**Foundational Element:**

**Engaging Families**

Welcome to “Engaging Families” foundational element. In this element we examine and apply the Six Principles of Partnership, discuss the importance of effective engagement to develop a trusting relationship with the families with whom we work, and explore how our judgements and biases impact the helper-authority continuum in our work with families.

These workbook pages will support your learning through this element and aid your supervisor and/or coach in understanding the purpose of the element (see the Element Learning Objectives below), its sections (see Element Sections below), and how they can support you in your learning.

Beginning on the next page, you will find space to capture your responses to activities within the online modules – some of your responses will be brought to Community Huddles, while others will be shared with your supervisor, coach, or colleague for on-the-job application activities.

**Element Learning Objectives**

Upon completion of this element, child welfare professionals will be able to:

* Employ family centered, strength-based, culturally responsible engagement strategies to begin to build a working partnership with children and families.
* Describe the personal and relational barriers to partnership with families and determine methods to overcome these barriers.
* Practice techniques that reflect the core conditions of engagement (respect, empathy, genuineness, competence) and the Six Principles of Partnership.
* Modify their engagement strategies based on what each person and family need to feel respected and empowered in the child welfare process.

**Element Sections**

This element contains the following sections:

* Prework for Community Huddle 1 – online content (30 minutes)
* Community Huddle 1 – virtual session via Zoom (90 minutes)
* Packet 1: Everyone Needs to be Heard – online content (45 minutes)
* Packet 2: Everyone Desires Respect – online content (40 minutes)
* Packet 3: Everyone has Strengths – online content (30 minutes)
* Community Huddle 2 – virtual session via Zoom (120 minutes)
* Packet 4: Judgments Can Wait – online content (45 minutes)
* Packet 5: Partners Share Power – online content (20 minutes)
* Packet 6: Partnership is a Process – online content (20 minutes)
* Culminating Activity – online content (30 minutes)
* Independent Study – online module and on-the-job application (50 minutes)
* Community Huddle 3 – virtual session via Zoom (110 minutes)

**Prework for Community Huddle 1**

In your prework for Community Huddle 1, you are introduced to the Six Principles of Partnership. You are asked to (1) scale the level of comfort you feel today in effectively demonstrating each principle in your work, (2) record your results in this workbook, (3) answer questions related to the principle you were most confident and least about, and (4) complete the Change in My Life Activity and capture your responses to the associated questions. Use the sections starting below to record your activities as you complete the online packet.

**Principles of Partnership Activity**

Once you have scaled your level of comfort for all Six Principles of Partnership, a results page will provide a summary. Record your responses from the results page here.

Everyone Needs to be Heard       Judgments Can Wait

Everyone Desires Respect       Partners Share Power

Everyone has Strengths       Partnership is a Process

**Principles of Partnership Activity Reflection**

Reflection on my highest rated Principle of Partnership

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| --- | --- |
|  | 1. Describe what made you choose this rating. What puts you at that rating today?      1. What would it take to increase your rating by 1 or 2 numbers?      1. How could increasing your level of comfort in applying this principle have a positive impact for you on the job and help you to better engage and partner with families? |
|  |  |

**Please bring your reflections with you to your Community Huddle.**

Reflection on my lowest rated Principle of Partnership

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| --- | --- |
|  | 1. Describe what made you choose this rating. What puts you at that rating today?      1. What would it take to increase your rating by 1 or 2 numbers?      1. How could increasing your level of comfort in applying this principle have a positive impact for you on the job and help you to better engage and partner with families? |
|  |  |

**Please bring your reflections with you to your Community Huddle.**

**Change in My Life Activity**

1. **Choose a Forced Change**:
2. For this activity and reflection, you are asked to think of a time in the past when you were forced to make a change.

* It might have been a work-related change, such as shifting of job roles or an undesired initiative your agency became involved with.
* Or, it might have been a personal change, such as an unwanted move or the severing of a close relationship.

