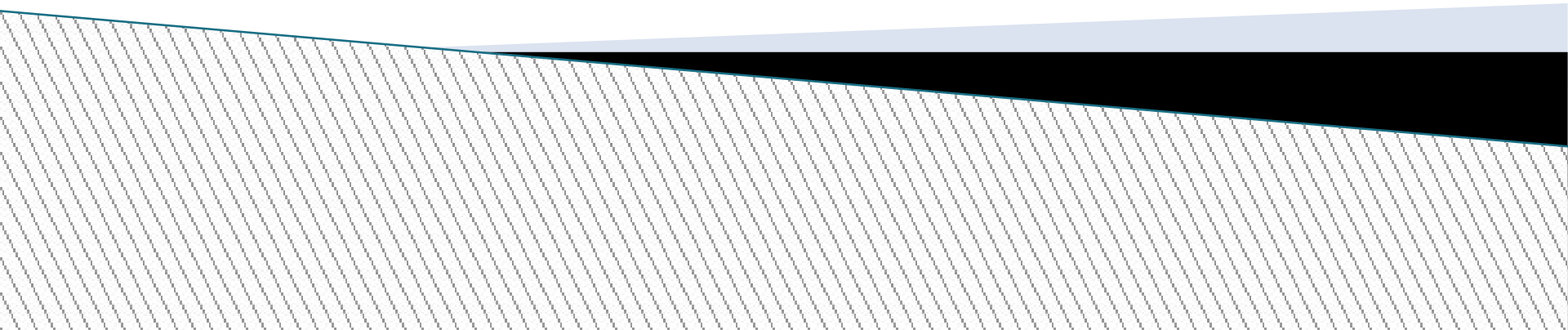


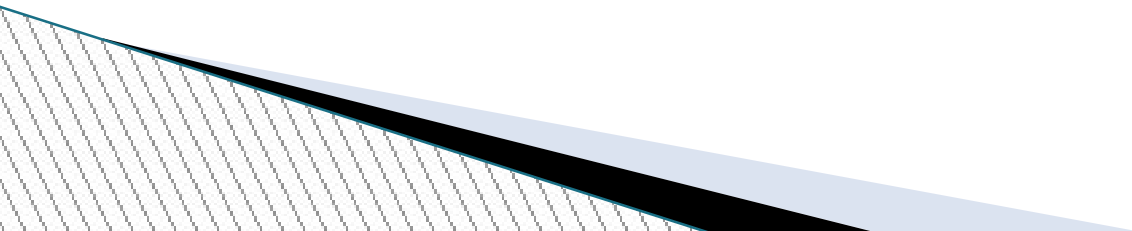
Conversations in the Kitchen

Asking Questions to Promote Family
Partnerships

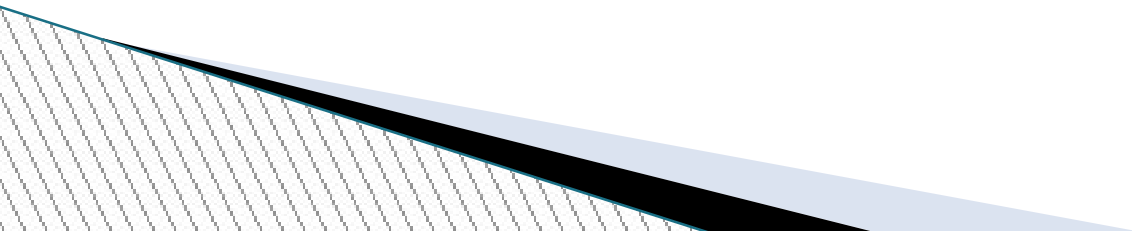
Presenters: Alanda Lockhart, MS, Lead SC CFC #10 and
Shameka Brown, MS, Service Coordinator CFC #21



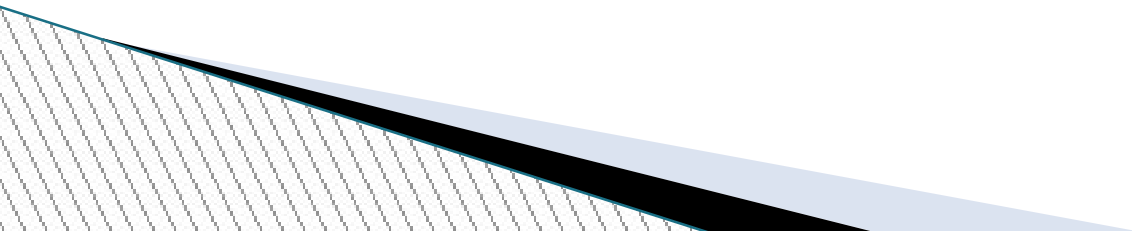
During this session we will attempt to:

