# Introductions:

*Why are you here?*

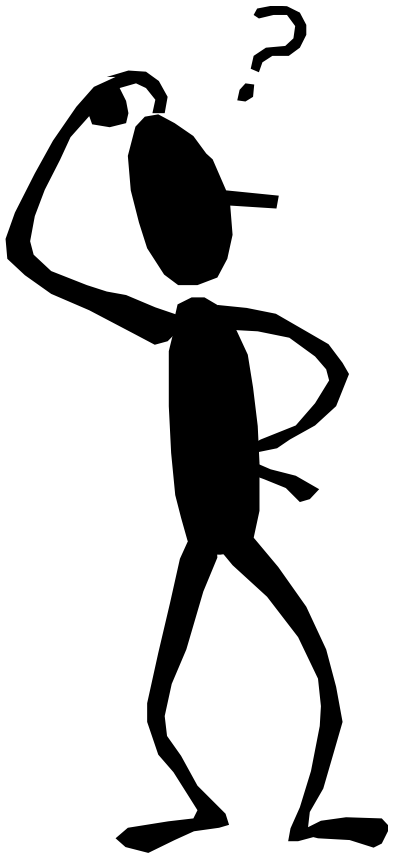
*What are your learning goals?*



# Overall purpose of Session

- To review key ingredients for effectively implementing programs in the community to support families to avoid the need for protective intervention.
  - Implementation science
  - Prevention science
  - Key prevention practice principles
  - Engagement skills

## Why is this important?



Programs targeting prevention of child maltreatment must be accountable for using evidence supported methods for implementing efficacious strategies to engage and support families to meet the basic needs of their children and keep them safe.

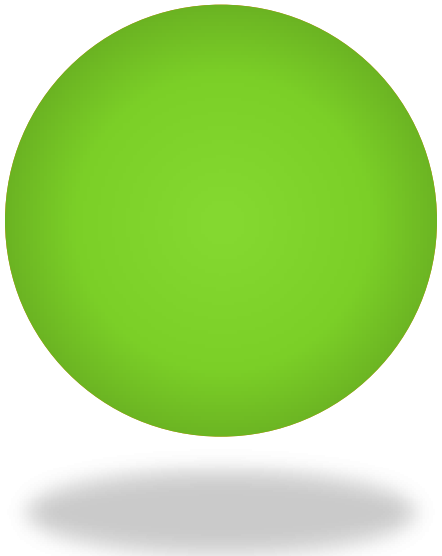
# Why focus on implementation?

# *Implementation Science*



"Children and families cannot benefit from interventions they do not experience"

This is called the *Implementation Gap*



# Implementation Science

Stages and Drivers

# What is “**Implementation**?”

- A *specified set of activities* designed to put into practice an activity or program.

- A strategic, purposeful approach, not a one-time event, for making a change.

- A process for bridging the gap between “what we know” and “what we do.”

# Implementation Science Purpose

Implementation Science provides frameworks for successful implementation so that:

- Children and families benefit from interventions and experience positive outcomes
- Workers are supported to learn new skills, manage change, and identify and overcome barriers
- Organizations  are responsible for creating hospitable environments for change and supporting workers

# A good resource:

## NATIONAL IMPLEMENTATION RESEARCH




*Download all or part of the monograph at:*

http://www.fpg.unc.edu

# What works?

The **combination** of:

