on what the interviewer did that was useful and less on what you think the interviewer did wrong. We are here to help each other build on our strengths.

Keep the focus of these practice segments on interviewing skills. While we will make every effort to model good practice and current policy, we don't want to get caught up with specific county practice or protocols that might be mentioned or eluded to in the interviewing segments.

ASK:
Can we all agree on these guidelines? (pause for responses or questions)

INSTRUCT participants to turn to the ***Interviewing Skills Checklist*** in their Participant Guide.

INSTRUCT participants to take about 1 minute to review the checklist. After 1 minute, call time.

Teaching Points:

This is the checklist you will use to help you analyze each other's interview and provide feedback.

The checklist includes many different interviewing skills. Some of these may be tools already in your interviewing tool box – you've learned them and are already using them in your work with clients. Other skills may be new skills which we are presenting during this course.

You are not expected to use **every skill** on the list in your videotaped interview, but we do want to see you use some of the new skills you are learning. If you see an opportunity to try out a new skill, we want you to do it. That's why we're here – to practice our skills, and part of this is learning to choose the skills and strategies that are most suited to your interviewing situation.

ASK if there are questions about the checklist.

PROCEED TO SET UP OF VIDEOTAPED ROLE PLAY:

TRAINER INSTRUCTIONS:
Videotaped Role-Play – Abernathy case scenario

1. Divide class into 4 groups of 4. The groups should be assigned by trainer using a random method to avoid having groups comprised of people from one county. Instruct participants to take all of their belongings, including their name tents with them.

2. Assign each group a color – Red, Blue, Yellow, and Green. You can use another naming method for the groups, if you choose, but don't use numbers.

3. Ask participants to introduce themselves to each other. Share names, county, position in agency. Also, groups should determine an alphabetical listing (by last names) of the people in their group. They will conduct their individual interviews alphabetically by last name (see script for participant instructions). Allow about 5 minutes for this.

4. Provide each group with a copy of the Abernathy Family Case Scenario.

NOTE: Although each group will be using the same scenario, it is expected that each interview will be different as each group/interviewer will likely approach the situation differently. The trainer will respond accordingly and will be free to provide different responses/nonverbal clues, etc. which might force the interviewer in a different direction.

5. Instruct each group to work together to help the first interviewer prepare. Preparation should include: reading scenario, preparing possible questions, deciding on possible techniques to use, etc. Allow **10 minutes for preparation.** Advise the class when they have 2 minutes remaining in their preparation time. Call time after 10 minutes.

6. If the training room is divided into an instructional area and a theatre area as recommended (see page 5 – for room set-up), instruct participants to leave all of their materials at their tables and move to theatre area for the role play.

7. Videotape the interview between the trainer (acting in role of the client) and the designated person from each group. Allow 7 minutes for each interview. Total time for videotaped interviews is **30 minutes** (4 people@ 7 minutes each, plus 2 minutes wiggle room.)

NOTE: It will be critical to stick to the time limits. The trainer who is not involved in the interview should be responsible for starting and stopping the camera and keeping time. Hold up a sign to advise interviewer when there is 1 minute remaining, then call time at the 7 minute mark.

SCRIPT FOR INTRODUCING ACTIVITY TO PARTICIPANTS

Once participants have been arranged into 4 groups of 4 and groups have been assigned a color (or name) provide the following instructions:

INSTRUCT:
Now that you are settled in your groups, take about 5 minutes to get acquainted with each other:

- Share information about where you work, what your position is with the agency, your primary work focus (for example, do you primarily conduct investigations, do you carry a foster care caseload, etc.).
- Determine an alphabetical list (by last name) of the people in your group. The order in which you conduct your individual interviews will be alphabetical by last name.
- Find out if there are questions in your group about the videotaping process.

TN: call time after about 5 minutes. Address any questions from the groups.

CONTINUE:
In a moment when I say begin, you will work together to help the first interviewer prepare for the interview. Read the scenario, then help prepare possible questions, identify interviewing techniques to use, decide the best way to approach client, etc. You will have 10 minutes to prepare. BEGIN.

TN: Advise the class when they have 2 minutes remaining in their preparation time. Call time after 10 minutes.

EXPLAIN:
Now, we are ready to begin the interviews. Each of you will have 7-minutes to conduct your interview. The trainer will hold up a sign to let you know when you have 1 minute remaining so that you can wrap up the interview. While the interview is being conducted, the rest of the class will simply listen and observe. No note taking or analysis should be going on at this point. Think of it as watching a TV show. Later, when we playback the video, you will switch from being passive observer to reflective practitioner.

TN: If the training room is divided into an instructional area and a theatre area, instruct participants to leave all of their materials at their tables and move to theatre area for the role play.

PROCEED with the interviews by asking for a volunteer to go first. Conduct and videotape the interview. Continue with the designated person from each group until all 4 people have completed the interview. Encourage the class to applaud each interviewer.

MODULE TWO – SECTION C
Video Review and Feedback - Engagement

Time: 1 hour 20 minutes

Materials:
Interviewing Skills Checklist

TN: If the training room is divided into an instructional area and a theatre area, instruct participants to return to their tables once the videotaping has concluded. Use this as a state change and emphasize that they are also changing their thinking – from passive observer to reflective practitioner.

TRAINER INSTRUCTIONS – VIDEOTAPE REVIEW AND FEEDBACK

1. Distribute blank Interviewing Skills Checklist to participants. Consider placing a stack of blank forms on each table as participants will be using these several times during the rest of the training.

2. After review of each interviewer's video, ask participants to write the name of their classmate on the Interviewing Skills Checklist. Allow about 2 minutes for the class to complete the skills checklist and prepare to provide feedback.

3. Remind participants of the guidelines for feedback.

4. Use the "Stop Action" approach to review and provide feedback on interviews **as needed**. Time may not allow for this to be done with every interview, but it can be used if the trainers feel there is a critical teaching point that needs special attention.

Using "stop action" the trainer pauses the videotape and asks for immediate feedback or provides immediate instruction/clarification. Allow the participant who acted as the interviewer to respond first; followed by the trainer (who acted as client); followed by the other class members.

When asking the **interviewer** for feedback, ask from the standpoint of, "what did you see that you did well, was helpful" OR how are you feeling at this point about what you said/asked/presented nonverbally, etc.

When asking the **trainer who acted as the client,** ask from the standpoint of, "how did the interviewer's response, posture, questions, etc. make you feel? Did you feel supported, encouraged to reveal information, hopeful, respected, etc.

When asking the **class members**, ask from the standpoint of, "what did you observe that the interviewer did well, was helpful, etc." What did you observe that the interviewer could also have tried?"

Potential stopping points might include:

- An expression of heightened emotion by the client or the interviewer
- A direct challenge to the case manager by the client
- Disclosure of a piece of very important information
- A comment that suggests a topic in need of further exploration
- A breakthrough in the case manager-client relationship
- Anything that addresses the learners' specific needs

5. Carefully monitor the time. Limit the **review and feedback for each** interview to **20 minutes.** **Total time** for this segment is **1 hour, 20 minutes** (4 interviews@20 minutes each)

6. Collect the completed skills checklists at the end of each feedback session. Sort these by name and hold. Participants may collect their forms at the end of the training day.

7. Conclude by thanking everyone for their participation in this first round of interviews.

SCRIPT FOR INTRODUCING ACTIVITY TO PARTICIPANTS:
Now we are going to play back the videos from each of your interviews from this segment. During the play back, everyone should switch their focus from observer to reflective practitioner – you will analyze what you see and provide constructive feedback. You will be using the interviewing skills checklist to help you analyze the effectiveness of each interview.

PLAY video from first interviewer and have class complete the *Interviewing Skills Checklist.*

Guidelines for Feedback

- Descriptive rather than evaluative
- Specific not general
- Focus on what the interviewer did that was useful and not on what the interviewer did wrong
- Focus on interviewing skills, not case practice and procedures

TN: This is the same slide that was explained before the taping. Project again as a reminder prior to starting the feedback session.

REMIND participants of the guidelines for feedback

CONDUCT feedback session:

1. Interviewer analysis of self
2. Trainer feedback
3. Class feedback

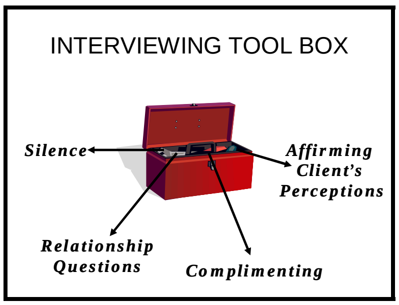
REPEAT process until all videos from this segment have been reviewed and given feedback.

MODULE TWO – Section D
Solution Building Interviewing Tools

Time: 15 minutes

Materials:
PPT Presentation
Prepared Index Card representing interviewing tools:

1. Silence
2. Relationship Questions
3. Complimenting
4. Affirming Client's Perceptions



INTRODUCTION:

Now, we are going to add a few more tools to our interviewing tool box. During the next round of videotaping, we want you to try and use these additional tools in your interviews.

Silence

Remaining silent for a time (10 – 15 seconds) helps clients learn to struggle for their own answers to their situation rather than depending on the professional to tell them what to do

Silence

Teaching Points:

In our society, silence usually makes people uncomfortable. After 5 seconds, people feel pressured to fill the silence by saying something – anything just to release the tension of the silence; however, sometime the use of silence when interviewing a client is appropriate and helpful.

You interview clients about really difficult situations. Asking questions about their experiences, what they want to be different in their lives, their successes – requires them to do some hard thinking. Often clients will be silent for a time, and then say “I don’t know.” Then become silent again. If you can remain silent for a time – 10 or 15 seconds, you may be surprised by the clients’ capacity for answers. They often surprise themselves because they may never have thought about the answer until you asked the question.

Silence also helps to promote establishing the client as the expert. You are teaching the client to struggle for their own solutions for their family, rather than depending on the helping professional to tell them what to do.

Relationship Questions

Find out who a client’s significant others are and weave them into your questions

<u>Relationship Questions</u>

Teaching Points:

Because people live much of their lives in interaction with others, you can use a client’s relationships to help build and amplify solutions. Clients often describe their problems in reference to others; you can use these same relationships to focus the client on solutions.

For example, take a client who has said that one of his goals (or one thing he would like to be different) is to change the way he talks to his son when he disobeys. You could ask him, “suppose you were no longer losing your temper and yelling, what would your son notice you doing instead?”

Imagine the client responds by saying, “I guess he would notice me speaking calmly and in a quiet voice.”

Then, you can follow up with:

“When you are talking more calmly and in a quiet voice, what will be different between the two of you?” OR “What would your son say will be different between the two of you when you are talking calmly? OR what might be different between you and your wife?”

When answering such questions, the client tends to reinforce the attractiveness of the original possibility. The point of this type of question is to help clients make connections between their behavior and the relationships in their life, which can influence the client’s decision to do something different.

Complimenting

Should be reality-based and derived from what the client communicates to you, or what you observe about the client.

Direct compliment: a positive evaluation or reaction in response to the client

Indirect compliment: a question that implies something positive about the client

Complimenting:

Teaching Points:

Clients have personal qualities and past experiences that, if drawn on, can be used in resolving their difficulties and creating more satisfying lives. This is a part of identifying and pointing out client's strengths and helping clients build on past successes. Compliments should be reality-based and derived from what the client communicates to you, or what you observe about the client.

A **direct compliment** is a positive evaluation or reaction in response to the client's condition, situation or behavior. For example, "you seem to be a mother who cares very much for her children", is a positive evaluation of the client. Direct compliments may also be expressed as admiration for the client. For example, if your client who has been struggling with substance abuse, tells you she has not used in four week, you can say, "Wow! I'm sure that was difficult, but you did it! Using positive evaluations sparingly and admiration frequently is most effective. Both work best when used to reflect what the client values.

An **indirect compliment** is a question that implies something positive about the client. There are several ways to do this:

1. Ask for more information about a desired outcome.

   For example, if the desired outcome is for the client to maintain a clean home, ask the client, "How have you managed to keep your home so clean this week?"

2. Imply something positive through a relationship by asking the client to answer a question from the vantage point of another person.

   For example, if I were to ask your children what you have done this week that made them feel you were a good mother, what would do you think they would say?

3. Imply that the client knows what is best

   For example, how did you know that making sure the children went to bed on time, would help them do better on their school work?

> Affirming Client’s Perceptions
>
> Clients should be asked about their perceptions and have their perceptions affirmed

<u>Affirming Client’s Perceptions</u>

Teaching Points:

Clients should be asked about their perceptions related to the nature of their problems, what attempts they have made to overcome their problems, what they want to be different in their lives, what has worked for them already, and what has not worked; and they need to have these perceptions affirmed.

You can affirm client’s perceptions in several ways from simply demonstrating acceptance through nods and short statements (uh-huh, sure, of course) to unmistakable affirmations like “from all you have told me, I can understand why you don’t want your children to live with their grandmother.”

Of course, we will not affirm extreme or harmful actions.

> **TN: The following is a brief skill demonstration between the two trainers. One trainer should act in the role of the interviewer; the other trainer should act in the role of the client.**

PRESENT:

Here is an example of how affirming client’s perceptions might look in a casework situation. We are going to demonstrate a small portion of an interview with a parent who has been referred to CPS because of a physical abuse allegation. The interviewer has learned that the parent is trying to potty train the child who is 2 years old. The potty training was a primary factor in the physical abuse.

Trainer 1 as Interviewer: Mrs. Evans, what have you done to try to potty train Johnny?

Trainer 2 as Client: Every time he wets or soils his diaper I have to spank him. I put him on the potty, but then he won't do anything. Then, 5 minutes later he pees in the diaper, so I spank him. I didn't try to beat him hard. But, I need him to stop doing that.

Interviewer: You **need** him to stop doing that?

Client: Yeah, I mean diapers are expensive and I can't keep buying diapers. He should be old enough to go to the bathroom, my little girl was trained when she was 14 months old!

Interviewer: Wow! That was a major accomplishment to get her trained that young. How did you manage to do that?

Client: Well, I did the same thing I've been trying with Johnny. I put her on the pot and she would sit there until she went. She had a few accidents, but after a while, she was trained. I don't see why Johnny can't do the same thing.

Interviewer: So, you tried this with Johnny but it didn't work?

Client: That's right, that's why I started spanking him. I can't afford to keep buying diapers.

Interviewer: I can understand why you might have tried spanking Johnny to make him stop soiling his pants since as you say, diapers are expensive and you feel you can't afford them. Has spanking him made him stop soiling the diapers?

Client: No, he is still going in his diaper

Interviewer: I see. So, spanking him is not working?

Client: No it's not working and now I've got DFCS all over me because of it. I didn't mean to hurt my child.

Interviewer: I can see that you really are concerned about Johnny and don't want to hurt him.

Client: No, I don't want to hurt him I just want to get him trained.

Interviewer: Since spanking Johnny is not working, what else do you think you could try?

PRESENT:
At this point, you are starting to build solutions. The conversation could proceed in a number of different ways. You could educate her about child development and help her understand that some two year olds aren't ready to be potty trained. Perhaps the agency could help with parenting classes. You could help her address budgeting issues and money management. Is she unable to make ends meet because of an underlying substance abuse problem OR is it truly a poverty issue? Could she possibly be eligible for benefits, such as TANF or food stamps, which could help address her financial need?

In this example, we were able to affirm her perceptions without encouraging behavior that affects child safety. We've opened the door to helping the client with solutions that meet her needs. Research has shown that when she takes the lead in building the solutions she is more likely to be successful.

REFER participants to the references: ***Language Techniques that Promote Solution-Focused Interviewing*** and ***Question Lead-Ins*** *in the Participant Guide.*

TN: Allow about 3 minutes for participants to review these references.