- ▶ Discuss different approaches to completing family intake interviews
 - ▶ Discuss barriers that prohibit successful interviews
 - ▶ Discuss how positive family engagement can lead to a successful intake
 - ▶ Discuss how to maintain successful family partnerships
- 

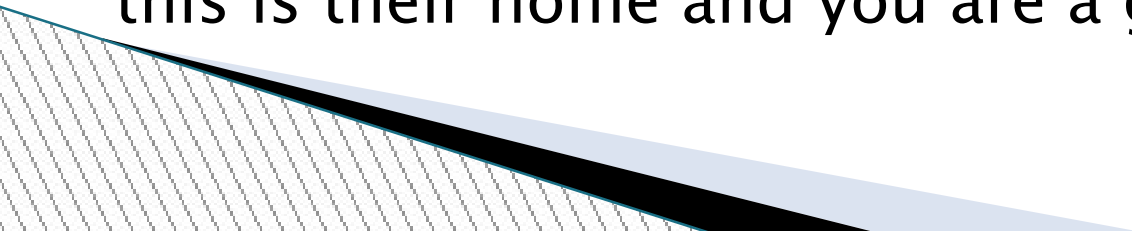
Setting the stage

- ▶ Pre arrival
 - ▶ Arrival
 - ▶ During the visit
 - ▶ Concluding the visit
 - ▶ After the visit
- 

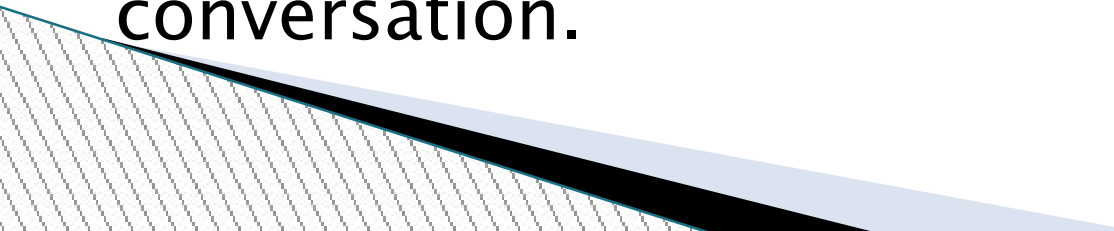
Pre Arrival

- ▶ Prepare intake packets
 - ▶ Review the intake packet and become very familiar with questions; Remember to use family friendly language
 - ▶ Read the referral and familiarize yourself with the reason for referral, any medical diagnosis, etc.
 - ▶ Contact your family to confirm the visit
 - ▶ Make sure you inform the family of any documents you will need them to have on hand
 - ▶ Familiarize yourself with other resources in area
- 

Arrival

- ▶ Set the tone (call the family before appointment, arrive on time, warm introductions, thank family for time and participation, etc)
 - ▶ Establish a rapport/develop a caring relationship
 - ▶ Recognize zone of proximity (where you sit, where you are mentally, where the family is mentally), tone of voice, and body language (facial expressions)
 - ▶ Include all family members
 - ▶ Suggest an environment conducive to the meeting. Use questions such as “So where do you want us to sit?” “Do you mind if we sit at the table?” Remember this is their home and you are a guest.
- 

During the visit

- ▶ Review the purpose of the visit; allow family input
 - ▶ Establish goals
 - ▶ Give information
 - ▶ Elicit feedback from the family
 - ▶ Answer questions (Be prepared to answer questions about the program, why you are asking certain intake questions, consents, etc)
 - ▶ Don't become a robot, stay comfortable and warm. The questions should become more of a conversation.
- 

During the Visit

Interview without interviewing; the interview should be more of a conversation than a checklist