**Stage-matched** implementation activities

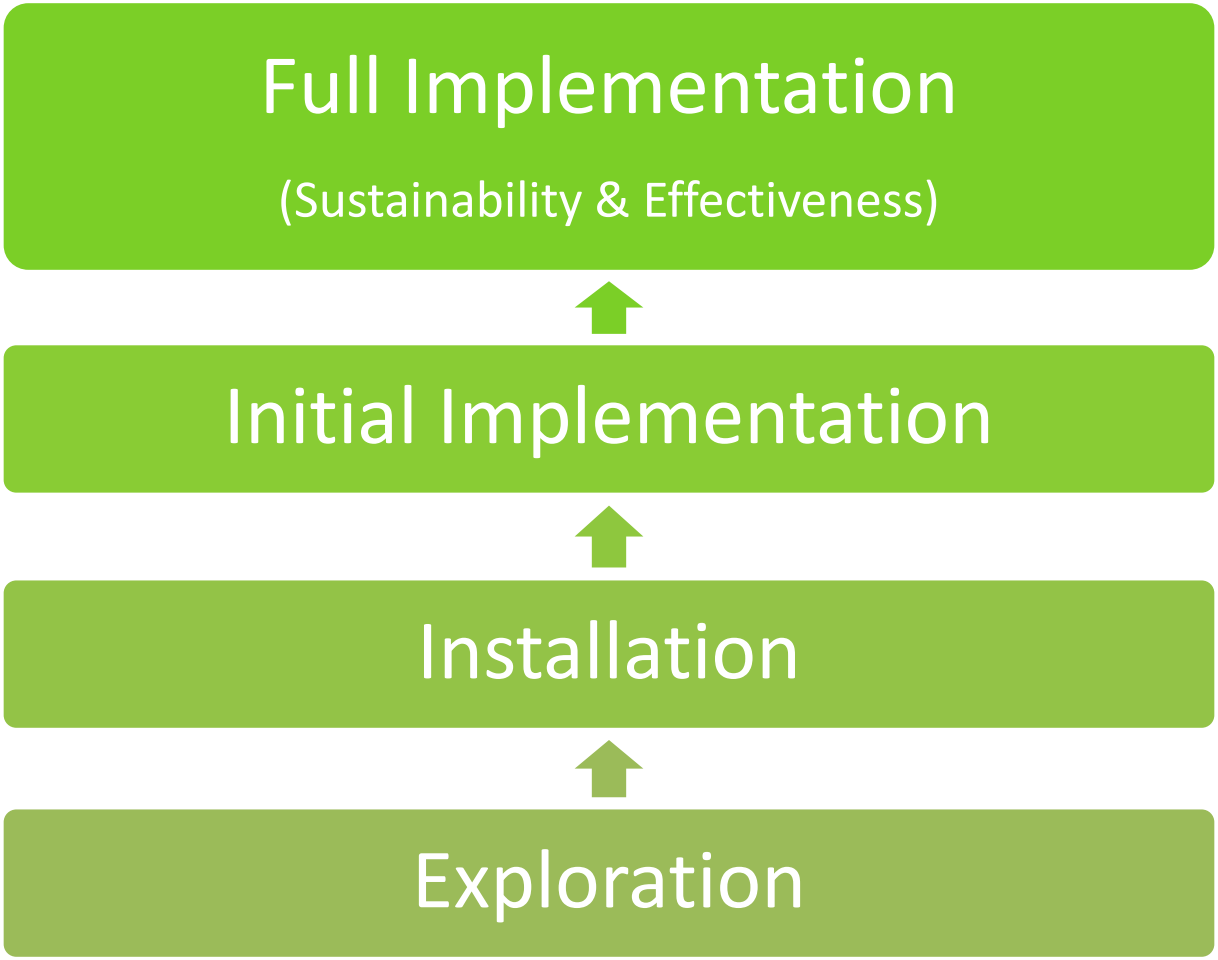
**"Drivers"** or core components that promote competency, organizational support, and leadership