1. Pick a change that was forced on you, not one that you decided to make.
2. The change you pick should be one that has been resolved. A change that you can reflect upon.
3. **With that change in mind, reflect on and record your answers below to the series of questions posted in the online packet.**

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| --- | --- |
|  | What emotions did you experience at the time? |
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| --- | --- |
|  | What responses or behaviors did you express? |
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| --- | --- |
|  | What underlying need do you think was behind those responses or behaviors? |
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| --- | --- |
|  | What did others do at the time that helped you manage or cope with the change? |
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| --- | --- |
|  | What did others do that did not help? |
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**Please bring your reflections with you to your Community Huddle.**

**Community Huddle 1**

In the workbook introduction, you learned that the Foundational Elements include Community Huddles as a way to discuss learning and build connections and community with your cohort colleagues.

Community Huddles are held virtually via Zoom. You will find the date, time, and Zoom link for this Community Huddle within the *Welcome to the WiLearn Program* enrollment email that you received from WCWPDS.

Please see that email for details about logging in to the Community Huddle and contact information should you have any questions about the Community Huddle.

During this Community Huddle, we will:

* Review the Principles of Partnership Activity
* Debrief the Change in My Life Activity, focusing on the emotions and behaviors you noted and the insights you gained
* Discuss the impact of family emotions and behaviors on engagement
* Preview the element content

In this Community Huddle, we spend time:

* exploring the group’s comfort level with the Six Principles of Partnership.
* debriefing the emotions and behaviors associated with the forced change that you reflected upon in the Change in My Life Activity you completed during Prework.
* discussing what others did and did not do that was helpful associated with the forced change that you reflected upon in the Change in My Life Activity you completed during Prework.
* considering parallels between our personal emotions and behaviors to the emotions and behaviors that families may be experiencing when child welfare enters their life.
* considering how application of the six principles of partnership can impact engagement.

**Element Content Preview: What’s Next**

* Beginning with Packet 1: **Everyone Needs to be Heard**, you will explore the types of listening and how to listen well, how to ask clarifying questions and how to use reflection and affirmation to demonstrate that you not only have heard but understand.
* In Packet 2, you consider that **Everyone Desires Respect** but that respect may be defined differently based on our beliefs and culture, which can lead to different expectations and miscues.
* In Packet 3: **Everyone has Strengths,** you consider that strengths come in a variety of types and that part of your role is to focus on identifying those strengths within families – and how to look for them in every interaction and every document. You will also learn how to ask strength finding questions and to find strengths in the exceptions where problems don’t arise.
* In **Community Huddle 2**, you will discuss with fellow learners how you applied the concepts learned thus far in the element.
* Packet 4: **Judgments Can Wait** will take you through the need to listen and engage without judgment and reflect on how biases can sometimes make this challenging and lead to early judgments. You will also learn some tools to help you remain objective and curious, without enabling personal biases to cloud your decisions.
* In Packet 5, you’ll explore the **Partners Share Power** principle and the inherent power differential that exists between families and child welfare professionals. You will learn more about the types of power at play, the child welfare professional’s accountability for ensuring a balance of power, and techniques for doing so.
* In Packet 6, you’ll explore the final principle, **Partnership is a Process**, that stresses partnership takes intention, attention, and practice. It takes each of these principles acting in concert with one another, and it takes considering intention versus impact in each interaction. You won’t always get it right, and therefore need to continually consider what you can do differently next time.
* In the **Culminating Activity**, you apply the principles of partnership to a case scenario that will be debriefed in Community Huddle 3.
* In the **Independent Study**, you will connect with colleagues in your agency to see how the six principles are applied within everyday practice and complete a reflection activity that will be debriefed in Community Huddle 3.
* In **Community Huddle 3**, you will discuss with fellow learners how you applied the concepts.

Use the space below to jot down any personal take-aways from Community Huddle 1.

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**Packet 1: Everyone Needs to be Heard**

In the Everyone Needs to be Heard packet, you explore the types of listening and how to listen well, how to ask clarifying questions and how to use reflection and affirmation to demonstrate that you not only have heard but understand. You are asked to (1) listen to a video segment and (2) capture your responses to the associated questions in this workbook. Use the sections starting below to record your activities as you complete the online packet.

**Listening Reflection Questions**

Listen to video segment II in the online packet and then capture your responses to the questions below. Feel free to replay the video in the online packet to help you in responding to the questions.