WRAP-UP by adding the additional tools to the interviewing tool box: **Silence, Relationship Questions, Complimenting, and Affirming Client's Perceptions.**

TN: Add the index cards with the name of each tool to the toolbox

REMIND participants:
Remember not every approach or technique will work in every situation. Our purpose here is to expose you to different techniques. You will have to choose the approach that is most appropriate for the interviewing situation.

MODULE THREE
SKILL DEVELOPMENT AND PRACTICE – INVESTIGATIVE INTERVIEW

Purpose:

To practice and assess interviewing skills related to the initial assessment in a CPS investigation.

Learning Objectives:

- Given a specific case scenario, plan a purposeful casework interview
- Given a specific case scenario, identify interviewing strategies for conducting a casework interview
- Given a specific case scenario, use specific interviewing techniques, including solution building techniques, to complete a parent or collateral contact interview
- Apply DFCS social services policy and practice in interviewing situations
- Critically assess interviews conducted by peers and self and provide meaningful feedback

Total Time for this Module: 2 hours 45 minutes

MODULE THREE - Section A
Investigative Interview Presentation

Time: 40 minutes

Materials:
PPT Presentation
Meet the Parents video clip
Forrester Family video clip Part 1

INTRODUCTION:

We want to begin this module by showing a short clip of an interview. The interviewer is someone who is considered to be highly skilled in his area of expertise. Remember the discussion we had earlier about the levels of greatness? He would most likely consider himself to be of Legendary Greatness – he lives "*in the zone.*"

TN: Play clip from Meet the Parents. The scene is where the father hooks his daughter's boyfriend to a lie detector machine and interrogates him. Clip is approximately 3 minutes long.

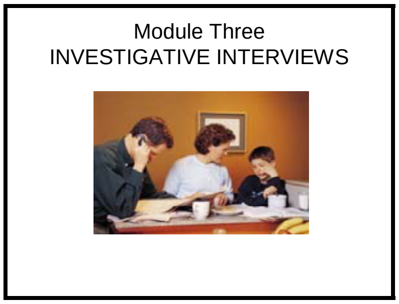
CONNECT to curriculum:

Teaching Points:

This clip is from a popular comedy – Meet the Parents. We probably giggled at the predicament that the boyfriend is in and can even relate to the dad's desire to know the truth about the boy his daughter is dating. Sometimes we probably wish we had a machine like that around.

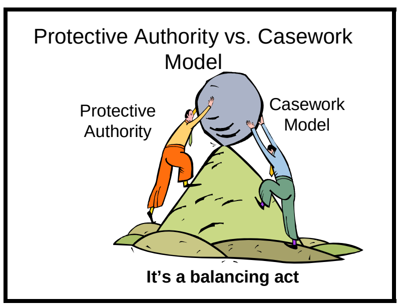
But, did you notice how nervous the boyfriend was just at the thought of being interrogated this way? The machine (actually the dad's use of the machine or his "approach") forced the boyfriend to not be truthful. He figured that the truth wouldn't win him any points with this dad. But, at the same time, lying didn't either because the machine could tell he was lying. So, he was left trying to figure out what would be worse – the dad knowing how he truly felt or the dad labeling him as a liar. The dad was all powerful, and the boyfriend was trapped in a lose-lose situation.

We certainly don't want to put our clients in lose-lose situations where we practically force them to be less that truthful with us. We can avoid this by being very careful about the way we handle our authority.



PRESENT:
I have a question for you…….how can a child welfare case manager be both authoritarian and supportive at the same time?
TN: Open discussion. Be sure to affirm participants' comments

REFER participants to the reference in their Participant Guide, ***Casework Practice versus Protective Authority*** and instruct participants to review this reference. Allow about 2 minutes for participants to review.



PRESENT:
Both of these approaches have a common goal of protecting children from maltreatment and both can be legitimate interventions, depending on the circumstances. But, the underlying assumptions, methods, strategies and outcomes of the two approaches are very different.

The ideal approach to child protection is a service model that emphasizes the primary use of family-centered casework, but without compromising the appropriate use of authority when necessary. This requires a flexible and individualized integration of strategies that can respond to changing situations and can be responsive to the needs and strengths of each family member. It's a balancing act.

TRAINER INSTRUCTIONS:
VIDEO PRESENTATION –Forrester Family video, Part 1
Purpose: To engage participants in a discussion regarding interviewing approaches with families in a CPS assessment (i.e. investigation)

Time: 25 minutes

1. Introduce the video clip (see script below)
2. Refer participants to the worksheet, ***Video Presentation: Forrester Family, Part 1***, in the Participant Guide.
3. Play the video clips. Approximately 15 minutes
4. Debrief using large group discussion – 10 minutes

Discussion Questions:
1. What is **Pamela's** primary approach with the family?

1a. Identify the interviewing techniques/strategies Pamela used that demonstrates the approach you identified.

1b. How did Mrs. Forrester respond to this approach?

1c. How did this approach help or hinder Pamela's objectives as a child welfare worker?

2. What is **Scott's** primary approach with the family?

2a. Identify the interviewing techniques/strategies used that demonstrate the approach you identified.

2b. How did Mrs. Forrester respond to this approach?

2c. How did this approach help or hinder Scott's objectives as a child welfare worker?

3. What is **Carol's** primary approach with the family?

3a. Identify the interviewing techniques/strategies used that demonstrate the approach you identified.

3b. How did Mrs. Forrester respond to this approach?

3c. How did this approach help or hinder Pamela's objectives as a child welfare worker?

SCRIPT FOR INTRODUCING VIDEO TO PARTICIPANTS:
The video clips we are about to see depict three different caseworkers and their initial contact with a mother in a CPS investigation. Here is the situation with this family:

The child involved, Jon Forrester, is 9 years old. His mother, Susan Forrester, age 29, is divorced. She and her two children, Jon and 4 year old Wendy, live alone. She supports herself and the children through public assistance. Jon attends public school and Wendy stays with a day care provider three days a week while Ms. Forrester attends job training.

The child welfare agency got involved with the family when the school nurse reported that Jon had appeared at school with a cut and a large bruise on his forehead, and the beginning of a serious black eye. He told his teacher that he had fallen off his bike. The nurse examined Jon and identified multiple additional bruises on his buttocks, legs, shoulders, chest, and back; some of which appeared to be almost healed. The nurse knew that this type of bruising could not have occurred from a single fall off a bike. The nurse asked Jon to tell her the truth about how he got hurt. Jon began to cry and said that his mom "got made and threw the frying pan at me because she made fish, and I hate fish." He also said, "She hits me sometimes when she's mad. She says if she doesn't make me mind, I'm going to grow up just like my dad."

We are going to pick up with the story at the point of each caseworker interviewing the child and then contacting the mother. After we have observed each worker, we will discuss their approach with family, interviewing techniques, and communication styles. Use the worksheet in your Participant Guide to take notes on each vignette.

DEBRIEF- Discussion Questions:

1. What is Pamela's primary approach with the family?
Lead to Response:
Pamela's approach is primarily authoritative. Used protective authority almost exclusively.

1a. Identify the interviewing techniques/strategies Pamela used that demonstrates the approach you identified

Possible responses:
- Lack of empathy
- References to "abuse" when discussing Jon's injuries. Told her exactly what child said about the frying pan
- Accusations about how the abuse occurred, e.g. "I'd like to know what happened"
- Defensive responses to client's anger
- Banged loudly on the door (almost like the police) and barged in
- Tone was loud and abrupt
- Threatened Mom with putting child in foster care
- Began talking about what Mom will have to do to get child back, before she had even established a relationship or how injuries occurred

1b. How did Ms. Forrester respond to this approach?

Desired response:
Ms. Forrester became angry and ended up threatening to sue the agency. Did not appear that she was going to cooperate with Pamela's attempts to intervene.

1c. How did this approach help or hinder Pamela's objectives as a child welfare worker?

Desired response:
This approach hindered Pamela. She alienated the mother and escalated the hostility with the client, which will likely result in the client's lack of cooperation and resistance to agency intervention. Although she took care of initially insuring Jon's medical needs, she probably made it harder on herself (or others in the agency) to work with Ms. Forrester to insure Jon's ongoing safety and well-being.

2. What is Scott's primary approach with the family?

Lead to response:
Scott's approach was sympathetic, but he exerted no authority and did not live up to his responsibility to protect Jon.

2A. Identify the interviewing techniques/strategies used that demonstrate the approach you identified

Possible responses:
- Called in advance – asked permission to come over
- Never specifically stated he was with the child welfare agency and never clearly explained his role or the role of the agency in protecting children. Instead said he was with "an agency that helps parents with their kids."
- Vague about his role
- Too permissive
- Allowed himself to be dismissed by the parents
- Showed no authority related to the safety of the child
- Was sympathetic (not empathetic)

2b. How did Ms. Forrester respond to this approach?

Desired response:
Ms. Forrester responded positively to Scott, in that she did not get angry with him, but she basically dismissed him and his suggestions. She agreed to take Jon to the doctor, but it was obvious did she did not see or did not agree with the seriousness of his injuries.

2c. How did this approach help or hinder Scott's objectives as a child welfare worker?

Desired response:
This approach hindered Scott. Scott's approach although generally supportive, did nothing to insure that Jon would be protected. This left Jon at risk of serious injury.

3. What is Carol's primary approach with the family?

Lead to response:
Carol's approach demonstrated a balance of family centered practice with authority

3A. Identify the interviewing techniques/strategies used that demonstrate the approach you identified

Possible responses:
- Properly identified herself and asked to come in
- Explained how and when she would use her authority
- Clarified her role and the purpose of the visit
- Stressed her preference that Mom work **with** her to resolve the problem
- Used a matter of fact tone, without accusation or blame
- Did not press Mom about how the abuse occurred, did not mention what Jon said about the frying pan – instead maintained a position of not knowing: "I still don't quite understand how that happened"
- Encouraged mother to go with her to the hospital and to take the lead in talking with the doctor – supported her role as Jon's mother
- Presented client with choices
- Demonstrated empathy

3b. How did Ms. Forrester respond to this approach?
Ms. Forrester, although initially angry, agreed to accompany Carol to the hospital and to take the lead in talking with the medical staff. Although she was clearly skeptical of Carol and the agency's involvement, she at least made an initial attempt at cooperating.

3c. How did this approach help or hinder Carol's objectives as a child welfare worker?

This approach helped Carol. Carol clearly communicated that she was going to protect John, but that she preferred doing so by working collaboratively with Ms. Forrester. This will likely lead to Ms. Forrester's willingness to engage and remain engaged in the process of change which will help to insure Jon's future well-being.

CONNECT to other program areas in the agency:

Teaching Points:

Although the video depicted an investigative situation, the issue of balance between your authority and your role as a support for families applies to those who work in other program areas like Foster Care, Adoptions and Resource Development also.

Ask participants for an example of how the balance of authority and support may apply to work in Foster Care or Adoptions.

Ask participants for an example of how these might apply to work in Resource Development.

ACKNOWLEDGE the class' work on this exercise.

SUMMARIZE by explaining that in our work with families we should strive to create the proper balance between family centered casework and the use of authority. In fact, even when exercising our authority in order to protect children, we can still manage to be family centered as demonstrated by Carol in the video.

POINT participant to a resource in the PG:

There is a resource in your Participant Guide, ***Dealing with Issues Related to Authority,*** which will give you some additional information on this topic.

REFER participants to the reference, ***Question formulation – Assessment.***.

EXPLAIN:
This reference contains a list of sample question formulations and responses that are helpful in interviews where you are assessing families. This can be an initial assessment as in a CPS investigation or in the assessment of the family's strengths and needs. This is not a definitive "how to," but can be used as a model to help you in formulating your own questions and responses to meet the unique situation in your cases.

Take about 3 minutes to review this reference.

TRANSITION TO videotaped role play.

MODULE THREE - Section B
Videotaped Role-Play - Investigative Interview

Time: 40 minutes

Materials:
Handout: Cedeno Family Case Scenario (Parent Interview)
Handout: Cedeno Family Case Scenario (Collateral Interview)

TRAINER INSTRUCTIONS
Videotaped Role-Play – Cedeno Family case scenario

1. Groups should remain in their same groups of four.

2. Provide 2 of the groups with the Cedeno Family parent scenario, and 2 groups with the Cedeno Family collateral contact scenario.

TN: You will probably have to break this module into 2 parts because of time (see agenda). All four groups should do their preparation. Conduct the two parent interviews, then do review and feedback of the parent interviews. The collateral contact interviews can be rolled over to Day Two.

3. Instruct each group to work together to help their next interviewer prepare (alphabetical order should already be established). Preparation should include: reading scenario, preparing possible questions, deciding on possibly techniques to use, etc. Allow **10 minutes for preparation.** Advise the class when they have 2 minutes remaining in their preparation time. Call time after 10 minutes.

4. If the training room is divided into an instructional area and a theatre area, instruct participants to leave all of their materials at their tables and move to theatre area for the role play.

5. Videotape the interview between the trainer (acting in role of the client) and the designated person from each group. Allow 7 minutes for each interview.

NOTES: One trainer should be prepared to portray the parent. The second trainer should be prepared to portray the collateral contact. Conduct the parent interviews first. The trainer portraying the collateral contact should deliver instructions to the class.

It will be critical to stick to the time limits. The trainer who is not involved in the interview should be responsible for starting and stopping the camera and keeping time. Hold up a sign to advise interviewer when there is 1 minute remaining, then call time at the 7 minute mark.

SCRIPTED INSTRUCTIONS TO PARTICIPANTS:

Now we're ready for our second round of interviews. You will work together to help your next interviewer prepare for his/her interview. Read the scenario, then help her prepare possible questions, identify interviewing techniques to use, decide the best way to approach client, etc. You will have 10 minutes to prepare.

Advise participants that there is a reference in their PG, ***Latino Culture - Communication Styles,*** that they might find helpful as they prepare for this interview.

> **TN: Advise the class when they have 2 minutes remaining in their preparation time. Call time after 10 minutes.**

EXPLAIN:
Let's begin the interviews. Each of you will have 7-minutes to conduct your interview. The trainer will hold up a sign to let you know when you have 1 minute remaining so that you can wrap up the interview. Remember, the rest of you are simply observing and listening at this time.

> **TN: If the training room is divided into an instructional area and a theatre area, instruct participants to leave all of their materials at their tables and move to theatre area for the role play.**

PROCEED with the interviews by selecting the designated person from each group. Continue until all interviews have been completed. Encourage the class to applaud each interviewer.

MODULE THREE - Section C
Video Review and Feedback – Investigative Interviews

Time: 1 hour, 20 minutes

Materials:
Interviewing Skills Checklist

TN: If the training room is divided into an instructional area and a theatre area, instruct participants to return to their tables once the videotaping has concluded. Use this as a state change and emphasize that they are also changing their thinking – from passive observer to reflective practitioner.

TRAINER INSTRUCTIONS – VIDEOTAPE REVIEW AND FEEDBACK

1. Play back the videotaped interviews one at a time.

2. After review of each interviewer's video, ask participants to write the name of their classmate on the Interviewing Skills Checklist. Allow about 2 minutes for the class to complete the skills checklist and prepare to provide feedback.

3. Remind participants of the guidelines for feedback.

4. Use the "Stop Action" approach to review and provide feedback on interviews **as needed**. Time may not allow for this to be done with every interview, but it can be used if the trainers feel there is a critical teaching point that needs special attention.