**Teams** that provide organized capacity to lead and support the change effort

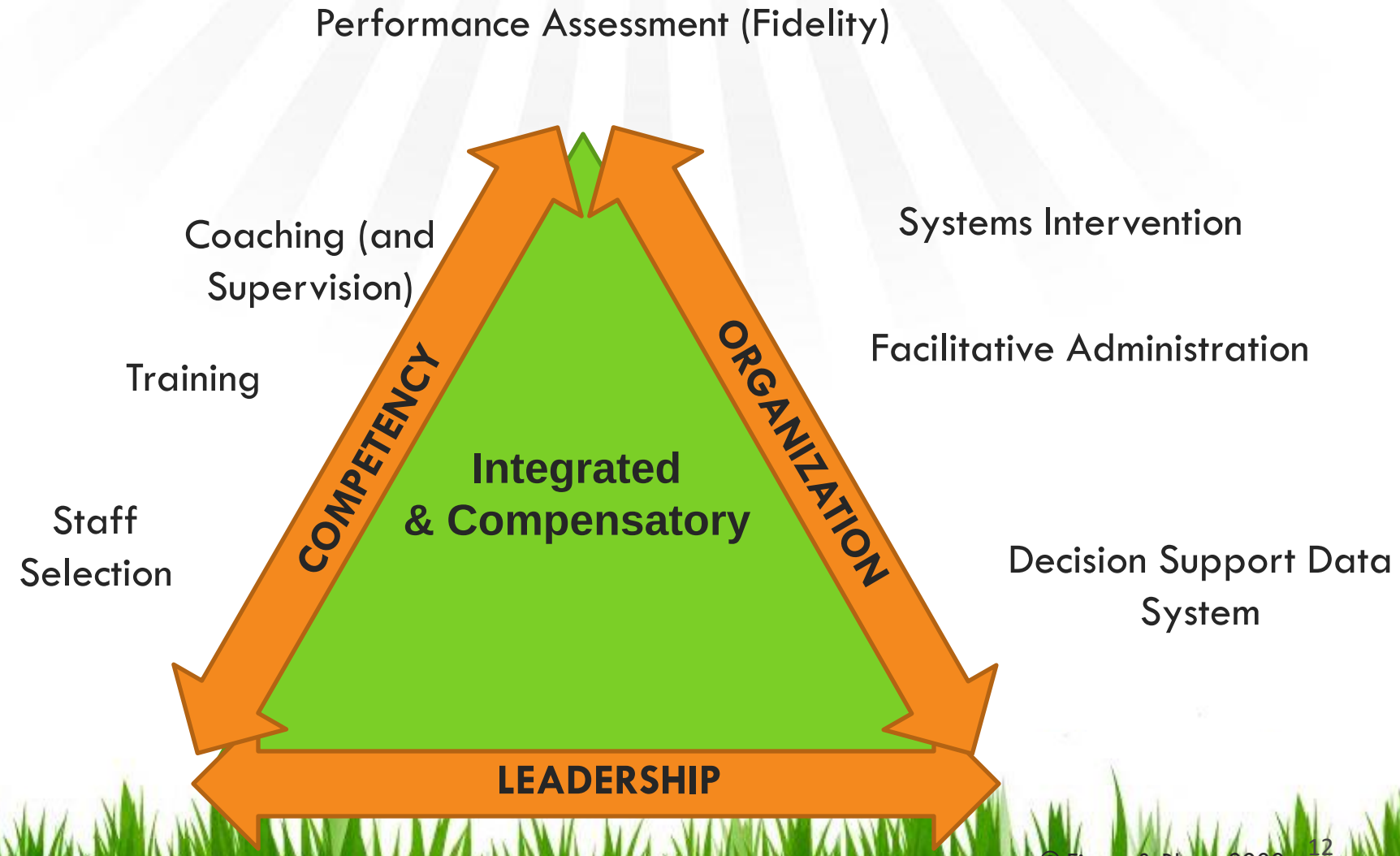


# Stages of Implementation

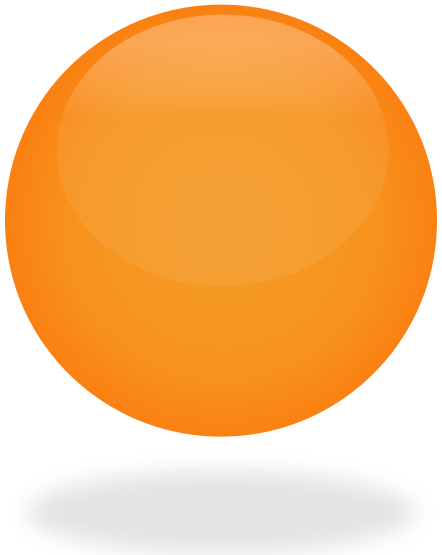
2-4 years to reach full implementation



# Implementation Drivers




© Fixsen & Blase, 2008

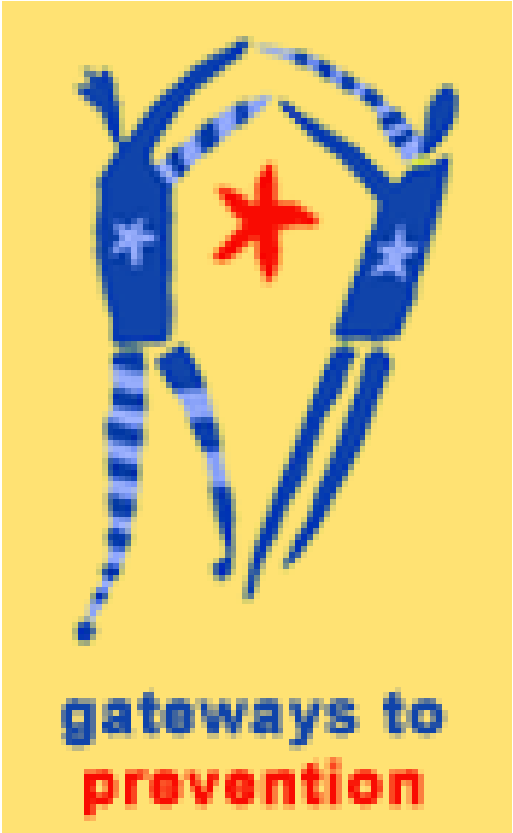


# PREVENTION SCIENCE

The lens by which we target families and tailor our intervention strategies

# Prevention Science

- Built on the premise that there are empirically identifiable precursors to public health and social problems



# Goals of Prevention Strategies:

- **Decrease risk factors** ***(precursors that increase the likelihood of negative outcomes)***
- **Increase protective factors** ***(moderators, reducing the effects of risk exposure)***



# Brainstorm Potential Risk & Protective Factors

- Factors that increase risk of maltreatment in your community?
- Factors that serve a protective function in families (moderate risk or reduce the effect of risk)

CENTER FOR THE STUDY
OF SOCIAL POLICY'S

# strengthening families™

A PROTECTIVE FACTORS FRAMEWORK

Center for the Study of Social Policy

*Ideas into Action*

# Five Protective Factors

1. Parental resilience
2. Social connections
3. Knowledge of parenting and child development
4. Concrete support in times of need
5. Social and emotional competence of children



# Parental resilience

Managing stress and functioning well when faced with challenges, adversity and trauma

## What it looks like

***Resilience to general life stress***

- Hope, optimism, self confidence
- Problem solving skills
- Self care and willingness to ask for help
- Ability to manage negative emotions

***Resilience to parenting stress***

- Not allowing stress to interfere with nurturing
- Positive attitude about parenting and child

# Parental resilience

## Everyday actions

- Demonstrate in multiple ways that parents are valued
- Honor each family's race, language, culture, history and approach to parenting
- Encourage parents to manage stress effectively
- Support parents as decision-makers and help build decision-making and leadership skills
- Help parents understand how to buffer their child during stressful times

# Social connections

Positive relationships that provide emotional, informational, instrumental and spiritual support

## What it looks like

- Multiple friendships and supportive relationships with others
- Feeling respected and appreciated
- Accepting help from others, and giving help to others
- Skills for establishing and maintaining connections

# Social connections

## Everyday actions

- Help families value, build, sustain and use social connections
- Create an inclusive environment
- Facilitate mutual support
- Promote engagement in the community and participation in community activities