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| --- | --- |
|  | What was the child welfare professional’s inner voice saying? |
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| --- | --- |
|  | What did the child welfare professional do to quiet their inner voice and be mentally present? |
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|  | What difference did this action seem to have for the grandmother? |
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| --- | --- |
|  | What was the grandmother’s inner voice saying? |
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|  | What signs did the child welfare professional notice that indicated the grandmother may not be voicing all of her thoughts? |
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|  | What did the child welfare professional do to address these concerns? |
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**Please bring your reflections with you to your Community Huddle.**

Space for any additional notes or questions that you’d like to capture for discussion with your agency supervisor or coach.

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**Packet 2: Everyone Desires Respect**

In the Everyone Desires Respect packet, you learn that respect may be defined differently based on our beliefs and culture, which can lead to different expectations and miscues. You are asked to (1) list behaviors and actions that demonstrate respect, (2) watch the “Parents’ Experiences Working with Caseworkers” video from *Rise Magazine*, and (3) capture your responses to the associated questions in this workbook. Use the sections starting below to record your activities as you complete the online packet.

**What Does Respect Mean to You?**

* Make a list of 5-10 behaviors or actions that you consider to be ways to demonstrate respect (or would consider disrespectful if violated).
* For each item on your list, note how and where you developed that belief or preference.

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| --- | --- |
|  | Behavior:  How/where developed:  Behavior:  How/where developed:  Behavior:  How/where developed:  Behavior:  How/where developed:  Behavior:  How/where developed:  Behavior:  How/where developed: |
|  |  |

**“Parents’ Experiences Working with Caseworkers” Video** **Reflection Questions**

* Listen to the “Parents’ Experiences Working with Caseworkers” video in the online packet.
* Take notes in the first two spaces below as you watch the video.
* Capture your responses to the questions about each parent in the spaces provided on the next page.

Space for taking notes on the following as you watch the “Parents’ Experiences Working with Caseworkers” video.

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| --- | --- |
|  | What the parents expressed they needed from the child welfare professional in order to feel respected. |
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|  | What the parents said their child welfare professionals did or did not do that displayed respect for them. |
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Now, capture your responses to the questions below. Feel free to replay the video in the online packet to help you in responding to the questions.

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| --- | --- |
|  | What did each parent need from their child welfare professional to feel respected?   * Jeanette: * Sara: * Nelson: |
|  |  |

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| --- | --- |
|  | What do you think influenced each parent’s definition of respect in the situation they were experiencing? Why?   * Jeanette: * Sara: * Nelson: |
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| --- | --- |
|  | Name one thing you would say or do that would demonstrate your respect for each parent based on your understanding of what respect means to them.   * Jeanette: * Sara: * Nelson: |
|  |  |

**Packet 3: Everyone has Strengths**

In the Everyone has Strengths packet, you consider that strengths come in a variety of types and that part of your role is to focus on identifying those strengths within families. Additionally, you will learn how to ask strength finding questions and to find strengths in the exceptions where problems don’t arise. You are asked to (1) explore your judgments and inner thoughts and (2) reflect on and record your tendencies and comfort on the helper-authority continuum. Use the sections starting below to record your activities as you complete the online packet.

**Helper-Authority Continuum Reflection Questions**

Please respond thoughtfully to the following reflection questions.

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| --- | --- |
|  | Identify a time in which you have had, or could have, a difficult time balancing your helper-authority roles:  I am, or could be, tempted to overuse my authority role when…  I am, or could be, tempted to overuse my helper role when:  As I reflect on my own tendencies and comfort zone on the helper-authority continuum, I think I will need to work on… |
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**Please bring your reflections with you to your Community Huddle.**

**Community Huddle 2**

In the workbook introduction, you learned that the Foundational Elements include Community Huddles as a way to discuss learning and build connections and community with your cohort colleagues.

Community Huddles are held virtually via Zoom. You will find the date, time, and Zoom link for this Community Huddle within the *Welcome to the WiLearn Program* enrollment email that you received from WCWPDS.

Please see that email for details about logging in to the Community Huddle and contact information should you have any questions about the Community Huddle.