5. Carefully monitor the time. Limit the **review and feedback for each** interview to **20 minutes.** **Total time** for this segment is **1 hour, 20 minutes** (4 interviews@20 minutes each)

6. Continue the process for each interview conducted in this segment.

7. Collect the completed skills checklists at the end of each feedback session. Sort these by name and hold. Participants may collect their forms at the end of the training day.

8. Conclude by thanking everyone for their participation.

SCRIPT FOR INTRODUCING ACTIVITY TO PARTICIPANTS:

Now we are going to play back the videos from each of your interviews from this segment. During the play back, everyone should switch their focus from observer to reflective practitioner – you will analyze what you see and provide constructive feedback. You should use the skills checklist to help you analyze the effectiveness of the interview.

PLAY video from first interviewer and have class complete the *Interviewing Skills Checklist.*

Guidelines for Feedback

- Descriptive rather than evaluative
- Specific not general
- Focus on what the interviewer did that was useful and not on what the interviewer did wrong
- Focus on interviewing skills, not case practice and procedures

REMIND participants of the guidelines for feedback

CONDUCT feedback session:

1. Interviewer analysis of self
2. Trainer feedback
3. Class feedback

REPEAT process until all videos from this segment have been reviewed and given feedback.

MODULE FOUR
SKILL DEVELOPMENT AND PRACTICE - DEFUSING ANGER/ ASSESSMENT INTERVIEWING

Purpose:

To practice and assess interviewing skills related to defusing anger. Also, to practice and assess interviewing skills related to client assessment.

Learning Objectives:

- Given a specific case scenario, plan a purposeful casework interview
- Given a specific case scenario, identify interviewing strategies for conducting a casework interview
- Given a specific case scenario, use specific interviewing techniques, including solution building techniques, to complete a parent or collateral contact interview
- Apply DFCS social services policy and practice in interviewing situations
- Critically assess interviews conducted by peers and self and provide meaningful feedback

Total Time for this Module: 2 hours 50 minutes

MODULE FOUR- Section A
Presentation – Defusing Anger

Time: 10 minutes

Materials:

PPT Presentation

ASK one participant to share an experience she has had trying to communicate with or being confronted by a client who was really angry. Ask the participant to describe the experience to the class – including how it made her feel emotionally and how she handled the situation.

> **TN: you probably won't have a problem getting someone to share a story, but prepared with one of your own just in case.**

Ask the class what they think are some of the key strategies for responding to client's who express anger during your communication with them.

(open responses – you may want to jot their responses on the flip chart)

Three Ways to Think About Anger

- Arises out of a pattern of experiencing unmet needs
- A “tip of the iceberg” feeling
- When anger is high, cognition is low

PRESENT:

Three ways to think about anger…

- **Arises out of a pattern of experiencing unmet needs…….**has been described as a person taking the best shot at getting their needs met
- **A “tip of the iceberg” feeling**. Just as an iceberg only shows its tip (its smallest part) above the water, anger is an emotion that blocks the emergence of other, deeper feelings.
- When **anger is high, cognition (the use of knowledge/understanding) is low**

When we understand these characteristics, some ideas about dealing with anger emerge:

Teaching Points:

We should communicate to clients that their feelings are a normal reaction and sometimes we have to help them by giving voice to what they are feeling when they can’t.

We can’t take their comments personally, or allow ourselves to become angry with them because they are expressing their anger at us.

We must try to understand what feelings are generating the anger. These might be feelings of embarrassment, shame, fear, anxiety or hurt.

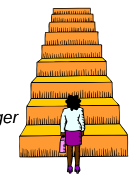
We have to deal with a client’s anger and hostility before we can build the type of relationship needed to help them. It is impossible to effectively communicate with a person who is in the midst of “acting out” their anger.

PRESENT:

We want to briefly share a five step process with you for defusing other people's anger. This process and the related techniques are generally associated with the conflict management/ conflict resolution literature. We have tweaked it somewhat to help you identify how this might work with one of your clients. This is just one model. You will have to decide, based on the person you are dealing with and the situation, whether or not you think this may be effective.

Process for Defusing Other's Anger

Step 5 – *Invitation to Discuss*
Step 4 – Accept Client's Perspective
Step 3 - Apologize
Step 2 – Acknowledge the Anger
Step 1 - Listen



STEP ONE: Listen

Teaching Points:

- Pay attention to the **feelings or emotions** of the speaker, the **meaning** of their message, and the **specific content** they are trying to communicate. Angry people often say aggressive, inappropriate, offensive, unfair, unfounded things. But, don't lose control of **your** emotions and begin arguing with the angry person or trying to correct them. Rational arguments will have little to no effect except to further provoke their hostility.

- Don't interrupt when the person is speaking. People usually do not want to be told how they should think, feel, or act in the midst of their anger. Eventually, the person will stop venting if they believe you are listening because they want a reaction from you.

- While you in the listening phase, you must be very careful about the nonverbal signals your body is giving. This includes body posture, eye contact, and spatial distance between you and the person.

STEP TWO: Acknowledge the anger

Teaching Points:

- When it is time for you to react, make an observation about what you have seen and heard (e.g. I can see that you are really upset.") Be careful not to attach a judgment to this observation.

- Acknowledging the anger let's the person know that you are listening and may encourage the person to continue with their venting, in which case you listen again and wait until you have an opportunity to respond.

STEP THREE: Apologize

Teaching Points:

- You may be saying wait a minute….why should I apologize when I haven't done anything wrong? In this context, apologizing is not the same thing as taking responsibility. It simply says to the angry person that you are sorry about their pain and what they are going through. (e.g. Ms. Smith I am really sorry that this has happened to your family. I want to help you as much as I can."); (Ms. Smith, I am really sorry that this was not explained to you earlier); (Ms. Smith, I am really sorry that .…. was not able to help you.)

STEP FOUR: Accept Client's Perspective.

Teaching Points:

- This says to the client that she has a right to her own perspective about the situation and that her anger is legitimate. This is validation for the client.

- This does not mean that you agree with her, only that you have listened to her experiences and can understand why she might feel the way she does. Use statements such as "If I were in your position, I'd be angry too." OR ("Many parents I have worked with have been upset and angry when the agency first contacted them")

STEP FIVE: Invitation to Discuss

Teaching Points:

Once the client has calmed down sufficiently, you can begin to engage the person in a discussion about what could have been handled differently and what the client wants to have different in her life. At this point, you are ready to use your other interviewing tools like paraphrasing, clarifying, and solution focused questions to move toward building solutions with the client.

REFER participants to the handout, ***Defusing Other People's Anger.***

EXPLAIN:
This handout is full of practical tips for handling anger and conflict with another person. These strategies can apply to our work in DFCS as well as other areas of our lives. Take about 3 minutes to review this reference.

ASK for reactions to the reference.
(open responses)

MODULE FOUR- Section B
Presentation –Assessment Interviewing and
Solution Building Interviewing Tools

Time: 40 minutes

Materials:

PPT Presentation

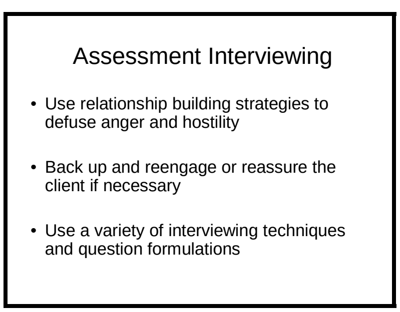
Prepared Index Card entitled as follows:
1. Miracle Question
2. Exploring for Exceptions/exception finding questions
3. Scaling questions
4. What's Better
5. EARS
6. Termination

Forrester Family Video Clip, Part 2

PRESENT:

Now, we want to turn our attention to the topic of assessment interviewing. You have learned in your other courses that assessment is both a product and a process. For the purposes of this class, we are not concerned with the product -- what topic areas are included or what form the assessment takes, instead we want to focus on how to interview a client with the purpose of helping the client identify what needs to change and what they want their life, family or situation to look like once that change occurs. The importance of a comprehensive and accurate assessment cannot be over emphasized. It is the cornerstone of the casework process and can be tied directly to client outcomes.

PRESENT:
Here are some general strategies for assessment interviewing



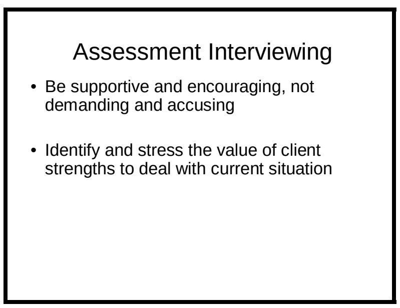
Teaching Points:

- Use relationship building strategies to defuse anger and hostility and to develop the relationship necessary to conduct an accurate assessment

> **TN: Connect this back to the previous discussion – when anger is high, cognition is low**

- Understand that it may be necessary to back up and reengage or reassure the client before the assessment process can continue

- Use a variety of interviewing techniques, and question formulations to gather as much information as possible. At times you may need to be directive to guide the client to topic areas needed for the assessment



- Be supportive and encouraging, not demanding and accusing

- Use the assessment process to identify strengths and stress the value of client strengths to deal with current situation

TRANSITION to solution building approach to assessment:

The solution building approach can be very effective in helping with the process of assessing clients' strengths and needs, and helping clients formulate goals. Here are some strategies.

Assessment Interviewing

- **Use position of not knowing to explore client's concerns**
- **Explore how and in what ways the problem affects the client**
- **Find out what's most important for the client to work on first**
- **Find out what the client has tried**

Teaching Points:

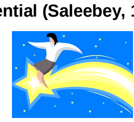
Don't assume you know how the problem affects the clients. Assuming means that you are filtering the client's problem through your lens, instead of theirs.

Instead make sure the client tells you by asking probing questions. Asking questions also helps the client reflect upon their own perceptions, and in some cases, may result in her changing her perception of the situation.

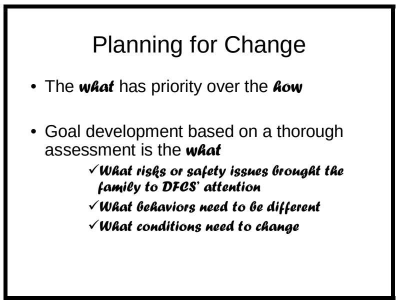
We frequently have clients who, when asked, lay out problem after problem until your head is spinning. Clients can feel overwhelmed, which can make you feel overwhelmed! Acknowledge how difficult things seem to the client and try to get the client to identify which things are most important for them to work on first related to the reason the agency has become involved with the family. Ask, "of the things we have talked about concerning your children, which of these is the most important to work on first?" Follow up with "What is happening in your life that tells you it is important to work on that first."' These questions address client perceptions and respects client self-determination while at the same time helping to focus the work that must be done with the client. Of course, in our work child safety is always first, but giving clients choices about **how** they are going to address needs is important.

Find out what the client has tried in the past to resolve the problem or similar problems. Sometimes clients have already tried to take some step to address the problems. Asking questions sends the message that you think the client has the capacity to make some positive things happen for themselves. Finding out this information helps you learn about their successes and strengths, which you can then help them build on to meet their goals.

"Only when people start creating scenarios of possibility do they move in directions more satisfying to them, and their problems become lost or much less influential (Saleebey, 1994)"

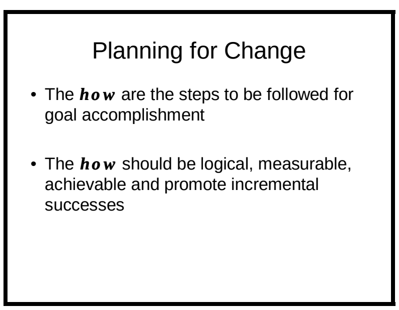


PRESENT:
We talked yesterday about Saleebey and the strengths perspective, and the solution building approach as promoted by Berg and de Shazer. These researchers and practitioners have found that in getting clients to think about what they want to have different in their lives it is most useful to have them begin by **conceptualizing what** will be different and t**hen move to how** they might make that happen.



Teaching Point:

The **what** has priority over the how. Think about this in terms of case planning that we do with our clients. The goals that are established with the client, which should be based on a thorough assessment, are the **what**. These reflect what needs to be different, what needs to change, what needs to be established, etc.



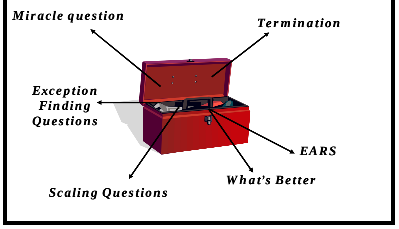
Teaching Point:

The case plan steps are the **how**. These reflect how the client will reach the goal. The **what**, or the goal, should take priority and be firmly established first. The **how** follows as a logical method for reaching the goal.

ASK participants if they have any comments about this.

TRANSITION to Interviewing Tools

INTERVIEWING TOOL BOX



PRESENT:
One solution building interviewing technique used to develop well formed goals is the miracle question.

ASK participants if they have ever used the miracle questions with a client (***Pause for responses)***

ASK a participant to explain this technique and give an example of how this question is asked.

Lead to response:
The Miracle Question is a technique that invites clients to imagine their life as they want it to be.

Example of construction of the question:
"Suppose that while you were sleeping, a miracle occurred happens. The problem which brought you here (or the problem which led to DFCS involvement with your family) has been solved. When you wake up, what will be different that will tell you that a miracle has happened?"

TN: this is just one possible construction of the question. Emphasize to participants that they should construct the question in a way that is comfortable for them and seems appropriate for the client.

Miracle Question

Gives clients permission to think about an unlimited range of possibilities and evokes a picture of a time when problems are no longer problems

Miracle Question

Teaching Points:

The miracle question is useful for a couple of reasons:

First, it gives clients permission to think about an unlimited range of possibilities. It asks clients to think big as a way to get started identifying what changes they want to see.

Secondly, the question has a future focus. It evokes a picture of a time in the client's life when their problems are no longer problems. This helps to move focus from current and past problems toward a more satisfying life.

Remember that the miracle question is just a starting point or an opening maneuver. Clients will usually give an answer that does not fit the characteristic of a well formed goal. Your task will then be to pose a series of related questions to help the client express their vision in a manner that can be a well formed goal.

The miracle question is another technique that you can add to your interviewing tool box. It won't be effective or appropriate in every case, but when used in the right context and with the right timing, it can be helpful in motivating clients toward change.

ASK:
Considering the casework process, when do you think the use of the miracle question might be helpful in work with the clients you serve?

TN: This is an open question, participants may have different responses. The point of the question is to get to think about how the miracle questions might be used in social services cases. Possible responses: assessment, case plan development, ongoing case management (in CPS or Foster Care)

Exception Questions

Highlight past experiences in a client's life when the problem might have occurred, but some how did not

- Find out if the client is aware of any exceptions
- Ask for details about the exception
- Explore who did what to make the exception happen

Exception Questions

Teaching Points:

Exceptions are times when the problem could have happened but did not. The worker and the client need to examine who did what, when, where, and how so that the problem did not happen. In other words, how the patterns around the problem were changed. These interruptions, no matter how small, can lead to more significant changes.

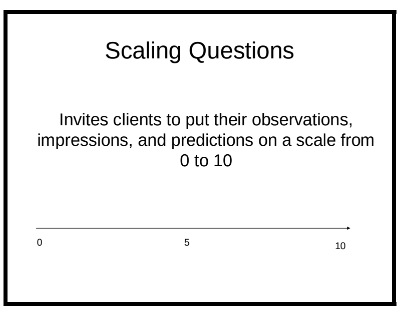
To explore for exceptions:

1. Find out from the client whether she is aware of any exceptions. You might ask, “Have there been any times in the last couple of weeks when…(the problem) …did not happen, or was at least less severe? If client can’t answer use a relationship question. “Suppose I asked your ….(wife, husband, child) whether you had any better days recently. What would they say?