# Knowledge of parenting & child dev't

Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development

## What it looks like

- Nurturing parenting behavior
- Appropriate developmental expectations
- Ability to create a developmentally supportive environment for child
- Positive discipline techniques; ability to effectively manage child behavior
- Recognizing and responding to your child's specific needs

# Knowledge of parenting & child dev't

## Everyday actions

- Model developmentally appropriate interactions with children
- Provide information and resources on parenting and child development
- Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
- Address parenting issues from a strength-based perspective

# Concrete support in times of need

Access to concrete support and services that address a family's needs and help minimize stress caused by challenges

## What it looks like

- Seeking and receiving support when needed
- Knowing what services are available and how to access them
- Adequate financial security; basic needs being met
- Persistence
- Advocating effectively for self and child to receive necessary help

# Concrete support in times of need

## Everyday actions

- Respond immediately when families are in crisis
- Provide information and connections to services in the community
- Help families to develop skills and tools they need to identify their needs and connect to supports

# Social & emotional competence of children

Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships

## What it looks like

***For the parent*:**

- Warm and consistent responses that foster a strong and secure attachment with the child
- Encouraging and reinforcing social skills; setting limits

***For the child:***

- Age appropriate self-regulation
- Ability to form and maintain relationships with others
- Positive interactions with others
- Effective communication

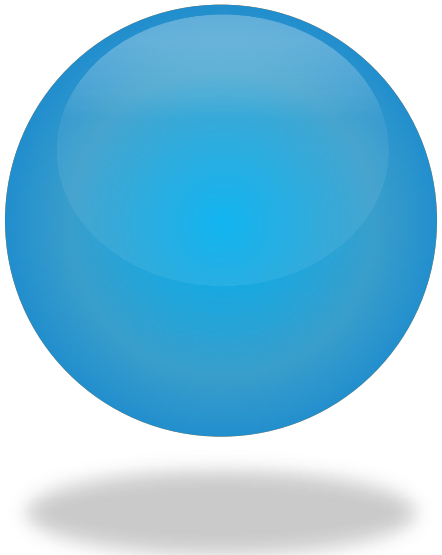
# Social & emotional competence of children

## Everyday actions

- Help parents foster their child's social emotional development
- Model nurturing care to children
- Include children's social and emotional development activities in programming
- Help children develop a positive cultural identity and interact in a diverse society
- Respond proactively when social or emotional development needs extra support

# Key Prevention Practice Principles

- Ecological developmental framework
- Community outreach, neighborhood based
- Helping alliance
- Empowerment principles
- Strengths based practice
- Cultural competence