During this Community Huddle, we will:

* Introduce Annie Jones and her family
* Practice identifying strengths and asking strength finding questions
* Practice finding strengths through exceptions
* Preview upcoming element content

In this Community Huddle, we spend time:

* discussing the impact of strengths and needs on engagement with individuals and families.
* practicing, through a small group activity, how strengths can be used to address an individual and family’s needs.
* practicing, through a small group activity, asking strengths-finding questions.
* practicing, through a large group activity, finding strengths in exceptions.

**Element Content Preview: What’s Next**

* Packet 4: **Judgments Can Wait** will take you through the need to listen and engage without judgment and reflect on how biases can sometimes make this challenging and lead to early judgments. You will also learn some tools to help you remain objective and curious, without enabling personal biases to cloud your decisions.
* In Packet 5, you’ll explore the **Partners Share Power** principle and the inherent power differential that exists between families and child welfare professionals. You will learn more about the types of power at play, the child welfare professional’s accountability for ensuring a balance of power, and techniques for doing so.
* In Packet 6, you’ll explore the final principle, **Partnership is a Process**, that stresses partnership takes intention, attention, and practice. It takes each of these principles acting in concert with one another, and it takes considering intention versus impact in each interaction. You won’t always get it right, and therefore need to continually consider what you can do differently next time.
* In the **Culminating Activity**, you apply the principles of partnership to a case scenario that will be debriefed in Community Huddle 3.
* In the **Independent Study**, you will connect with colleagues in your agency to see how the six principles are applied within everyday practice and complete a reflection activity that will be debriefed in Community Huddle 3.
* In **Community Huddle 3**, you will discuss with fellow learners how you applied the concepts.

Use the space below to jot down any personal take-aways from Community Huddle 2.

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**Packet 4: Judgments Can Wait**

In the Judgments Can Waitpacket, you will explore listening and engaging without judgment, reflect on how biases can sometimes make this challenging and lead to early judgments, and learn some tools to help you remain objective and curious, without enabling personal biases to cloud your decisions.

In this packet, you are asked to (1) complete an awareness and insight exercise and record answers to the reflection questions in the workbook, (2) review the “Buzzwords to Avoid” handout, (3) complete an observation practice activity and record answers to questions in the workbook, and (4) write and record your own scaling questions. Use the sections starting below to record your reflections as you complete the online packet.

**Awareness and Insight Exercise**

Consider and answer the awareness and insight self-reflection questions below.

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|  | What population is it easier for you to engage with? What population is it harder for you to engage with? |
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| --- | --- |
|  | Why do you think that is? What is it that makes it harder? What makes it easier? |
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| --- | --- |
|  | What about you may be contributing to this? |
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| --- | --- |
|  | In what situations or conditions is this the most likely to be a challenge for you? |
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| --- | --- |
|  | How has this impacted the way that you engage with others? What happened? Or what didn’t happen? |
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**Buzzwords to Avoid**

As noted in the online packet, it is important to be descriptive in your reports and avoid the use of buzzwords. The Capacity Building Center for States has developed a Tip Sheet (“Buzzwords: Moving to Behavioral Descriptors Tip Sheet”) to help child welfare professionals learn to recognize negative, subjective language used in child welfare reporting and intervene with more objective, behavioral-based language.

You will find this Tip Sheet as a separate handout posted on the WCWPDS website in the same area that you downloaded these workbook pages. The Tip Sheet is entitled “Foundational Element Workbook - Engaging Families - Appendix A”.

You can find the Tip Sheet and additional information on the Capacity Building Center for States website at: <https://capacity.childwelfare.gov/states/topics/child-protection/buzzwords>. [Capacity Building Center for States (2021). *Buzzwords: Moving to Behavioral Descriptors Tip Sheet*. Children’s Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.]

**Observation Practice Activity Analysis**

Consider and answer the following questions below.

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| --- | --- |
|  | How does the child welfare professional demonstrate that Judgments Can Wait in the “ideal” response? How was that helpful in engaging with the parent? |
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|  | What judgments do you think the child welfare professional was making in the two “not ideal” answers? How did those judgments impact the interaction with the parent? |
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**Writing Scaling Questions**

Below, write your own scaling questions about your thoughts or feelings around your learning in your new child welfare position.