2. Ask for details about the exception. Explore the who, what , where and when of exception times. Paraphrase and summarize such differences for the client

3. Explore how the exception may have happened – who did what to make the exception happen

By exploring for exceptions, you help clients become more aware of their current and past successes and can connect these to their goals.



Scaling Questions

Teaching Points:

Because of their simplicity, scaling questions can be used with children old enough to understand number concept as well as adults. Useful technique for making complex aspects of the client’s life more concrete.

Scaling questions are very versatile and can be used to assess lots of different things including: self-esteem, self-confidence, motivation to change, prioritizing of problems to be solved, and evaluation of progress. Also helps client to assess what his significant others think about these situations.

When forming these questions, you will need to specify time limits, such as today, last week or during the past month. Also carefully word the question so that it conveys hope, action, and changes in small steps.

What's Better

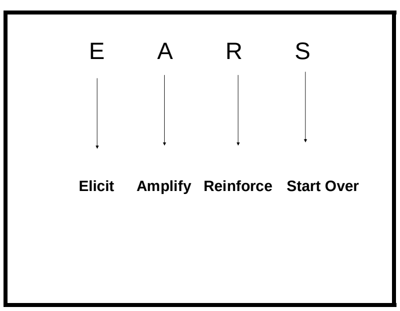
Used as an opening question for subsequent interviews. Reflects the interviewers confidence that clients are competent to have taken steps toward their goal, no matter how small.

What's Better

Teaching Points:

What's better is a technique that solution building authors recommend for subsequent interviews/meetings with a client. By asking the client, "what's better….(since the last time we met) you are reflecting your confidence in their ability to make steps toward their goal.

This is compared to asking clients **if** they have completed any of the tasks/steps.



EARS

Teaching Points:

Elicit: Ask the question, "what's better" to elicit how the client made things even a little better. Once a client identifies an exception or makes a statement about what's better, you can explore it in detail.

Amplify: Amplify the affects of any changes. Ask the client to describe what's different and explore how the exception occurred --especially the client's role in the change.

Reinforce: Reinforce positive changes through nonverbal communication (i.e. raised eyebrow, surprised looks) and verbally (i.e. compliments, brief exclamations "wow")

Start Over: Start over and ask "what else is better."

ASK participants if anyone can think of a way to use "what's better" and EARS with a client they are currently working with. **Allow participant to describe the client and how these techniques could be used.**

TN: Hopefully someone will come up with an example, if not be prepared with your own example of how these chance be used with a client.

Termination

End the session with an upbeat note, a feeling of having accomplished something, and concrete plans for what is going to happen between now and the next meeting **(i.e. steps required to move toward the goal)**

Remind, Praise, and Compliment

<u>Termination</u>

Teaching Points:

The closure of an interview is just as important as the beginning. End the session with an upbeat note, a feeling of having accomplished something, and concrete plans for what is going to happen between now and the next meeting (i.e. steps required to move toward the goal).

It is useful to summarize what was discussed during the session and remind the client of the tasks and what the next step is. During the summary be sure to:

Remind the client of her successes, tasks accomplished, how hard she worked, how much she cares about her children, good things she has accomplished and her strengths.

Praise the clients for any tasks completed – whether these are things she decided to do on her own that were positive, or if they were things already agreed upon/expected. If appropriate, praise her for her common sense, intelligence or intuition to have done things in her own way.

Compliment. This could be as simple as "You have come a long way." OR, "you are doing many good things for your children, like…. OR "I'm just really impressed by you."

REFER participants to the reference: ***Examples using the Miracle Question, Exception Finding Questions, and Scaling Questions***.

INSTRUCT participants to read through this reference for examples of some of the techniques just discussed. **Allow about 3 minutes** for participants to review this reference.

WRAP-UP:
So, let's add six more interviewing techniques: **Miracle Question, Exploring for Exceptions/exception finding questions, Scaling questions, What's Better EARS, and Termination** to our tool box.

TN: Add the index cards with the name of each tool to the toolbox

TRANSITION TO FORRESTER PART 2

TRAINER INSTRUCTIONS:
FORRESTER FAMILY VIDEO, PART 2

Purpose: To demonstrate effective interviewing that addresses client hostility and engages clients in the assessment process

Time: 20 minutes

1. Introduce the video clip (see script below)
2. Instruct participants to turn to the worksheet, ***Video Presentation: Forrester Family, Part 2,*** in their Participant Guide. They may use this worksheet to jot down their notes/reactions to this video.
3. Play the video clip. This should take approximately 11 minutes
4. Debrief using large group discussion - 5 minutes

Discussion Questions:

What techniques/question formulations/responses did Carol use to address Ms. Forrester's anger and "attitude?"

How did Carol move the conversation from venting to assessment? (techniques, question formulations, effective responses, etc.)

What opportunities did you identify where solution building interviewing strategies could have been helpful in this interview?

SCRIPT FOR INTRODUCING ACTIVITY TO PARTICIPANTS:

Let's go back to the Forrester family case that you saw yesterday. The last caseworker that we saw, Carol, was assigned to the Forrester family case. After the initial contact with Ms. Forrester, Carol accompanies her to the hospital where Jon is being treated. During the ride to the hospital, Carol continued to work on building a relationship with Ms. Forrester. She explained to Ms. Forrester why the hospital visit was necessary and encouraged her to take the lead with the medical personnel. During the hospital visit, Ms. Forrester was confronted with the seriousness of Jon's injuries when she spoke with Jon's doctor. The doctor told her that those types of bruises are not generally caused by children playing. When faced with the facts presented by the doctor, Ms. Forrester eventually admitted that she had hit Jon. She stated that she never meant to hurt him. She explained that she just got mad, and she just wants him to mind, but he never does.

Carol and Ms. Forrester work out a safety plan for Jon that involves him going to live temporarily with Ms. Forrester's sister. Ms. Forrester named her sister as a resource despite the fact that she felt her family would be embarrassed by her action and never forgive her. Carol also determined that Ms. Forrester's daughter was not a risk so she is allowed to remain in the home. Carol helped Ms. Forrester see both her admission of the truth and her willingness to confront the truth with her family as significant strengths. Carol also expressed her belief that Ms. Forrester can be an effective parent and that she appreciates her honesty and willingness to make good decisions for her son.

Now, let's take a look at the first home visit after the initial investigation. Carol continues to use her family centered casework skills to build a relationship with Ms. Forester. Carol's purpose for the visit is to begin the assessment of Ms. Forrester's strengths and needs.

DEBRIEF discussion questions:

What techniques/question formulations/responses did Carol use to address Ms. Forrester's anger and "attitude?"

Possible responses:

> Carol asked if it was okay for her to take notes and informed client she could see what she was writing at any time
>
> Addressed the anger directly by asking Ms. Forrester to tell her what she was angry about.
>
> Explored meaning of client's key words. When Ms. Forrester said, "you suckered me". Carol responded by saying, "tell me what you mean."
>
> Did not make promises. She explained to Ms. Forester that she could not promise that Jon would be able to come home no matter what.
> Allowed Ms. Forrester to tell her perspective of the situation and tell "her story." Listened without judging.

How did Carol move the conversation from venting to assessment? (techniques, question formulations, effective responses, etc.)

Possible responses:

> Used the anger she expressed about being "sucker" to lead into a discussion about her distrust of social workers and trust in general. The discussion on trust led to her discovering important information about Ms. Forrester's family and support system.

Asked her directly what she thought her strengths were and what she thought she had done well as a parent.

Complimented her as a way of highlighting her strengths – "you have a nice home, you're taking classes, etc….you've done well for yourself

What opportunities did you identify where solution building interviewing strategies could have been helpful in this interview?

Possible responses:

Could have explored for exceptions when Ms. Forrester was discussing how important it was for Jon to mind her. Could have asked about times when Jon was obedient and what happened to make that occur.

Could have explored what Ms. Forrester wanted to see different with her family by formulating a miracle question

Could have asked about Jon's perspective by using relationship questions – if things were the way you wanted them to be in your family, what do you think Jon would say about your relationship?

REFER participants to the references:

Question Formulation: Introducing Change Strategies
Question Formulation: Reassuring and Supporting

EXPLAIN:
Again, these are simply a model to help you develop your own questions and responses depending on the interviewing situation. Take a couple of minutes to review these references.

TRANSITION to next section.

MODULE FOUR – Section C
Videotaped Role-Play - Handling Anger and Client Assessment

Time: 40 minutes

Materials:
Handout: Jones Family removal case scenario
Handout: Jones Family assessment case scenario

TRAINER INSTRUCTIONS
Videotaped Role-Play – Jones Family case scenario

1. Groups should remain in their same groups of four.

2. Provide 2 of the groups with the Jones Family scenario – Part 1. Provide 2 groups with the Jones Family scenario – Part 2. .

TN: You will probably have to break this module into 2 parts because of time (see agenda). All four groups should do their preparation. Conduct the two Part 1 (removal) interviews, then do review and feedback of these interviews. The Part 2 (assessment) interviews can be done after lunch.

3. Instruct each group to work together to help their next interviewer prepare (alphabetical order should already be established). Preparation should include: reading scenario, preparing possible questions, deciding on possibly techniques to use, etc. Allow **10 minutes for preparation.** Advise the class when they have 2 minutes remaining in their preparation time. Call time after 10 minutes.

4. If the training room is divided into an instructional area and a theatre area, instruct participants to leave all of their materials at their tables and move to theatre area for the role play.

5. Videotape the interview between the trainer (acting in role of the client) and the designated person from each group. Allow 7 minutes for each interview.

NOTES: Recommend that the same trainer portray Mrs. Jones in both scenarios. The trainer who is not acting in this role play should deliver the instructions to the class.

It will be critical to stick to the time limits. The trainer who is not involved in the interview should be responsible for starting and stopping the camera and keeping time. Hold up a sign to advise interviewer when there is 1 minute remaining, then call time at the 7 minute mark.

SCRIPTED INSTRUCTIONS FOR PARTICIPANTS:

Now we're ready for our next round of interviews. Each group will receive a new case scenario. Go ahead and get started with the interview preparation. You will have 10 minutes to prepare.

TN: Advise the class when they have 2 minutes remaining in their preparation time. Call time after 10 minutes.

EXPLAIN:
Let's begin the interviews. Each of you will have 7-minutes to conduct your interview. The trainer will hold up a sign to let you know when you have 1 minute remaining so that you can wrap up the interview. Remember, the rest of you are simply observing and listening at this time.

TN: If the training room is divided into an instructional area and a theatre area, instruct participants to leave all of their materials at their tables and move to theatre area for the role play.

PROCEED with the interviews by selecting the designated person from each group. Continue until all interviews have been completed. Encourage the class to applaud each interviewer.

MODULE FOUR – Section D
Video Review and Feedback - Handling Anger and Client Assessment

Time: 1 hour, 20 minutes

Materials:

Interviewing Skills Checklist

TN: If the training room is divided into an instructional area and a theatre area, instruct participants to return to their tables once the videotaping has concluded. Use this as a state change and emphasize that they are also changing their thinking – from passive observer to reflective practitioner.

TRAINER INSTRUCTIONS – VIDEOTAPE REVIEW AND FEEDBACK
Jones Case Scenario

1. Play back the videotaped interviews one at a time.

2. After review of each interviewer's video, ask participants to write the name of their classmate on the Interviewing Skills Checklist. Allow about 2 minutes for the class to complete the skills checklist and prepare to provide feedback.

3. Remind participants of the guidelines for feedback.

4. Use the "Stop Action" approach to review and provide feedback on interviews **as needed**. Time may not allow for this to be done with every interview, but it can be used if the trainers feel there is a critical teaching point that needs special attention.

5. Carefully monitor the time. Limit the **review and feedback for each** interview to **20 minutes.** **Total time** for this segment is **1 hour, 20 minutes** (4 interviews@20 minutes each)

6. Continue the process for each interview conducted in this segment.

7. Collect the completed skills checklists at the end of each feedback session. Sort these by name and hold. Participants may collect their forms at the end of the training day.

8. Conclude by thanking everyone for their participation.

SCRIPT FOR PARTICIPANTS:

Let’s review the videos from this round. I want you to put on your reflective practitioner hat and analyze what you see and provide constructive feedback. Use the skills checklist to help you analyze the effectiveness of the interview.

PLAY video from first interviewer and have class complete the *Interviewing Skills Checklist.*

Guidelines for Feedback

- Descriptive rather than evaluative
- Specific not general
- Focus on what the interviewer did that was useful and not on what the interviewer did wrong
- Focus on interviewing skills, not case practice and procedures

REMIND participants of the guidelines for feedback

CONDUCT feedback session:

1. Interviewer analysis of self
2. Trainer feedback
3. Class feedback

REPEAT process until all videos from this segment have been reviewed and given feedback.

MODULE FIVE
SKILL DEVELOPMENT AND PRACTICE – INTERVIEWING FOR CLIENT PROGRESS

Purpose:

To practice and assess interviewing skills related to the interviewing for client progress and case plan monitoring

Learning Objectives:

- Given a specific case scenario, plan a purposeful casework interview
- Given a specific case scenario, identify interviewing strategies for conducting a casework interview
- Given a specific case scenario, use specific interviewing techniques, including solution building techniques, to complete a parent or collateral contact interview
- Apply DFCS social services policy and practice in interviewing situations
- Critically assess interviews conducted by peers and self and provide meaningful feedback

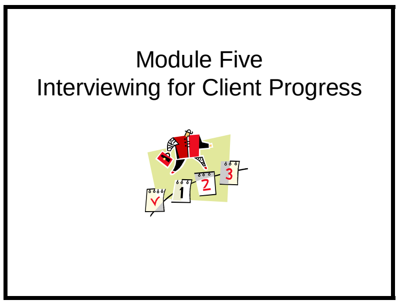
Total Time for this Module: 2 hours 25 minutes

MODULE FIVE - Section A
Presentation – Interviewing for Client Progress

Time: 20 minutes

Materials:

PPT Presentation
Interviewing for Solutions - Tim Part 2 (i.e. clips 10 &11)



PRESENT:
In this module we want to talk about how to use interviewing skills to help clients reach their goals.

I am sure you have heard over and over that assessment is an ongoing process. So, even if you have completed an assessment and developed a plan with a family once you begin to monitor the family's progress you may often learn new information that not only helps to refine the assessment, but also alerts you to changes in the desired outcome. Evaluation should be an ongoing, constant process that gives direction to if and how goals or steps/tasks should be modified.

Evaluating Client Progress

- Each contact should become an evaluative session
- Think of new information as adding to the larger picture, not as something family was trying to hide

Teaching Points:

▪ Each contact with clients should become an evaluative session. Pay close attention to how new information you may have confirms/supports what you are doing or gives you new ideas about what to do or not to do

▪ Think of new information you may learn as information that adds to the larger picture, not necessarily things the client was trying to hide. It's about perception.

Evaluating Client Progress

- Decide what is useful information and what is not based on goals
- Be flexible and willing to change your mind based on new information

▪ To sort out new information, examine your treatment goals. Ask yourself, does this new information provide you with better ideas on how to achieve the goals with this family? Does it give you new ideas about who will be most interested in doing something about the problem?

▪ Be flexible and willing to change your mind based on new information. Be willing to revise your initial impression about the goals and interventions

Evaluating Client Progress

Ask yourself:

- ❑ **Was the initial goal appropriate?**
- ❑ **Am I working with the right person?**
- ❑ **How close is the client to achieving the goal?**
- ❑ **What would be the next sign of success?**
- ❑ **Who has to do what, when, where, and how to move to the next step toward the goal?**
- ❑ **What needs to be revised?**
- ❑ **What can stay the same?**

▪ Ask yourself was the initial goal appropriate? Am I working with the right person? How close is the client to achieving the goal? What would be the next sign of success? Who has to do what, when, where, and how to move to the next step toward the goal? What needs to be revised? What can stay the same?