# ENGAGEMENT – Developing the helping alliance

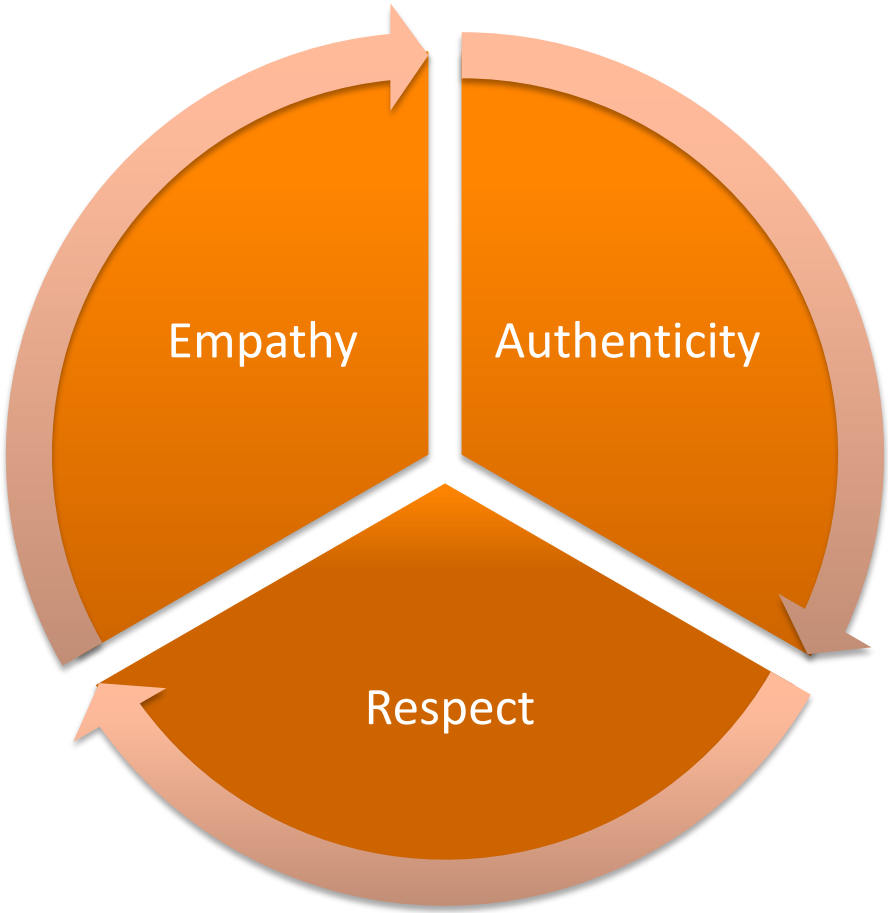
Core skills for developing a helping alliance

# Developing the Helping Alliance

- What does it mean to develop a helping alliance?
- Why is it important?



# Engagement Skills: The Basics



# Communicating Empathy

- The act of understanding, experiencing, and responding to the emotional state of another person.
  - Accurately identify feelings
  - Accurately reflect feelings

- Putting yourself in the families shoes.



# Communicating Authenticity

- Sincere, natural, spontaneous, open, real, and non-defensive.
- We communicate authenticity by truly listening
  - Use of reflective listening skills



# Communicating Respect

- Show respect for the personhood of all families regardless of the nature of their views, actions, or circumstances
- Respect for self-determination
  - Including whether to accept offers of help

# Consider the Stages of Change



# Consideration for Developing the Helping Alliance: Cultural Competence

- Ability to understand, to the best of one's ability, the worldview of our culturally different clients and adapt our practice accordingly.

- In order to best meet the needs of families, the helper must understand the world from the client's point of view and provide needed help in a manner in which it can be used.
  - Abney, 2000



# Beginning the helping alliance




- Primary purpose is to connect with the family
- Identify expectations
- Promote choice
- Seek commitment
- Plan for continuing work together



# Coaching Fundamentals

NOTE: Coaching slides adapted from the Atlantic Coast Child Welfare Implementation Center, Ruth Young Center for Families & Children, University of Maryland School of Social Work

"Coaching is **unlocking a person's potential** to maximize their own performance. It is helping them to learn rather than teaching them."

- John Whitmore, 2002

# Coaching Mindset

- The coach is not the expert, or the judge, but creates a partnership for learning and change
- Coaching can help us to see what our assumptions and mental models are – so that we can choose how we respond to situations
- We bring and model deep respect for each individual's own learning and development
- Our intention is always to strengthen the coachee (client) and to support his/her success

# Common Things People Work on through Coaching

- Setting and addressing goals
- Decreasing feelings of being overwhelmed, stressed, anxious, powerless
- Challenges in relationships
- Determining action steps
- Breaking old patterns or habits
- Coping with challenges
- Dealing with change
- Weighing pros/cons