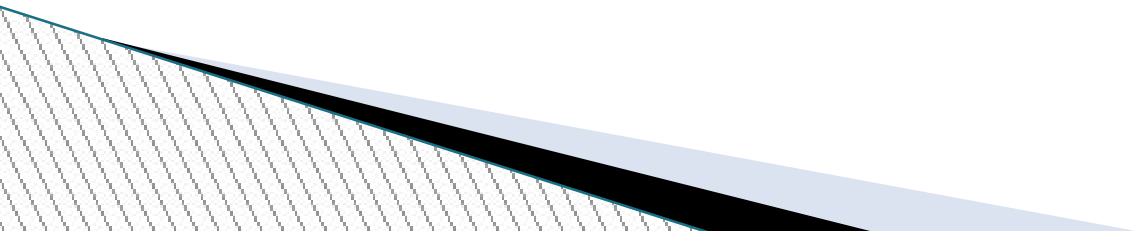
Maintain eye contact

Allow the family time to digest what was said and occasionally stop by asking if they have any questions.

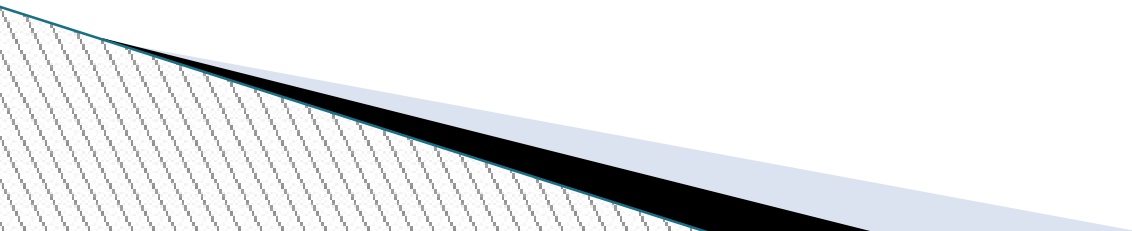
Make the family feel comfortable and try not to use judgmental statements. Use the listen and repeat approach to ensure the parent know you heard them.

Remember to slow down, this is new to the family and the Service Coordinator need to recognize when the family may becoming overwhelmed and we may need to adjust language and terms we are using.

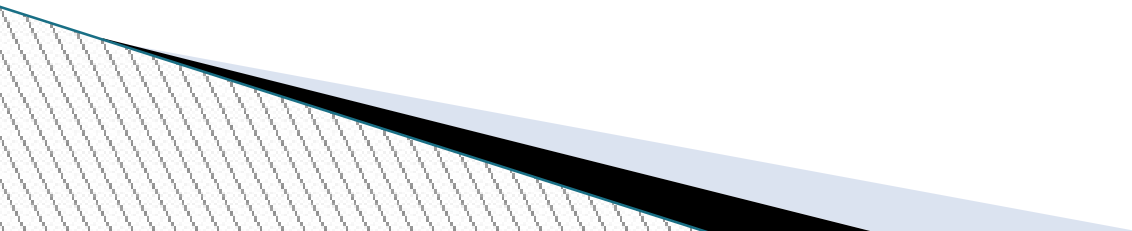
Concluding the visit

- ▶ Summarize visit
 - ▶ Discuss next steps
 - ▶ Provide business cards, contact information
 - ▶ Ask the parent if they have any other questions or how did the meeting go for them.
 - ▶ Closures and Goodbyes
- 

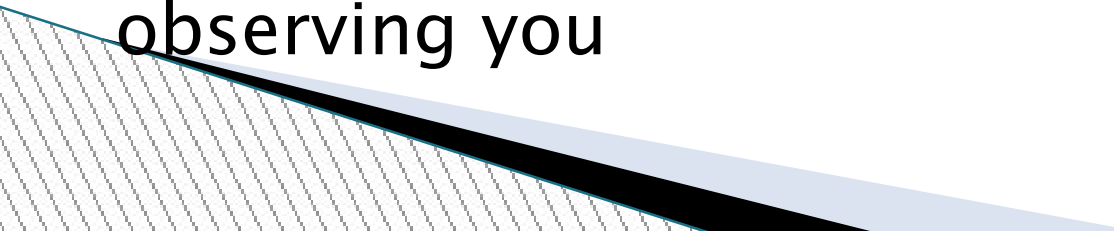
After the Visit

- ▶ Document visit – Remember if it is not noted it did not happen.
 - ▶ Evaluate visit – What went well? What improvements could be made?
 - ▶ Follow-through on referrals, action items, etc.
 - ▶ Call the family to discuss next steps
- 