Evaluating Client Progress

Recognize signs of lack of progress. Take steps to:

- **Be honest with client without blaming or getting angry**
- **Review goals, steps, services to determine if something needs to be changed**
- **Assess barriers – is there a barrier that is causing or contributing to the lack of progress?**
- **Assess client motivation**

▪ Recognize signs of lack of progress. If you find that you are frustrated with a client or feel that you are working harder than the client, you may have reached an impasse and it is time to address the issue directly:

- ⇨ Be honest with client without blaming or getting angry. The client may be just as frustrated as you are, remember that you are in this thing together. Rather than blaming the client, involve the client in making things better. You may discover that there are valid reasons for the lack of progress.
- ⇨ Review goals, steps, and services to determine if something needs to be changed. Was the goal too big, were the steps too vague, were services not the right fit for the client?
- ⇨ Assess barriers – is there a barrier that is causing or contributing to the lack of progress?
- ⇨ Assess client motivation and remind the client about her successes and accomplishments however small.

TRAINER INSTRUCTIONS:
SOLUTION BUILDING VIDEO TIM, (Original Clips 10 and 11)

Purpose: To show examples of the different solution building techniques discussed during the course.

Time: 17 minutes

1. Introduce video to participants (see script below)
2. Refer participants to the worksheet in their Participant guide, ***Video Presentation, Tim, Part 2***. Participants may use this worksheet to record their reactions.
3. Play video clips. Approximate time: 12 minutes
4. Debrief with large group discussion, allow no more than 5 minutes for the discussion.

What did you observe about the interviewers use of solution building interviewing techniques with the client?

What was the client's general response to this interviewer?

What are your reactions to this interviewing approach?

SCRIPT TO INTRODUCE ACTIVITY TO PARTICIPANTS:

Now, we are going to look at the rest of the interview with Tim. Tim is the client whose children have been placed in Foster Care. Throughout the remainder of the interview, the practitioner uses many of the solution building interviewing techniques we have been discussing, including relationship questions, exploring for exceptions, echoing the client's key words, and amplifying what the client wants to be different. We are going to pick up the interview where we left off yesterday.

DEBRIEF - Discussion Questions:

What did you observe about the interviewers use of solution building interviewing techniques with the client?

What was the client's general response to this interviewer?

What are your reactions to this interviewing approach?

SUMMARIZE:

We did not get to see how the interviewer ended the session, but there is a written transcript of the end of the session with Tim in your participant guide. We won't take the time to read it now, but it's there for your later reference. Let me summarize it for you.

The interviewer used scaling questions to assess Tim's confidence that he will be able to do what is necessary to get his children back. He also uses scaling questions to find out what it would take for Tim to rate his confidence level even higher. As a result, he identifies how he can be a resource to help this client be successful.

The interviewer also compliments Tim on several different things including how he took care of the boys by himself, and his desire to spend more time with the boys. He then moved the conversation into talking about the tasks to be done and the next steps for Tim. These included the development of what they call the parent-agency agreement and the referral to services. He ended the session by asking if Tim had any questions and he thanked Tim for meeting with him.

MODULE FIVE - Section B
Videotaped Role-Play – Interviewing for Client Progress

Time: 40 minutes

Materials:
Handout: Kimball Family Case Scenario

TRAINER INSTRUCTIONS
Videotape Role Play - Kimball Family case scenario

1. Groups should remain in their same groups of four.

2. Provide each group with the Kimball Family scenario.

NOTE: Although groups will be using the same scenario, it is expected that each interview will be different as each group/interviewer will likely approach the situation differently. The trainer will respond accordingly and will be free to provide different responses/nonverbal clues, etc. which might force the interviewer in a different direction.

3. Instruct each group to work together to help their next interviewer prepare. Preparation should include: reading scenario, preparing possible questions, deciding on possibly techniques to use, etc. Allow **10 minutes for preparation.** **A**dvise the class when they have 2 minutes remaining in their preparation time. Call time after 10 minutes.

4. If the training room is divided into an instructional area and a theatre area, instruct participants to leave all of their materials at their tables and move to theatre area for the role play.

5. Videotape the interview between the trainer (acting in role of the client) and the designated person from each group. Allow 7 minutes for each interview.

NOTES:
The trainer who **is not** acting is this role-play should deliver the instructions to the class.

It will be critical to stick to the time limits. The trainer who is not involved in the interview should be responsible for starting and stopping the camera and keeping time. Hold up a sign to advise interviewer when there is 1 minute remaining, then call time at 10 minute mark.

SCRIPTED INSTRUCTIONS TO PARTICIPANTS:

It's the last and final round! There should only be one person left in your group who has not completed an interview. Go ahead and get started with the interview preparation. You will have 10 minutes to prepare.

> **TN: Advise the class when they have 2 minutes remaining in their preparation time. Call time after 10 minutes.**

EXPLAIN:
You know the routine now. Each of you will have 7-minutes to conduct your interview. The trainer will hold up a sign to let you know when you have 1 minute remaining so that you can wrap up the interview.

> **TN: If the training room is divided into an instructional area and a theatre area, instruct participants to leave all of their materials at their tables and move to theatre area for the role play.**

PROCEED with the interviews by selecting the designated person from each group. Continue until all four interviews have been completed. Encourage the class to applaud each interviewer.

MODULE FIVE - Section C
Video Review and Feedback – Client Progress Interview

Time: 1 hour, 20 minutes

Materials:
Interviewing Skills Checklist

TN: If the training room is divided into an instructional area and a theatre area, instruct participants to return to their tables once the videotaping has concluded. Use this as a state change and emphasize that they are also changing their thinking – from passive observer to reflective practitioner.

TRAINER INSTRUCTIONS – VIDEOTAPE REVIEW AND FEEDBACK
Kimball Case Scenario

1. Play back the videotaped interviews one at a time.
2. After review of each interviewer's video, ask participants to write the name of their classmate on the Interviewing Skills Checklist. Allow about 2 minutes for the class to complete the skills checklist and prepare to provide feedback.
3. Remind participants of the guidelines for feedback.
4. Use the "Stop Action" approach to review and provide feedback on interviews **as needed**. Time may not allow for this to be done with every interview, but it can be used if the trainers feel there is a critical teaching point that needs special attention.
5. Carefully monitor the time. Limit the **review and feedback for each** interview to **20 minutes. Total time** for this segment is **1 hour, 20 minutes** (4 interviews@20 minutes each)
6. Continue the process for each interview conducted in this segment.
7. Collect the completed skills checklists at the end of each feedback session. Sort these by name and hold. Participants may collect their forms at the end of the training day.
8. Conclude by thanking everyone for their participation.

SCRIPTED FOR PARTICIPANTS:

Let's review our final videos for the course. I want you to put on your reflective practitioner hat and analyze what you see and provide constructive feedback. Use the skills checklist to help you analyze the effectiveness of the interview.

PLAY video from first interviewer and have class complete the *Interviewing Skills Checklist.*

Guidelines for Feedback

- Descriptive rather than evaluative
- Specific not general
- Focus on what the interviewer did that was useful and not on what the interviewer did wrong
- Focus on interviewing skills, not case practice and procedures

REMIND participants of the guidelines for feedback

CONDUCT feedback session:

1. Interviewer analysis of self
2. Trainer feedback
3. Class feedback

REPEAT process until all videos from this segment have been reviewed and given feedback.

CLOSING ACTIVITIES

Purpose:

To wrap up course and allow participants an opportunity to identify their interviewing strengths and what they would like to improve regarding their interviewing skills.

Learning Objectives:

- Identify individual strengths and needs regarding interviewing skills

Time: 15 minutes

"Tell me, and I'll forget.
Show me, and I may not remember.
Involve me,
and I will understand."

(Native American saying)

PRESENT:
This Native American saying applies both to our work with clients as well as how we learn as adults. We hope that through your active involvement in the learning process, you have increased your understanding and your practice skills.

TRANSITION to final activity:
As our final activity we want to give you an opportunity to synthesize the assessment of your interviewing skills.

REFER participants to the worksheet, *Interviewing Skills Strengths and Needs* in the Participant Guide.

At the beginning of the course, you each completed an interviewing self-assessment. Now, we want you to take a few minutes to reflect on this assessment, what you learned in this course, and the feedback you received from your peers and trainers and create a list of your **interviewing strengths** and the **areas you would like to improve**.

By identifying your strengths and what you would like to improve, you are taking the first step toward becoming an even more effective interviewer. Sometimes committing your goals to paper can help to remind you to make your own continuing development a priority. It will also help you to extend what you have learned into the workplace.

TN: The amount of time to allow for this activity should be determined based on the time remaining in the training day (be sure to allow ample time for the class to complete the course evaluation). Encourage participants to at least get started with this even if they have to finish it on their own. Walk around and provide guidance as needed.

ASK participants for any general comments/feedback they would like to give orally.

ASK participants to complete the course evaluation.

References

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Rycus, J.S. & Hughes, R.C. (1998). *Field Guide to Child Welfare* (Vol I & Vol II). Washington, DC: CWLA Press.

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APPENDIX A
SUPPLEMENTAL ACTIVITIES

This appendix includes activities than be used as an opening on the second day of this course as well as activities/ideas for short activities to be used as state changes throughout the course. Trainers may modify these activities or come up with different activities as long as the original intent/goal of the activity is achieved.

ACTIVITIES FOR SECOND DAY OPENING

TN: Trainers may choose one of these activities or another appropriate activity as long as the time allowed does not exceed 10 minutes.

Add-Ons

Purpose: to review what was learned in the course on the first day.

Time: 10 minutes max

Instructions:
1. Ask one participant to come to the front of the room and act out something that was learned yesterday.

2. Ask another participant to come up and "add-on" to the scene.

3. Keep adding on until you have 5 or 6 people involved.

4. Start a new scene if time allows.

Alternately: Instead of having them act it out, ask each person that comes up to provide one statement about a concept, technique, etc. that she learned yesterday. Then ask another participant to come up and "add-on" to that statement.

For example, the first person could say, "solution building approach to interviewing focuses on client strengths. The next person would need to "add-on" by offering another related statement/concept, etc.

Expert Interviews

Purpose: to review what was learned in the course on the first day

Time: 10 minutes max

1. Instruct participants to stand up

2. Assign half the class the identity of an expert in the subject of casework interviewing

3. Assign the other half of the class the identity of famous reporters

4. Instruct participants to pair up (one reporter with one subject expert)

5. Reporters "get the story" from the experts. Experts share with the reporters everything you have learned about the subject of casework interviewing. Take 2 minutes to get the story.

6. After 2 minutes, instruct participants to switch partners and reverse roles. Subject experts become reporters; reporters become subject experts. Reporters take 2 minutes to get the story from the experts.

7. Debrief by asking if anyone would like to share what they heard when they were in the role of the reporter.

A Perfect 10

Purpose: to review what was learned in the course on the first day

Time: 10 minutes max

Materials: Blank index cards enough for each class participants

Instructions:

1. Distribute a blank index card to each participant. You can have these already at each seat when participants arrive at class.

2. Ask each participant to choose a number from 2 to 4 and write in on the blank index card

3. Ask participants to form groups where the total of all the numbers equals 10. They can do this by talking, looking at each other's cards, or whatever it takes to get their group to add up to 10. Some groups may have only three members while others could have five members depending on how the participants arrange themselves.

4. Once groups are formed, ask each group to develop learning points from yesterday's class based on the number of group members. For example, if there are four group members, they must develop 4 learning points. Allow 4 minutes max for groups to develop the learning points.

5. Ask each group to report out to the larger group. Trainer writes the learning points on flip chart as each group reports.

POSSIBLE ACTIVITIES FOR STATE CHANGES

Reactions to Initial Role-Plays

Purpose:
To allow participants a "release" after viewing the initial videotaped role plays. Recommend that if trainers choose to use this activity, that it be used at the beginning of Section C, Module 2 (the engagement module). This would fall after the first videotaping segment and before the content presentation. After the first videotaping segment, participants will probably be feeling some anxiety about what they saw and what it will be like when it's their turn. Allowing them to talk about it briefly will hopefully help them to refocus on the content that will be delivered.

Time: 5 minutes

SCRIPT FOR INSTRUCTING PARTICIPANTS:

Everybody, please stand up! In just a moment when I say "go," find a partner and share with them something that stood out to you, occurred to you, or that you experienced emotionally as you were observing the role plays that have just been completed. This may be something you found to be humorous, something that made you anxious, something that really impressed you, etc. You'll have about 2 minutes to share.

Go!

After 2 minutes, say:

Tell your partner, "thanks for sharing." Now, find another partner and share your impressions with them. You'll have about 2 minutes.

Go!

After 2 minutes, say, tell your partner, "thanks for sharing" and return to your seats.

PROCEED with the content as written in the trainer's guide.

<u>Communication is More Than Words</u>

Purpose: To demonstrate the importance of non-verbal communication, tone of voice and context. Also, to create a state change and comic relief in between interviewing role-plays activities.

Time: 5 minutes max

Instructions:

1. Ask the participants to find a partner (pair up in twos)

2. Ask the class how many of them believe that they could hold a meaningful conversation using a single two letter word.

3. Explain that you believe that they all could after less than one minute's coaching.

4. Do demonstration between the two trainers:

   One trainer takes the lead, the second trainer is to reply using the same word, but expressed differently.

   Lead trainer Begin by saying “No." as a flat denial

   Second trainer should respond with " No!"

   Lead Trainer say " No?" as a question with a tone of surprise.

   Second trainer responds with No using a different tone.

5. As the conversation progresses, continue to go back and forth saying “no” using other tones such as: disdain, regret, disclosure, astonishment, amazement, shock, uncertainty, reservation, suspicion and so forth. Continue for about a minute.

6. After demonstration, ask group to try the same thing with their partners. One partner should take the lead. The lead partner should choose one word (no more than 4 letters), then make a statement/ask a question using this word. The other partner must respond using the same word but spoken using a different one. As the one word conversation progresses, try different tones such as: disdain, regret, disclosure, astonishment, amazement, shock, uncertainty, reservation, suspicion and so forth

7. See how long each pair can go with the conversation. The group will probably end up laughing at themselves – which is desirable.

8. Identify the pair that was able to continue the conversation the longest and ask them to share what word they used.

9. Congratulate group for a job well done

Close activity with this story:

A teacher walked into a room where the class was typically noisy before order was called.

At the top of her irritated voice she called, " I want chaos, bedlam and mayhem and I want it now!"

In an instant, silence filled the room. Sometimes it's not what you say, but how you say it.

10 Top Excuses

Purpose: To create a state change and comic relief. Recommend using either in the afternoon if group is lethargic or after a particularly stressful role play. Introduce it as if it is part of the content.

Time: less than 2 minutes

Delivery:
As a PowerPoint slide, revealed from #10 up, like top ten lists on the tonight show.

1. "They told me at the blood bank this might happen."
2. "I wasn't sleeping; I was trying to pick up contact lens without hands."
3. "I wasn't sleeping! I was meditating on the mission statement and envisioning a new paradigm!"
4. "Amen"
5. "This is just a 15 minute power-nap like they raved about in the last time management course you sent me to."
6. "Whew! Guess I left the top off the liquid paper"
7. "I was doing a highly specific Yoga exercise to relieve work related stress."
8. "This is one of the seven habits of highly effective people!"
9. "Boy, that cold medicine I took last night just won't wear off!"
10. "Darn! Why did you interrupt me? I had almost figured out a solution to our biggest problem

Stories in a Circle

Purpose: To create a state change. Can be used at any point in the course where a state change is needed.