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**Packet 5: Partners Share Power**

In the Partners Share Power packet, you’ll explore the inherent power differential that exists between families and child welfare professionals and learn more about the types of power at play, the child welfare professional’s accountability for ensuring a balance of power, and techniques for doing so.

**Sharing Power Reflection**

In this packet, you are asked to record your response to a question following a card sort activity. Complete the card sort activity, first, and then use the section below to record your answer to the question.

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|  | What are two additional ways that you could share power in your work with families? |
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Space for any additional notes or questions that you’d like to capture for discussion with your agency supervisor or coach.

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**Packet 6: Partnership is a Process**

In the Partnership is a Process packet, you will focus on the intentionality and practice of creating partnership with families. You are asked to respond to a series of intent and impact reflection questions. Use the sections starting below to record your responses as you complete the online packet.

**Intent and Impact Reflection**

Think about an interaction that you had recently that did not go as well as you had intended, and explore that interaction through the following reflection questions, capturing your responses in the boxes below.

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| --- | --- |
|  | What did I intend to happen? What was the goal? What did I hope would happen? |
|  |  |

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| --- | --- |
|  | What happened? What actually occurred? |
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| --- | --- |
|  | How did I contribute to the situation or outcome? |
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| --- | --- |
|  | Did I apply any of the Six Principles of Partnership? If so, which did I apply? |
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| --- | --- |
|  | How can I approach this differently in the future? How can applying the principles of partnership to this interaction change the dynamic and future outcomes? |
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Space for any additional notes or questions that you’d like to capture for discussion with your agency supervisor or coach.

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**Culminating Activity**

In the Culminating Activity, you apply the principles of partnership to a case scenario that will be debriefed in Community Huddle 3. In this packet, you are asked to (1) review the Jones Family Case Report and (2) respond to the guided questions found in the online packet and noted below to develop a plan to start to build a relationship with the family.

**PLEASE NOTE**: Responses are to be completed in advance of the final Community Huddle and brought with you. Your strategies will be practiced with partners and debriefed with the group.

* 1. **Review the Jones Family Case Report**

**Family Composition:**

* **Mother**: Annie Jones (currently unemployed) age 30
* **Father**: Don Jones (truck driver, gone often during the week) age 50
* **Children**: Tommy (13), Megan (6), Dylan (3)

**Child Welfare Involvement**

Tommy was picked up by the police after being found riding in a stolen car with a friend. The two attempted to evade the police and crashed the car into a tree. The police went to Annie’s home and found Annie passed out on the couch leaving the children unattended. Don was not home due to work and would not be back for a couple of days. The police struggled to rouse Annie and she was not able to speak coherently with them. The police called CPS After Hours. They responded and a protective plan was implemented with a neighbor coming over to stay until Don gets home. The protective plan will be re-evaluated upon Don’s return.

**Annie Jones**

Annie Jones, 30, is a stay-at-home Mom who is not currently employed outside of the home. Annie was raised in Texas by her parents with her four older brothers. Her dad was a mechanic and taught Annie how to fix cars and motorcycles. She was a tomboy her whole life, learning her scrappiness from being surrounded by older brothers. She did not like school much. At age 14, she was diagnosed with a rare form of cancer and was not expected to live much longer. She had multiple surgeries and treatments over three years. Annie was a “real fighter” and survived. She missed a lot of school which impacted her grades. She was often moody and argued with other girls. She got into fights, including one with a boy who was taunting another student that resulted in him needing stitches. She felt school was a waste of time and she dropped out at age 17. Annie was determined to gain her education and obtained her GED at age 18

Annie met Don when she was about age 17. He was much older, and a friend of her father’s. During recovery from surgery, she would accompany Don on short trucking routes. She fell in love with him. They married a year later. Her parents were not supportive of the relationship from the beginning and cut off contact with her when she and Don moved to North Carolina. Annie got pregnant with their son, Tommy, shortly thereafter and subsequently had two more children, Megan and Dylan. While in North Carolina, they were involved with CPS due to lack of supervision. Annie left the children with an 11- year-old and Dylan was found wandering in the road. The family has recently moved to Wisconsin due to Don getting a new job with higher pay.