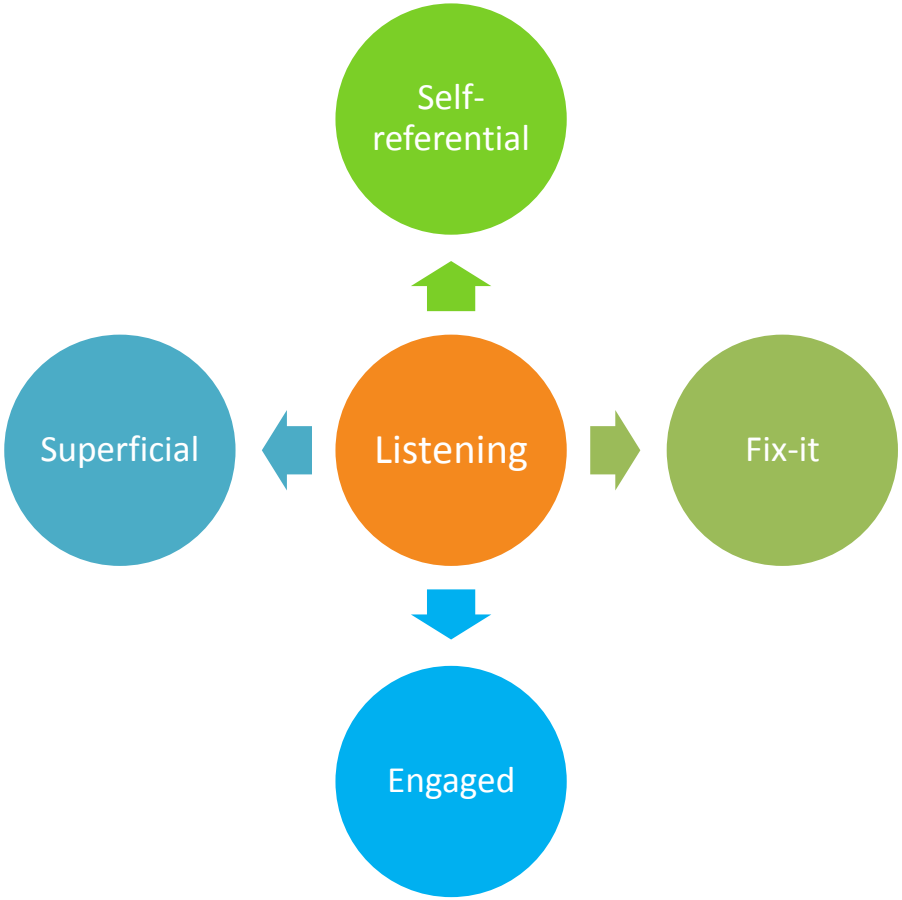
# Core Coaching Skills

*We will focus on the first 4 skills today*

- Being Present
- Listening
- Reflecting/Clarifying
- Questioning
- Providing Feedback/Assessment
- Creating Accountability

# Brief Presence Exercise

# Four Modes of Listening



# Not Really Listening Activity

- In pairs, identify one partner to be the coach and one to be the client.  The client will describe a recent frustration, and the coach will listen using either a self-referential, fix it, or superficial listening approach.

- After 5 minutes, switch roles

- Notice what it feels like to  listen and be listened to in this way!

# Core Skill: Engaged Listening

- *What does engaged listening look like*
- *What are characteristics of engaged listening?*

# Guidelines for Engaged Listening

- Put aside distractions
- Be aware of internal thoughts and stay focused on the person speaking; hold off on forming your response/question
- Use empathy, perspective, openness, and curiosity
- Listen for what isn't being said
- Watch non-verbals
- Listen for the heart of the matter
- Allow room for emotions and silence

# Engaged Listening Activity

- In the same pairs, share a different frustration you have recently experienced, this time with the coach listening from an engaged listening approach.
- Notice how it feels to listen and be listened to in this way
- After 5 minutes, give feedback using the feedback format, and then switch roles

# Coaching Practices Feedback Format

- **COACH:** Share one thing you did well.
- **COACHEE:** Share one thing the coach did/said that worked well.

- **COACH:** Share one thing you will do differently next time.
- **COACHEE:** Share one thing you suggest the coach consider doing differently next time.