Time: 5 minutes

Instructions:

1. Ask groups to **stand** in a circle. (Participants will most likely already be in groups of 4s)

2. Instruct one person in each group to think of a concept for a story, give the story a title and announce the title to the group. Then, begin the story by creating and sharing the first sentence of the story with his/her group

3. Each person in the circle builds on the story by adding one line. Continue around the circle with each person adding a new line whenever it's his/her turn. Continue for 3-4 minutes.

4. Stories don't necessarily have to relate to the course topic. Encourage participants to be creative and humorous.

Story Telling

Purpose: To create a state change. Can be used at any point in the course where a change is appropriate.

TN: If you can identify a story 4 to 5 minutes max that is appropriate and provides a metaphor or teaching point related to the course topic, then use it as a state change. In doing so, recommend that you ask the participants to stand in a circle (assuming the space in the room allows for this) and you stand in the middle of the circle. Be dramatic and entertaining in communicating the story. Then, ask participants to draw parallel between the story and the course topics.

Funny Stories and Jokes to provide a state change that is light and humorous

Dear Social Work Professor:

Thank you for your letters of recommendation. I did get the job and by now I have been a professional social worker for one full month.

I don't want to sound critical but I must take this opportunity to say that my social work education did not prepare me for what I am facing in my new job. I have become very confused. Not only that, I am always afraid of saying the wrong thing.

I have discovered that the social workers in my office get really uptight about language and words. They are striving to be "politically correct." That means, I believe, that they are careful to select just the right word so they won't offend anyone. But that is very difficult, since we spend so much time talking about other people -- who they are, what they believe, and how they behave.

Personally, I like political correctness because I don't like conflict, so I avoid offending anyone. But it is getting harder and harder to keep from accidentally using the wrong word. My relationships are becoming like mine fields and it's so easy to say the wrong word. For example, rather than upset the family of a man who has died and highlight the issue, it is usually best to refer to him as "metaphysically challenged."

We cannot be too careful about the words we use because words do strange things to people. Take, for example, the word "welfare." This is a really great word. It represents a wonderful idea. According to my dictionary, "welfare" is defined as "health, happiness and general well-being." Yet, when I read the newspaper, I find that nearly everyone wants to do away with welfare. No on wants welfare and no one wants to pay for it. How can such a nice word upset so many people? People are really strange--I mean interesting.

I am also told I should avoid using the word "problem." I am told I should use a word that is more positive, less negative. My dictionary defines a "problem" as "a question or situation that presents uncertainty, perplexity or difficulty." Actually that doesn't sound bad to me. I certainly have had a lot of perplexity and I don't think I have been terribly damaged so far.

Some in the helping professions manage to avoid the word "problem" by substituting the word "dysfunctional." Seemingly, it is better to refer to a person or family that has a problem as a dysfunctional person or a dysfunctional family. My dictionary defines "dysfunction" as "disordered or impaired." I don't know about you, but I would rather have a problem.

Still other professionals are able to avoid the word "problem" by referring to a person's questions, perplexities, and difficulties as "issues," "challenges," or "concerns." Thus, instead of saying "Tell me about your problem," they would say "Tell me about your issues, your challenges, and your concerns." Or perhaps they would say "Tell me about your unresolved issues" or "areas of concern" or "personal and family dilemmas."

Some say that I shouldn't focus so much on people's problems (i.e., uncertainties, perplexities or difficulties) and should instead focus on their strengths. I like that idea. However, the problem--I mean the challenge--with this suggestion is that when I look in my dictionary for a definition of "strength" I find that it means "(1) the state, quality or property of being strong; physical power; muscularity (2) the power of resisting force, attack, strain or stress; durability; solidity; impregnability.

Given that, I am not sure what to think of all this emphasis on a person's strengths. Being relatively small myself and out of shape, I think I would prefer to be around people with problems.

I am told to be very careful around children, especially children who have problems--I mean issues. It can be harmful to label a child with the wrong word. For example, instead of saying that a boy has a "problem" or a "serious problem", it is preferable to describe the child as being "at risk" or perhaps "seriously at risk." Such words have a nice ring but they are a bit confusing to me; I am never sure what "risk" we are talking about. And what about the word "at" in "at risk"? Does that mean the boy is approaching a risk, is about to meet the risk, or has now engaged the risk? Or does it mean he has a problem?

As I said, I am a bit confused about professional words and language. You might want to mention this to the students in your classes.

Sincerely yours,
Ben Goode, M.S.W.
(Class of 00)

APPENDIX B

TRAINER NOTES FOR CASE SCENARIO ROLE PLAYS

This appendix includes trainer notes for each of the case scenario role plays for this course. The purpose is to give the trainers some direction, suggested dialogue, client characteristics, etc. that should be used to help insure that the participant (interviewer) has an opportunity to practice some of the key strategies and skills that are desired for the type of interview being conducted.

Of course, each interview will vary depending on the participant who is conducting the interview. Trainers should follow the interviewer's lead and at the same time try to bring out the teaching points described in the notes. Trainers should use their dramatic flair and own work experiences to enrich these exercises.

TRAINER INFORMATION FOR ABERNATHY INTERVIEW
MODULE TWO - ENGAGEMENT

Abernathy Family Composition:
Mother: Nancy Abernathy, age 37
Father: Phillip Abernathy, age 39
Children: Melanie, age 15; Patricia age 11
Betsy Davis, maternal grandmother, age 59
Veronica Lewis and Vernon Abernathy, Mr. Abernathy's siblings
Race/Ethnicity: Caucasian
Socio-Economic Status: Middle Class

Background:
Your children, Melanie, age 15 and Patricia, age 11 were placed in foster care after Melanie disclosed that she had been sexually abused by her adoptive father. In court, the judge said that you would not protect the children, so the girls had to remain in foster care.

Your husband, Phillip, was arrested for the abuse, but was released after two weeks. He has been ordered into counseling by the court and is currently living with his sister, Veronica Lewis. Your husband denies having sex with Melanie, but says there may have been some contact that she may have misinterpreted because she is "too sexual." His sister has expressed that she is embarrassed and confused. She can't believe her brother would do that, but she also can't believe Melanie would lie about a thing like that.

You do not believe that the abuse occurred. At least not to the extent that Melanie says it did. You do not believe that your husband would violate his own child that way, especially after you went through so much to adopt the girls. It is your understanding that adopted children some times have "issues" and you believe that Melanie is making this up about her father to get attention. Your mother has told you not to attend counseling because then everyone in town will know your business.

Current Situation:
You received a call from a case manager at DFCS who says she is the girls' Foster Care case manager. She is coming over to see you today. This will be the first time you have met this particular case manager.

Key points to bring out during the role-play:

At the beginning of the interview, you should have a flat affect. Passively listen to the case manager and be resistant about answering the case manager's questions. If asked a direct question, try to respond with short answers -- yes, no, I don't know, not really, doesn't matter, etc.

At some point in the interview, have an angry outburst. A good place would be when the case manager starts to ask you about or talk about something related to the abuse.

Possible dialogue:

"The fact is my children should not **even be** in foster care. You people just swooped in here and took my children. They are **our children** now – we rescued them from the system, and now you people want to put them back in the system. You've destroyed my family." My husband IS NOT a child molester!"

See how the case manager responds to this.

At another point in the interview, change attitude to depict hopelessness.

Possible dialogue:

"I just don't know what I'm going to do. My girls are gone, my husband is gone. I just can't deal with this."

See how the case manager responds to this.

By the end of the interview, appear to at least be willing to talk and cooperate with case manager. Remain hesitant, but begin to agree with the case manager's suggestions and consider what the case manager wants you to do.

TRAINER INFORMATION – CEDENO PARENT INTERVIEW
MODULE THREE - INVESTIGATIONS

Cedeno Family Composition:
Father: Benjamin Cedeno, age 32
Mother: Nina Cedeno, age 30
Children: Tamara, age 7, Sean, age 3
Race/Ethnicity: Mexican-American
Both parents are fluent in Spanish and English

Background:

You received a call from someone at DFCS saying that she had interviewed your son Sean at daycare because DFCS "received a report that was made concerning his well-being." But you know that this means somebody called DFCS and said Sean was being abused. This was very upsetting to you and you can't understand why someone would say such a thing about your family. When you talked with the person on the phone, you asked where this "report" came from, but the person wouldn't tell you. You told the person that Sean and your other children were okay and that you had no problems in your home, but the person insisted on coming to your home anyway. You agreed to have them come because you just want to do what they want so they will leave your family alone. You are worried about what your husband is going to say about all of this. You are thinking that he will probably blame you. He was already mad because last week the daycare center told him that if Sean didn't stop biting the other kids, he would not be able to come to the center. Your husband asked you what kind of child you were raising. He already thinks I'm not a good mother – now this.

Current Situation:

The DFCS case manager is on her way over. Your husband is at work, you decide not to tell him anything until after you talk to the case manager. You quickly straighten up a little and wait.

Key points to bring out during the role play:

Your demeanor should depict nervousness, uncertainty and fear. You are afraid of what your husband will say and afraid DFCS will take your children. You are eager to convince the case manager that nothing is wrong. You have a strong attachment to Sean and your other children,

- Press the interviewer about who made the report.

- Use family's financial stress as an excuse for the abuse: explain that your husband may have disciplined Sean too strongly, but he is stressed out because his hours have been cut at work. He is worried about how you are going to make ends meet. He didn't mean to hurt Sean.

See where this goes. The interviewer may use this to inform you about public assistance services or to ask about household money management.

- Press the interviewer about the issue of disciple with the children.

Possible dialogue:

"Do you have any children?" (wait for interviewer's response)

If interviewer says no, say:
"Well, how can you tell me how to discipline my children?"

If the interviewer says yes, ask
"Well, what do you do with **your** kids – don't tell me you don't spank them."

OR

If the interviewer asks you about your interactions with Sean, how you discipline the children, or starts to talk about appropriate forms of discipline, Ask:

"Are you saying we can't spank our children?" "Well, what are we supposed to do when they act up?"

Use this as an opportunity to interject discussion around culture. Try to get the case manager to understand your perspective.

Possible dialogue:

"The way I was raised, children have to show respect. We give them everything they need and most of what they want. They have so much more than I ever had! We have a responsibility to make sure they are disciplined when they act up or disobey us."

- Insist that the case manager **tell you** what to do to make it all go away. Try to not engage in a joint discussion about solutions, what you want to see happen, etc. Instead be passive.

TN: Please see excerpt from the Latino curriculum developed by Dalton State. This should provide you with some information to help you interject some cultural aspects into this exchange. While we are not trying to teach specifics about interviewing Latino clients (they will get this in the Latino training), we do want to try to be as authentic and culturally relevant as possible.

TRAINER INFORMATION – CEDENO COLLATERAL INTERVIEW
MODULE THREE - INVESTIGATIONS

Cedeno Family Composition:
Father: Benjamin Cedeno, age 32
Mother: Nina Cedeno, age 30
Children: Tamara, age 7, Sean, age 3
Race/Ethnicity: Mexican-American
Both parents are fluent in Spanish and English

Background:

You received a call from someone at DFCS saying that she wants to talk to you about Nina and Ben Cedeno and their children. You don't really understand what this is about, but you agreed to talk to them. Frankly, you think the whole thing sounds suspicious and you are not sure if you can trust someone from the government.

You know the family because you baby-sit the children after school and when Mr. and Mrs. Cedeno go out. You live in the same apartment complex as the Cedenos. You think the Cedenos are a lovely family – you are very found of Sean and Tamara. Nina is a great mother. And Ben, the dad, well he is doing the best he can to take of his family. You think he could be a little nicer to Nina.

Current Situation:

The DFCS case manager is on her way over. You have already decided that you don't like them coming over to talk to you, but you don't think you have a choice.

Key points to bring out during the role play:

Your demeanor should be close-lipped, but friendly. You want to appear to be cooperating, but aren't sure if you can trust this case manager. For the most part, only answer questions that are asked – don't volunteer information.

- Be stingy with information. Force the interviewer to probe for information. You only want to talk about what you want to talk about, not really interested in what the interviewer wants to know.

- If you are asked about what type of parents the Cedenos are, speak well of them. Talk about how much you love the children and what a great Mom Mrs. Cedeno is. Try to avoid answering direct questions about Mr. Cedeno, other than to say he is a good provider.

- Ask questions about why the interviewer is talking to you, and who said the Cedeno's are "bad" to their children, and what exactly the interviewer has learned about the family. Force the interviewer to deal with the issue of confidentiality.

Possible dialogue to interject. Speak slowly (as if you are telling a story). Take the posture of trying to inform the case manager rather than confront. Be expressive.

You know, Ms….., my parents were from a small town in Mexico. I grew up a lot like Sean and Tamara – with lots of family around me and lots of love. My parents were strict with all of us. But all of us grew up to be good people.

I tell you this because where I come from, parents love their children very much and children respect their parents at all times. I do not understand why you are here saying that this is a bad family. Nina and Ben take good care of their children. They discipline them as they should. I am like family to them and they are like family to me! I see the children everyday. If there was something wrong, I would know and we would have already taken care of it.

See how the interviewer responds to this.

TN: Please see excerpt on Communication Styles

TRAINER INFORMATION – JONES INTERVIEW – PART 1
ANGER– MODULE 4

Jones Family Composition:
Father: Felix Jones, age 35
Mother: Marisa Jones, age 30
Children: Danielle, age 9, Nicole, age 7
Grandmother: Patricia Packard, age 55
Race/Ethnicity: Caucasian

Mrs. Jones Background Information:
You married Felix when you were 20 years old. He was your first love. You met in high school. He was older than you and you thought he was really great; you loved the idea of being with an older guy. You married about 2 years after you graduated. The first couple of years, the marriage was good, but then Felix started acting like an old man. All he wanted to do was eat and watch TV. You stopped going out and having fun. The only good thing was that he would work. You have to admit that he is a good provider. When he got the truck driving job, he started working all the time. He expected you to stay home and take of their girls. He didn't want you to work; he just wanted you to "take care of my kids." You are somewhat bitter because you feel like Felix doesn't appreciate you and you kind of believe that he is cheating on you while he is out on the road.

Sometimes you resent Danielle and Nicole, because they are always talking about "daddy this and daddy that," although you are the one at home with them all the time. You can't stand Felix's mother, Patricia. She is nosey and tells Felix all your business. You believe she spies on you just so she can make you look bad to Felix. You have two sisters and a brother who live nearby. You are close to your brother and he has remained faithful to you. But your sisters have acted ugly toward you the last couple of years. They don't call you like they use to, you don't remember the last time you saw them. You know it's because Patricia told them lies about you.

You are angry about being arrested. Then, on top of that the state took your children! Felix jumped all over you --- yelling and cursing and calling you names. He blames you for the girls being taken, when the whole thing is his fault. The night the girls were taken you had some friends over, not just men like Felix said, and you were just hanging out talking and listening to music. You weren't smoking anything like Felix told the police. AND the girls weren't even in the room with you and your friends. Felix was just "pissed" because you were having fun while he was working – like he always is. He came in cursing at everybody and jumping on you and that's how the fight broke out. You are kind of mad that the girls ran to the neighbor, but you **guess** it's not **really** fair to blame them.

Current Situation:
You have decided to go to the DFCS office and find out what is going on with your children. You are determined to make that DFCS case manager explain why they think they have the right to take your kids. You have heard about the awful things that happen to kids in foster care, especially girls, and you want to make sure those people know you aren't playing about your kids. If they get hurt by some sick foster parent, you will sue them.