Strengths:

* Open to trying new things, takes suggestions and tries them out before discounting them.
* Very determined person who is not easily discouraged by setbacks.
* Once she sets her mind to something she works at it until she gets it. Is especially

motivated by a “challenge” or problem that is difficult.

* Works well with people once she trusts them. Will do anything for you if she feels valued.
* Prefers to handle her own problems rather than rely on the system. Hesitant to get public assistance even though she qualifies.
* Very generous person who is always willing to help friends or family in need in whatever way possible

Challenges:

* Annie has been having severe abdominal pain for several months and hasn’t sought

medical care.

* Annie started using marijuana while going through cancer treatment as a teenager. Lately she has been using it again and now mixes her marijuana use with alcohol.

Annie doesn’t supervise her children well or provide their minimum basic care when she’s using marijuana and drinking.

* Although her family is currently struggling financially, Annie has not been able to hold a job for longer than 6-months at a time.
* Annie reportedly has a short temper.
* Annie was diagnosed with bipolar disorder. She refuses medication due to past bad experiences with cancer medication and is afraid of the side effects.

**Don Jones**

Don Jones is a 50-year-old truck driver. His usual routes take him away from his family during the week. He is home most weekends. Don is married to Annie, and they have 3 children together.

Strengths

* Don is a loving father when he is home. He plays ball with his oldest son and dolls with his daughter. Neighbors have described him as an involved dad with his kids.
* Don is a very compassionate, soft-spoken, and gentle man. He loves his children and his wife, and he can’t wait to get home to them on weekends.
* Don is fiercely devoted to his family and marriage and is extremely protective of Annie.
* Don has been known to take on weekend jobs to provide for his family.
* Don is a vet, having served as a very young man in the Persian Gulf War. He describes his tour there as traumatic and does not talk about it much.

Challenges

* Don struggles with post-traumatic stress disorder as a result of his military service in the Persian Gulf War.
* Don often gets in the crossfire of Annie’s manic episodes.
* Don has admitted to taking extra doses of Adderall occasionally to help keep him alert during long routes. Don says he quit doing that 6 months ago after a buddy lost his Commercial Driver’s License that way.
* Don feels bad when he has to go on the road and drive truck, needing to leave his family, in particular his children. This job pays him better than any job he’s ever had, however he knows he is needed at home to help care for the children when Annie is not feeling well enough to care for them.
* Don chooses to leave home for extended periods of time when Annie is “in a mood”.
* Don is new to the area and doesn’t know any local resources to help him and his family. Their extended family rarely communicates with them.
  1. **Respond to the Jones Family Planning Guided Questions**

Based on the information you have, use the guided questions to develop a strategy for your next interaction with this family. Consider how you will apply the Principles of Partnership, as well as any of the tools and techniques that you have learned in prior units.

* Consider what will be important for you to be aware of in terms of your own behaviors and actions, as you meet with this family. (They might include items such as biases, cultural awareness, or your tendency to lean more toward being a helper or authority, etc.)
* How will you apply the principles in this next meeting? What will be particularly important, and why?
* Consider what you want to learn more about. Develop the exploring questions that would help you begin to learn more about this family.
* What are some potential barriers to engagement? How will you prepare for these?

Use the sections starting on the next page to record your responses.

**PLEASE NOTE**: Responses are to be completed in advance of the final Community Huddle and brought with you. Your strategies will be practiced with partners and debriefed with the group.

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|  | How would you demonstrate **Everyone Desires Respect** to Annie, Don, and Tommy? What would you say? What would you do? What considerations would you make based on their past history, age, and family culture that might help you understand how they define respect? |
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|  | How would you demonstrate **Everyone Has Strengths**? What questions would you ask? What would you try to observe? Remember that most people have a hard time identifying personal strengths, especially when you ask, “What are your strengths?” |
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| --- | --- |
|  | How would you demonstrate **Judgments Can Wait**? What are some judgments or biases that might come up for you? |
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| --- | --- |
|  | How would you manage your thoughts and your biases? How would you help Annie, Don, and Tommy feel like you were keeping an open mind? |
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| --- | --- |
|  | How would you demonstrate **Partners Share Power**? What power do you have in this situation? What power does the family have? How could you share power with Annie, Don, and Tommy? |
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**Please bring your answers to these questions with you to your Community Huddle.**

**Independent Study**

In the Independent Study, you will (1) focus for a full day on paying attention to your inner voice, (2) connect with colleagues in your agency to see how the six principles are applied within everyday practice, and (3) complete a reflection activity that will be debriefed in Community Huddle 3. Use the sections starting below to complete your independent work.