# Core Skill: Reflecting/Clarifying

*Key elements:*

- The person's words
- Accurate restatement -without over interpretation
- Checking nuance - what are you sensing behind the words?

# Reflecting/Clarifying Practice

- In pairs, Person A takes 5 minutes to talk about what drew you to the field of child welfare – Person B is listening and reflecting/clarifying only –
- Debrief – Person A give Person B feedback on listening and reflecting/clarifying using the feedback format(2 minutes)
- Then switch roles

# Coaching Practices Feedback Format

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- **COACH:** Share one thing you will do differently next time.
- **COACHEE:** Share one thing you suggest the coach consider doing differently next time.

# Core Skill: Questioning

Why do we have problems with questions?

# Qualities of Powerful Questions:

- They are real questions, not advice in disguise
- They come from sincere curiosity and respect
- They are not leading to a particular outcome
- They are open ended and invite reflection – “hmmm, let me think about that”…
- They often begin with “What” and “How”

## Rather Than…

- Yes/no questions
- Why questions (often)
- Questions that you know the answer to or are using to steer the person to a conclusion:
  - “Don’t you think…..”
  - “Wouldn’t it be better if…”

# Some great coaching questions

- What is the most important outcome for you in this situation?
- What have you tried before?  How did that work?
- What is the one thing that you could do that would have the biggest impact in this situation?
- As you hear yourself describe the situation, what is coming up for you?

# Sample coaching questions

When someone comes to you with a problem/issue that has more than one possible answer:

- What options do you see in this situation?
- What are your thoughts about the right way to handle this?
- What have you tried already?
- Based on your experience, what do you think the next step should be?

# Questioning Practice

- Person A will coach Person B – Person B will share a current challenge at work that he/she is comfortable talking about.  Person A will be present, listen, reflect, and ask “what” and “how” questions.
- Go through the feedback format
- Change roles
- Go through the feedback format

# Coaching Practices Feedback Format

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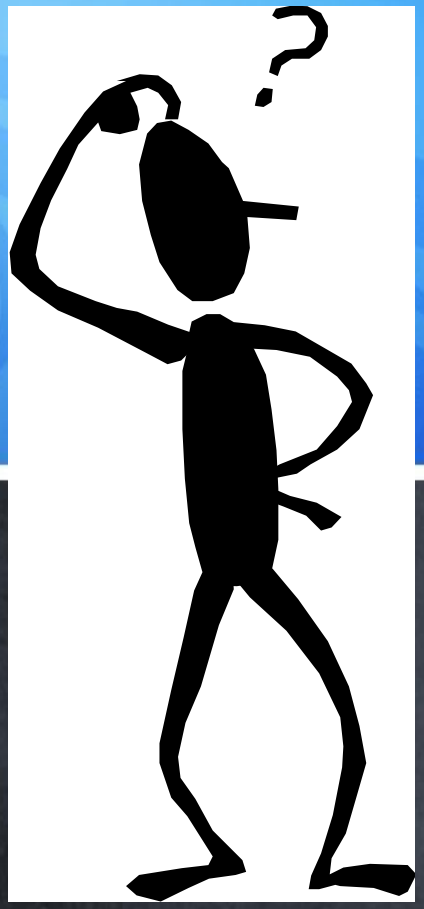
- **COACH:** Share one thing you will do differently next time.
- **COACHEE:** Share one thing you suggest the coach consider doing differently next time.

# Key Take Home Points

- Child maltreatment prevention programs use implementation and prevention science
- Practitioners use core helping skills to successfully engage families as partners.

# Assess your learning

- How well did you achieve your learning goal?
- What were YOUR key points or lessons learned?
- How will you use your reflections from this session “back on the job”?



# Final Questions/ Reflections?

# Follow up Contact information:

| | |
|---|---|
| Diane DePanfilis | ddepanfilis@ssw.umaryland.edu<br>410-409-6959 |