Key Points to bring out during the role play:

Your demeanor should be one of obvious anger and irritation. You intend to let the case manager know exactly how you feel about the situation. Be determined to do all the talking at the beginning of the interview. If the interviewer tries to interrupt you, talk over her and continue talking. Be dramatic.

Talking points you can use:

- Accuse the case manager of stealing your children
- Accuse the children of overreacting to what happened
- Accuse your husband of being a liar, a fool, jealous, etc.
- Accuse the neighbor of being out to get you
- Accuse the police of abusing their authority and not listening to you
- Threaten to sue the agency if something happens to your kids. You've heard all about those foster parents who abuse kids.

TN: The purpose is to create a situation where the interviewer has to practice skills involved in diffusing anger and balancing authority with the need to begin building a relationship with the client

Eventually, let the interviewer talk. If she asks you for your version of what happened the night the police were called, deliberately minimize the conflict. Explain that it was just a little "conflict." Say that you don't understand why the children got so upset and that you surely don't know why the neighbor thought she needed to call the policy. Explain the neighbor is old and mean and gets irritated when she hears the least bit of noise

Demand to know when your children are coming home. Push this point, come back to it several times.

Eventually calm down, so that your demeanor shifts from open anger to "attitude." Be short and curt -- "whatever, " "uh-huh", "yes", "no", "okay", "if you say so," etc.

TRAINER INFORMATION – JONES INTERVIEW – PART 2
ASSESSMENT– MODULE 4

Jones Family Composition:
Father: Felix Jones, age 35
Mother: Marisa Jones, age 30
Children: Danielle, age 9, Nicole, age 7
Grandmother: Patricia Packard, age 55
Race/Ethnicity: Caucasian

Mrs. Jones Background Information:
You married Felix when you were 20 years old. He was your first love. You met in high school. He was older than you and you thought he was really great; you loved the idea of being with an older guy. You married about 2 years after you graduated. The first couple of years, the marriage was good, but then Felix started acting like an old man. All he wanted to do was eat and watch TV. You stopped going out and having fun. The only good thing was that he would work. You have to admit that he is a good provider. When he got the truck driving job, he started working all the time. He expected you to stay home and take of their girls. He didn't want you to work; he just wanted you to "take care of my kids." You are somewhat bitter because you feel like Felix doesn't appreciate you and you kind of believe that he is cheating on you while he is out on the road.

Sometimes you resent Danielle and Nicole, because they are always talking about "daddy this and daddy that" although you are the one at home with them all the time. You can't stand Felix's mother, Patricia. She is nosey and tells Felix all your business. You believe she spies on you just so she can make you look bad to Felix. You have two sisters and a brother who live nearby. You are close to your brother and he has remained faithful to you. But your sisters have been acting ugly to you the last couple of years. They don't call you like they use to, you don't remember the last time you saw them. You know it's because Patricia told them lies about you.

You were angry about being arrested and finding out the state had taken your children. Felix jumped all over you --- yelling and cursing and calling you names. He blames you for the girls being taken. That day you went to the DFCS office, you wanted to strangle that case manager, but you knew you couldn't do that. But you let her know you didn't appreciate her keeping your kids from you.

You told the CPS case manager that you **do not** have a drug problem; you just like to have a good time sometimes. You explained that the night the girls were taken you had some friends over, not just men like Felix said, and you were just hanging out talking and listening to music. You swear that you were not smoking anything and that the girls weren't even in the room with you and your friends. Felix was just "pissed" because you were having fun while he was working – like he always is.

Since the girls were taken, Felix has copped a serious attitude and barely talks to you. He didn't go with you to any of the court hearings – he just made excuses about having to work. Your mother-in-law says you are an embarrassment to her family. You are sure your sisters know everything by now because Patricia would have made sure she told them. You miss the girls being at home, but at the same time it is almost easier not to have them around.

Current Situation:

The girls' case manager is coming over today to talk to you. She seems okay from the one time you met her, but you don't know what to expect or how she is going to come at you. You figure that she will also blame everything on you just like Felix and his Mama.

Key Points To Bring Out During The Role Play:

Your demeanor should demonstrate anxiety and some depression. You are expecting the worse from this case manager and are assuming she will be against you. You want to hear what she has to say, but at the same time, you know that if she has an attitude, you will probably lose it with her.

Allow the interviewer to take the lead in the interview. Respond to her questions the best you can. Be cooperative, but hesitant.

When asked about family composition. Sadly, describe that you don't really have any family you can count on.

If you are asked about the night the police were called, begin to be a little more forthcoming. Instead of totally minimizing the violence, reluctantly begin to admit that maybe things did get out of control

If asked about your drug use, continue to minimize your usage and the effects of the usage on your parenting. Insist that you never use in front of the girls and that you still take care of the girls.

If asks if you are willing to complete a substance abuse assessment, say you don't know about that. You'll have to think about it. You believe that this would be a waste of your time.

Blame your husband for the incident and for being the reason the state kept the girls. Show frustration and anger regarding your relationship with him.

When interviewer asks what you want to see happen with your family, say you don't know. Hopefully, the interviewer will continue to probe in this area. Base your subsequent responses on what the interviewer does.

Don’t make any statements about having a desire for the girls to come home. Instead continue to focus on your belief that they should not have been taken, rather than on what you are willing to do to get them back.

Show some concern for how the girls are doing in Foster Care. Ask questions about the foster parents and how the girls are being treated.

TRAINER INFORMATION – KIMBALL INTERVIEW
CLIENT PROGRESS MODULE 5

Kimball Family Composition:
Mother: Delois Kimball, age 28
Father: Jessie Kimball, age 30 (incarcerated)
Children: Michael, age 8, Katerris, age 6, Maya, age 2
Race/Ethnicity: African-American

Background:
Your problems started about a year ago when your husband, Jessie, was incarcerated for dealing drugs. This is how Jessie made his money and you were living a pretty good life for a while. Then, you started using and dipping into the profits. Then, Jessie went to jail and you were left alone with 3 kids. You thought you were handling everything – still working and taking care of the kids, and just doing drugs occasionally on the weekend for fun. Then, things got out of control. The next thing you knew, CPS was knocking on your door.

You were really mad about CPS coming in at first. But, DFCS has been helpful in some ways. Now you are getting TANF and Food Stamps which means you can at least take care of the kids. The eligibility case manager has also helped you get job training and given you child care so you can go to training and look for a job. But, the stuff the CPS case manager wants you to do is too much -- like attending that treatment program all the time. The CPS case manager says you much go to treatment, but the eligibility case manager says you must look for a job or lose the child care benefits. You wonder why they can't get it together over at DFCS. You are only one person and you would rather look for a job that go to that treatment center all the time.

Current Situation:
The CPS case manager is coming over today for her "monthly." You do a quick check of the house – the kids look good – their clean, they've had lunch. The house is clean. You already passed your latest drug screen. You wonder what she is going to say today.

Key Points to bring out during the role play:

- Your demeanor is friendly, but a little nervous. You know that you haven't been attending treatment like you are supposed to, but you don't know if your case manager knows.

- When the interviewer asks questions related to why you haven't been attending treatment. Explain to her that your eligibility case manager has you in a job training program and that you have to attend this program and look for work or you will lose your benefits.

TN: This information was not included in the participant scenario, so the first interviewer may be surprised by this development. See how the interviewer responds.

Now that the issue is on the table, you demeanor should change to being more defiant. You know what you want and you want the CPS case manager to go along with you.

- If the interviewer seems surprised, Ask (be sarcastic)

  “Don’t you people talk to each other over there?” I am only one person I can’t do what **you** say and what she says too.”

  See how interviewer responds

  The point of this is to work in the issues of service integration between OFI and Social Services

- If the interviewer asks you more questions about this issue, let her know that it is more important to you that you do the job training than it is that you attend treatment. Be insistent about this. Points to make in your argument:

  - ✓ You’ve been clean for months, all your drug screens were negative
  - ✓ You’re keeping the house clean and taking good care of the kids
  - ✓ You don’t want to be on welfare forever, so you need to get a good job
  - ✓ You think your issue with drugs has been made to be more important than it is

- At some point, ask the interviewer why she doesn’t trust you to know what is best for your family.

See how the interviewer responds

TN: The subsequent interviewers will now be aware of the conflict with OFI. They may fumble with how to address this, or ask why you didn’t tell them before. Respond accordingly.

APPENDIX C

CASE SCENARIO HANDOUTS

This appendix contains the actual case scenarios for each role play segment that will be distributed to the participants. They are included here in the Trainer's Guide for easy access and referral by the trainer.

Abernathy Family

Family Composition:
Mother: Nancy Abernathy, age 37
Father: Phillip Abernathy, age 39
Children: Melanie, age 15; Patricia age 11
Betsy Davis, maternal grandmother, age 59
Veronica Lewis and Vernon Abernathy, Mr. Abernathy's siblings
Race/Ethnicity: Caucasian
Socio-Economic Status: Middle Class

You are a foster care case manager who has just been assigned the cases of Melanie Abernathy, age 15 and Patricia Abernathy, age 11. The girls were placed in foster care after Melanie disclosed that she had been sexually abused by her adoptive father. The court determined that Mrs. Abernathy would not be able to protect the children because of her denial that anything occurred and her tendency to blame Melanie; therefore, both girls were place in care.

Although the girls' father, Phillip Abernathy, was arrested he was released on bond after two weeks. He was ordered into counseling by the court and is currently living with his sister, Veronica Lewis. Mr. Abernathy denies having sex with Melanie, but says there may have been some contact that she may have misinterpreted because she is "too sexual." His sister has expressed that she is embarrassed and confused. She can't believe her brother would do that, but she also can't believe Melanie would lie about a thing like that.

The girls' mother, Nancy, does not believe that the abuse occurred. At least not to the extent that Melanie says it did. She stated that she just could not believe that he would violate his own child that way, especially after they went through so much to adopt the girls. She has read, and her mother has told her, that adopted children some times have "issues" and believes that Melanie is making this up about her father to get attention. Mrs. Abernathy's mother, Betty Davis, told her that they should not attend counseling classes. If they do, then everyone will know their business.

Melanie is glad that she told about the abuse, but she feels responsible for the breakup of her family. Patricia is angry at the entire family, but takes all of her anger out on Melanie. Both girls are in counseling and are currently placed in the same foster home. There is a possibility the girls may have to be placed separately if Patricia's anger toward Melanie is not resolved soon.

Your assignment:

Considering what you know about this family, plan an initial interview with Mrs. Abernathy. This will be the **first time** that she has met her foster care case manager. The interview should focus on establishing rapport and engaging Mrs. Abernathy.

Possible issues to address in the interview with Mrs. Abernathy:

- Your role as a Foster Care case manager

- What to expect now that the children are in Foster Care

- Her perceptions on what is happening with her family

- What she wants to see happen with her family

- Her daughters' needs, including her perspective/desire/motivation concerning visitation with the girls

Cedeno Family – Parent Interview

Family Composition:
Father: Benjamin Cedeno, age 32
Mother: Nina Cedeno, age 30
Children: Tamara, age 7, Sean, age 3
Race/Ethnicity: Mexican-American
Both parents are fluent in Spanish and English

Background Information:
You are working on an investigation (i.e. CPS assessment) involving a 3-year- old boy named Sean Cedeno. This case began when a report was received from a man who stated he was a co-worker of the child's mother. According to the reporter, the boy's mother, Nina Cedeno, confided in another co-worker that her husband "beat Sean with a belt last night." Several months before that, Mrs. Cedeno told another co-worker about her husband's "violent temper," but this is the first time she said anything about her son being hurt. The reporter stated that he has observed bruises on Sean's face on two different occasions when his mother brought him to the store with her. On one occasion, Mrs. Cedeno said that her son was very clumsy and that he keeps falling off a swing at nursery school. The reporter told the intake worker that he has raised three boys, and that they rarely, if ever, got bruises on their faces like the ones he saw on Sean. The reporter also said that the Cedenos have a 7-year-old, daughter, Tamara, and she seemed extremely shy. According to the reporter, Sean is enrolled at a New Beginning Child Development Center. The history screening revealed no previous CPS history and no criminal history. A 24-hour response time was assigned to this report.

After telephoning the director of the day care center to advise her of your plan to interview Sean, you made a visit to Sean's day care center. You met with the center director and Sean's teacher, and observed Sean in the classroom. Sean's teacher, Ms. Lee, said that Sean is a "lovable child," but he can be difficult. She states the he has a very short attention span and does not show much self-control. Her main concern is that Sean is a "hitter" and a "biter." When Sean wants a toy that another child has, he hits or sometimes bites the child. The teacher says that she has to watch Sean more closely than the other children to make sure that no one gets hurt. She told Sean's father last week that unless the biting stops, Sean will not be able to come to the center. According to Mrs. Lee, nearly all the children get hurt on the playground occasionally but she was not away of Sean ever falling off a swing hard enough to injure himself. The teacher states that both of Sean's parents seem very fond of him and she does not remember ever seeing any injuries on Sean other than "normal kid bumps and bruises."

Your observation of Sean in the classroom revealed no unusual behavior. He seemed quite happy, although you noticed that he had difficulty sitting still for any length of time. He was well groomed and dressed. You examined Sean and found several bruises on his bottom. The marks appeared to be belt marks and the skin was broken in two places. The bruises did not appear to require medical treatment. Sean would not tell you how he got the bruises, he just starting crying and would not talk.

You then contacted Sean's mother to notify her that you had interviewed and observed Sean in response to a report that was made concerning his well-being. Mrs. Cedeno was very concerned about the report and about who had made the report. She insisted that her children were okay and that they had no problems in their home. She wanted to know what she needed to do to resolve this problem and whether or not the state was going to try to take her child. You advised her that you would be making a home visit to meet with her and her husband concerning Sean.

Your assignment:

Using the information provided, plan for your initial contact with the family in their home. The interview will take place with Mrs. Cedeno and should focus on information gathering and an assessment of the children's safety in the home. You may use the template on the next page to help you plan and conduct the interview.

AREAS TO ADDRESS IN THE INVESTIGATIVE (i.e. CPS ASSESSMENT) INTERVIEW

Identify self by name and present any official identification	**Explain the purpose of the visit and describe the investigative process**
Condition of the children/safety issues	**Condition of the home**
Nature of allegations and parent/caretaker response to allegations	**Interaction between parent and child**
Parents/caretakers perception of the family's situation	**Possible solutions/next steps**

Cedeno Family – Collateral Contact Interview

Family Composition:

Father: Benjamin Cedeno, age 32
Mother: Nina Cedeno, age 30
Children: Tamara, age 7, Sean, age 3
Race/Ethnicity: Mexican-American
Both parents are fluent in Spanish and English

Background Information:

You are working on an investigation involving a 3-year- old boy named Sean Cedeno. This case began when the county office received a report concerning about a 3-year-old boy named Sean Cedeno. The reporter stated that he was a co-worker of the child's mother. According to the reporter, the boy's mother, Nina Cedeno, confided in another co-worker that her husband "beat Sean with a belt last night." Several months before that, Mrs. Cedeno told another co-worker about her husband's "violent temper," but this is the first time she said anything about her son being hurt. The reporter stated that he has observed bruises on Sean's face on two different occasions when his mother brought him to the store with her. On one occasion, Mrs. Cedeno said that her son was very clumsy and that he keeps falling off a swing at nursery school. The reporter told the intake worker that he has raised three boys, and that they rarely, if ever, got bruises on their faces like the ones he saw on Sean. The reporter also said that the Cedenos have a 7-year-old, daughter, Tamara, and she seemed extremely shy. According to the reporter, Sean is enrolled at a New Beginning Child Development Center. The history screening revealed no previous CPS history and no criminal history. A 24-hour response time was assigned to this report.