**Inner Voice Reflection**

Your task for one full day it to, first, take note. As soon as you notice that your inner voice is speaking to you, pay attention to:

* What was happening
* What the circumstances were
* What your inner voice was focused on

Then, look for themes or commonalities.

Finally, practice refocusing.

In the space below, capture notes related to the situations where your inner voice was most likely to talk to you, what you discovered about those situations, and how you were able to refocus. **Please bring your notes with you to your next Community Huddle.**

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**Independent Study**

Explore how the Six Principles of Partnership are demonstrated in others’ work and the similarities and differences, and how those strategies can be adapted to work well with different populations.

* 1. Identify two professionals to speak with who work with different populations.
  2. Arrange a 10-15 minute interview with each professional.
  3. Prepare your questions in advance about how they apply the principles\* and what kinds of tips or suggestions would be helpful for you.
  4. After the interviews, respond to the reflection questions below:

\*Note: feel free to share a copy of the Six Principles of Partnership with the colleagues you interview. You will find a copy of the principles on the next page.

|  |  |
| --- | --- |
|  | What similarities did you discover in how the principles are used?    What differences?    What tips or skills do you plan to implement? |
|  |  |

**Please bring your notes with you to your next Community Huddle.**

The Six Principles of Partnership

* + 1. Everyone Needs to be Heard

This principle asks us to put aside our needs and agenda and to listen with a sincere desire to truly understand the family's perspective before communicating our point of view.

* + 1. Everyone Desires Respect

This principle suggests that all people have value and a right to have some control over their own lives. True partnership is impossible without mutual respect.

* + 1. Everyone has Strengths

This principle means that all people have resources. Beyond the obvious ones, these strengths may include past successes, abilities, dreams, and resiliencies.

* + 1. Judgments Can Wait

This principle asks us to become aware of the assumptions we make about others and their situations. We naturally make judgments in all situations, and it is inherent in the work we do.

* + 1. Partners Share Power

This principle recognizes that power differentials create obstacles to real partnership. Whoever has more power in the relationship has the responsibility to balance the difference in power.

* + 1. Partnership is a Process

This principle recognizes that each of the six principles is part of a whole. Each principle supports and strengthens the others. We must have the intention to put them into practice.

Adapted from Barium Springs Home for Children

**Community Huddle 3**

In the workbook introduction, you learned that the Foundational Elements include Community Huddles as a way to discuss learning and build connections and community with your cohort colleagues.

Community Huddles are held virtually via Zoom. You will find the date, time, and Zoom link for this Community Huddle within the *Welcome to the WiLearn Program* enrollment email that you received from WCWPDS.

Please see that email for details about logging in to the Community Huddle and contact information should you have any questions about the Community Huddle.

During this Community Huddle, we will:

* Consider insights gained from helper vs authority and inner voice activities
* Apply the Jones family plan developed during the culminating activity to role play conversations with family members
* Discuss lessons learned from the independent study in applying the six principles of partnership in your work with families
* Create final reflections and commitments

In this Community Huddle, we spend time:

* exploring insights gained from the helper vs authority and inner voice activities.
* practicing putting plans into action through role plays.
* debriefing what you learned from agency colleagues about how they apply the six principles of partnership to their own work with families.
* exploring any lingering questions.
* developing an Action Plan to apply what you have learned in this element.

Use the space below to jot down any personal take-aways from Community Huddle 3.

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**Action Plan**

**Engaging Families**

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| --- | --- |
| Please list three important concepts, ideas, or skills which you plan to take from the training and implement in your work. | |
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| 2. |  |
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| 3. |  |
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| Identify a plan to implement these concepts upon return to your agency. | |
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| Identify resources that will help you to implement this plan. | |
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| Identify any barriers to the implementation of this plan. | |
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***Please share and discuss your Action Plan with your supervisor and/or coach.***