After telephoning the director of the day care center to advise her of your plan to interview Sean, you made a visit to Sean's day care center. You met with the center director and Sean's teacher, and observed Sean in the classroom. Sean's teacher, Ms. Lee, said that Sean is a "lovable child," but he can be difficult. She states the he has a very short attention span and does not show much self-control. Her main concern is that Sean is a "hitter" and a "biter." When Sean wants a toy that another child has, he hits or sometimes bites the child. The teacher says that she has to watch Sean more closely than the other children to make sure that no one gets hurt. She told Sean's father last week that unless the biting stops, Sean will not be able to come to the center. According to Mrs. Lee, nearly all the children get hurt on the playground occasionally but she was not aware of Sean ever falling off a swing hard enough to injure himself. The teacher states that both of Sean's parents seem very fond of him and she does not remember ever seeing any injuries on Sean other than "normal kid bumps and bruises."

Your observation of Sean in the class room revealed no unusual behavior. He seemed quite happy, although you noticed that he had difficulty sitting still for any length of time. He was well groomed and dressed. You examined Sean and found several bruises on his bottom. The marks appeared to be belt marks and the skin was broken in two places. The bruises did not appear to require medical treatment. Sean would not tell you how he got the bruises, he just starting crying and would not talk.

You then contacted Sean's mother to notify her that you had interviewed and observed Sean in response to a report that was made concerning his well-being. Mrs. Cedeno was very concerned about the report and about who had made the report. She insisted that her children were okay and that they had no problems in their home. She wanted to know what she needed to do to resolve this problem and whether or not the state was going to try to take her child. You advised her that you would be making a home visit to meet with her and her husband concerning Sean.

Your assignment:

Using the information provided, plan an interview with the Cedeno's neighbor, Mrs. Sanchez. Mrs. Sanchez will serve as one of your collateral contacts for this investigation. Mrs. Sanchez was chosen as a collateral contact because she baby-sits the children after school and when Mr. and Mrs. Cedeno go out. She lives in the same apartment complex as the Cedenos.

You may use the template on the next page to help you plan and conduct the interview.

AREAS TO CONSIDER FOR COLLATERAL INTERVIEWS

Is this a good collateral, why?	**What information can the collateral provide that is relevant to the allegations being investigated (i.e. to verify or refute parent statements)**
Is a release of information needed?	**How to balance confidentiality with the need for information**
Focus on the interview (e.g. to verify facts such as attendance records, to get an expert opinion such as explanation of injuries, to gather information about care of children and parenting styles)	**Appropriate questions based on the type of collateral and focus of interview**

Jones Family- Part 1

Family Composition:
Father: Felix Jones, age 35
Mother: Marisa Jones, age 30
Children: Danielle, age 9, Nicole, age 7
Grandmother: Patricia Packard, age 55
Race/Ethnicity: Caucasian

Background Information:
You are a CPS investigator who received a referral on the Jones family case. The CPS investigation was initiated because of a law enforcement report concerning the neglect of two children. The children, Danielle, age 9 and Nicole, age 7 ran to a neighbor’s home for help because their parents were having a violent fight. The neighbor called the police. When the police arrived, they arrested both parents and placed the children in protective custody. DFCS was contacted, a case was opened, and the children were placed in an agency foster home.

The next day, the parents bonded out of jail and Mrs. Jones appeared at the DFCS office. She demanded to speak to someone about her children. You were contacted by the front desk and advised there was a parent waiting to see you. You realize you don’t have much time to plan this interview, so you quickly read over the little information you have about the family and go out to meet Mrs. Jones.

Your assignment:
Using the information provided, prepare for this initial contact with Mrs. Jones. Use the list of considerations on the next page to help you with this interview.

Areas to consider for this interview:

What would you anticipate regarding Mrs. Jones' behavior and attitude?

What strategies will you use to engage the client?

What approach/communication style should you use?

What information do you need to get from her?

What information do you need to communicate to her?

Jones Family – Part 2

Family Composition:
Father: Felix Jones, age 35
Mother: Marisa Jones, age 30
Children: Danielle, age 9, Nicole, age 7
Grandmother: Patricia Packard, age 55
Race/Ethnicity: Caucasian

Background Information:
You are a Foster Care case manager who was assigned the case of Danielle and Nicole Jones. When you received the case, you reviewed the file and learned the following:

The investigation revealed that the night the children were removed from the home. Mr. and Mrs. Jones were fighting because Mr. Jones became enraged when came home and found his wife smoking crack cocaine with two unknown men in front of the girls. A fight broke out and the girls ran to the neighbor's home. Mr. Jones knew that his wife was using crack cocaine before this incident and had already had several arguments with her about it. He stated that he had come home before and found the girls hungry because their mother had not prepared any meals for them. He has had to call a friend before to come and sit with the girls because his wife stayed out all night and he had to go to work. Before this incident where the police was called, Mr. Jones had told his wife that if she did not stop using, he was going to put her out of the house. He stated that he can't have this wife acting like that because he is a long distance truck driver and is gone for days at time. When he is on the road, he doesn't know what is happening to his children. He is afraid something is going to happen to the girls or that he will lose his job and then he won't have a way to support the girls.

Mrs. Jones denies that she has a drug problem, although she admits that she likes to party. She says the night the girls were removed she did have friends over (not just men), but swears they were not smoking anything and that the girls weren't even in the room. She says her husband was just "pissed" because she was having fun while he was working. The investigator's assessment determined that there was still open hostility between the parents and that the girls would not be safe in the home at this time.

Current Situation:
The girls have remained in the same foster home and appear to be doing well in the home. Mrs. Jones has attended each of the court hearings, but Mr. Jones has not. He seems to have withdrawn from involvement with the family, and continues to say that he can't be present because he has to work.

Your assignment:
Using the information provided, plan an initial assessment interview with Mrs. Jones. This will be the first opportunity you have had to meet with her privately since the children came into care. Your only other encounter with her was in court. The purpose of this interview is to engage Mrs. Jones in the assessment process, including gathering background information that can be used to inform the formalized comprehensive assessment that will be completed. Use the list of considerations below to help you plan this interview.

Areas to consider in this interview:

Family composition (i.e. clients description of her family - who does she consider to be family)

Client perception of the reasons children are still in care

Client understanding of what will happen next with the case

What client wants to see happen with her family

Client strengths to be explored

Client's level of motivation

Kimball Family

Family Composition:
Mother: Delois Kimball, age 28
Father: Jessie Kimball, age 30 (incarcerated)
Children: Michael, age 8, Katerris, age 6, Maya, age 2
Race/Ethnicity: African-American

Background information:
You are a CPS Family Preservation case manager who has been working with the Kimball family for about 4 months. The initial report involved the neglect of three children who were living in unsafe living conditions. When the CPS investigator went out to the home, the home was unsanitary and presented an unhealthy living environment for the children. The home had no running water and no electricity. The children's mother, Delois Kimball, was unemployed. The children's father, Jessie, was incarcerated. Her oldest son, Michael who was 8- years-old had been caught stealing bread and lunch meat from the local convenience store.

Maltreatment was substantiated, risk was indicated, and a case was opened for services. A Family Plan was developed that included financial assistance to get the utilities in the home established, a substance abuse assessment for Mrs. Kimball, parent aide services, and referrals to the agency's family independence program to determine if the family was eligible for public assistance. The substance abuse assessment confirmed Mrs. Kimball's need for treatment. Mrs. Kimball was referred to an appropriate treatment program and a relapse prevention plan for the safety of the children was developed. Also, the family began to receive TANF and Food Stamps. The children were allowed to remain in the home with these services in place.

Current Situation:
It has come to your attention that Mrs. Kimball has been missing treatment sessions at her outpatient treatment program. Mrs. Kimball is supposed to report to treatment 3 days a week, but the treatment center provider states that over the last two weeks, Mrs. Kimball has missed 2 days each week. You are concerned because of Mrs. Kimball's history of substance abuse.

Your assignment: As a part of your monthly contact with the family, interview Mrs. Kimball to discuss her progress toward her Family Plan goals and to determine if there are any barriers that need to be addressed to insure she attends substance abuse treatment as scheduled.

AREAS TO ADDRESS IN ONGOING CASE MANAGEMENT

Review case progress Are services still relevant and realistic for family Has the family been using services and what progress has been made toward goal achievement? Assessment of all participants involvement in the case process (e.g. service providers, extended family, case manager, other agency personnel)	**Children's safety** Are safeguards still in place and being followed? Has any component of the plan changed? Has the child's protection and safety been compromised because the plan was not followed? If the situation has changed, assess child's current safety level and decide whether child can continue to be protected in the home
Steps in place for goal attainment Are steps realistic & specific Are time frames for accomplishing each step reasonable Are there any barriers to client completing each step? How can these barriers be addressed?	**Family perception of progress**
Expectations of progress expected prior to next contact	**Possible solutions/next steps**

APPENDIX D

INTERVIEWING SKILLS ASSESSMENTSAND CHECKLIST

This appendix contains the ***Interviewing Skill Self-Assessment, Interviewing Skill Checklist***, and ***Interviewing Skills Strengths and Needs*** referred to and used throughout this course. The skill assessment and action plan will be included in the Participant Guide. The checklist will be a separate handout to be distributed to participants during the course. They are included here for the trainer's reference.

Interviewing Skill Self Assessment

Directions:
For each skill, rate your skill level using the rating scale provided.

Rating Scale 1 to 4
1= Needs development. I am not sure how to do this.
2= Beginning skill. I try to do this, but am really not comfortable with it
3= Moderate skill. I do this quite a bit, but I don't think I am as effective as I could be
4= Highly Skilled. I do this routinely. I could probably train others to do it.

Skill	**Rating**			
	1	**2**	**3**	**4**
Preparation				
Analyzes available information before conducting interviews.				
Determines who should be interviewed.				
Determines what information needs to be collected during the interview.				
Determines when interview should occur based on policy and the purpose of the interview				
Determines where the interview should occur based on policy and the purpose of the interview				
Determines how the interview should be conducted (i.e. appropriate interviewing strategies)				
Develops a checklist of topics to cover.				

Directions:
For each skill, rate your skill level using the rating scale provided.

Rating Scale 1 to 4
1= Needs development. I am not sure how to do this.
2= Beginning skill. I try to do this, but am really not comfortable with it
3= Moderate skill. I do this quite a bit, but I don't think I am as effective as I could be.
4= Highly Skilled. I do this routinely. I could probably train others to do it.

Skill	**Rating**			
	1	**2**	**3**	**4**
Engagement				
Greets child, adult or family.				
Asks what names and/or how to address interviewed member(s).				
Observes interviewed member(s)' communication style and adjusts accordingly.				
Demonstrates interpersonal helping skills – empathy, respect, and genuineness in communication with family				
Uses specific strategies (e.g. mutual interests, compliments, etc.) to develop rapport.				
States honestly, matter-of-factly the purpose for interview or develops purpose with member.				
Explains confidentiality and addresses client's concerns about this issue				
Demonstrates authority in a manner that indicates no hidden agenda, and is supportive and non-threatening.				
Uses preferred terms to describe member's culture.				
Avoids making cultural assumptions.				
Acknowledges any cultural differences and respectfully engages client to help interviewer increase understanding.				
Avoids imposing personal values and beliefs.				
Appropriately responds to anger, hostility, "attitude"				

Directions:
For each skill, rate your skill level using the rating scale provided.

Rating Scale 1 to 4

1= Needs development. I am not sure how to do this.
2= Beginning skill. I try to do this, but am really not comfortable with it
3= Moderate skill. I do this quite a bit, but I don't think I am as effective as I could be.
4= Highly Skilled. I do this routinely. I could probably train others to do it.

Skill	**Rating**			
	1	**2**	**3**	**4**
During the Interview				
Uses a variety of interviewing technique including active listening, summarizing, and paraphrasing.				
Uses a variety of question formulations including open-ended, clarifying, and solution focused.				
Avoids questioning pitfalls like "why" questions and leading questions.				
Reframes by restating negative statements into positive statements.				
Keeps interview on track or refocuses interview if it gets off track.				
Is able to successfully gather needed information from client.				
Is able to a successfully communicate information to client.				
Mirrors appropriate nonverbal communication behaviors.				
Identifies and amplifies client strengths.				
Appropriately responds to anger or hostility				

Directions:
For each skill, rate your skill level using the rating scale provided.

Rating Scale 1 to 4
1= Needs development. I am not sure how to do this.
2= Beginning skill. I try to do this, but am really not comfortable with it
3= Moderate skill. I do this quite a bit, but I don't think I am as effective as I could be.
4= Highly Skilled. I do this routinely. I could probably train others to do it.

Skill	**Rating**			
	1	**2**	**3**	**4**
Closing the Interview				
Checks to determine if the interview goals were accomplished.				
Summarizes what has been accomplished, what's left to accomplish, what decisions were made, what decisions are left to be made.				
Praises efforts of interviewed member(s).				
Reviews assigned tasks.				
Schedules next meeting.				
Invites questions from interviewed member (s).				
After the Interview				
Reviews and evaluates interview.				
Makes appropriate documentation of the interview.				
Reflects on interview performance and determines strengths and ways to improve.				

Interviewing Skills Strengths and Needs

(PAGE 1 OF 2)

Date: ____

Directions:
After considering the assessment you completed at the beginning of this course, what you learned in this course, and the feedback you have received from your peers and trainers, make a list of your **interviewing strengths.** This is **your** assessment of your skills at this point in time.

INTERVIEWING STRENGTHS

Interviewing Skills Strengths and Needs

(PAGE 2 OF 2)

Date: ____

Directions:
After considering the assessment you completed at the beginning of this course, what you learned in this course, and the feedback you have received from your peers and trainers, make a list of the **areas in which you would like to improve.** This is **your** assessment of your skills at this point in time.

AREAS NEEDING IMPROVEMENT

Interviewing Skills Checklist

Directions:
For each skill, rate **each interviewer** using the scale below.

Rating Scale 1 to 4

1 = Didn't demonstrate this skill
2 = Demonstrated this skill, but did not seem at ease. Please keep working on it.
3 = Somewhat at ease with this skill and used it fairly effectively. Please do more of this in your interviews. The more you do it, the more comfortable you will become.
4 = Totally at ease with this skill and used it very effectively. Great job!

SKILLS	1	2	3	4
Making introductions				
Explaining role				
Communicating purpose of interview				
Addressing interviewee by name				
Noticing client's communication style and adjusting accordingly				
Putting client at ease				
Developing rapport				
Explaining confidentiality and addressing interviewee's concerns				
Balancing authority				
Acknowledging and responding to cultural differences				
Responding to anger, hostility, "attitude"				
Active listening				
Exploring client's key words (i.e. echoing)				
Summarizing at appropriate times.				
Paraphrasing				
Using silence at appropriate times				
Using open-ended questions				
Using clarifying questions				
Using scaling questions				
Using relationship questions				
Using the Miracle Question at appropriate times				
Exploring for exceptions (using exception finding questions)				
Identifying and amplifying client strengths				
Avoiding "why" questions and leading questions				
Maintaining a position of not knowing				
Formulating next question from interviewee's last question				
Giving compliments				
Keeping the interview on track or refocusing if needed				
Gathering information				
Communicating information				
Mirroring appropriate nonverbal communication behaviors				
Determining if interview goals have been accomplished				
Summarizing interview				
Reviewing agreed upon tasks/steps/goals				
Praising/complimenting interviewee				
Inviting questions from interviewee				