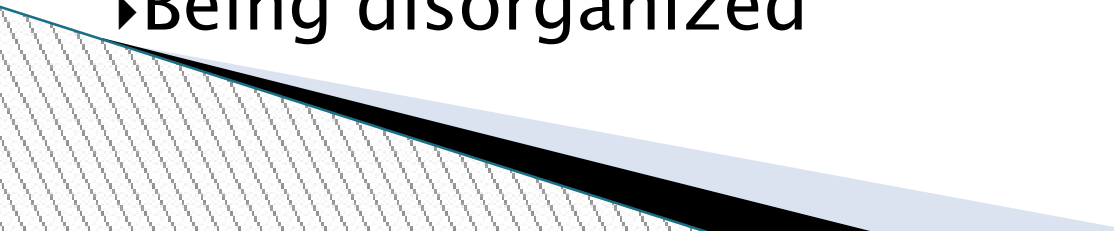
What happens when there are no providers to accept the case for ongoing services?

- ▶ Whether you have a provider or not, the family have a right to know any barriers they may face as services may not be implemented immediately. (i.e. insurance verifications, proof of income, etc)
 - ▶ Best practice is to be honest with families and don't make them feel as if you have forgotten about them. (Don't avoid them even if they have been waiting for a while for services)
 - ▶ Maintain monthly contact and possibly seek options that may be able to help them locate a provider.
 - ▶ Use language such as “you can assist me by” or “ I need you to partner with me to” and make sure the parent is allowed to use provider book to assist with locating a provider. Sometimes providers will be willing to assist if they see a parent being proactive.
- 

Remember to:

- ▶ Be a good listener
 - ▶ Have specific goals or objectives for each call or visit
 - ▶ Be flexible; Nothing always go as planned so always be prepared to have a plan B
 - ▶ Realize the limitations of your role
 - ▶ Keep language appropriate and on task
 - ▶ Dress appropriately and comfortably, wear your ID
 - ▶ Be confident
 - ▶ Respect cultural and ethnic values
 - ▶ Monitor your own behavior—the parent is observing you
- 

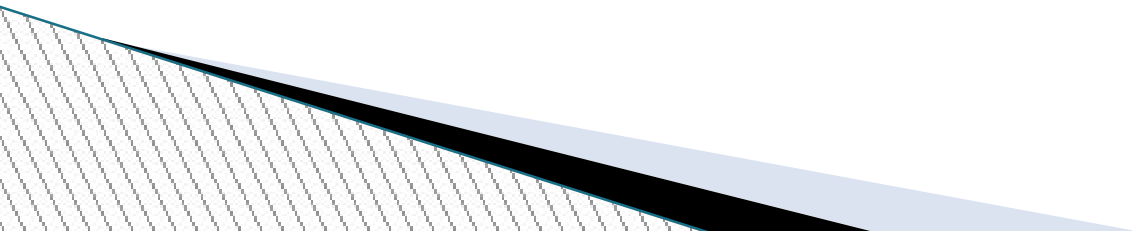
Avoid

- ▶ Imposing personal values
 - ▶ Socializing excessively at the beginning, middle and end of visit
 - ▶ Excluding other members of the family
 - ▶ Being too flashy or the center of attention
 - ▶ Expecting perfection from the parent
 - ▶ Asking the parent to do something you would not do
 - ▶ Telling a parent what to do
 - ▶ Making false promises, Remember you are a team.
 - ▶ Being disorganized
- 

Open Discussion time!
Take away discussions!
Suggestions?



Thank you, Thank you, Thank
you



Families Are Full Team Members Checklist

This checklist outlines steps teams can take to ensure that families are included as full team members and valued as experts who are considered vital to effective team functioning.

All team members, including families, will be involved and engaged in various ways and to varying degrees over

time. Families will be supported to increase their level of involvement as comfort and trust build and as the team grows and learns together.

The checklist can be used by team members individually or together to determine whether true collaboration is taking place.

Practitioner: _____ Date: _____

Please indicate which of the practice characteristics you were able to use during teaming activities:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Tell families that they are the experts on their child and the most important members of the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Ask families if they prefer to be addressed as Ms./Mr. or by first names and honor these preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Include families in identifying a practitioner from the team who will serve as the primary liaison between the family and other team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Share all information that is available to practitioners with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Share information that is jargon-free, clear and simply stated so that ALL members can understand and participate in conversations and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Provide multiple opportunities for families to meet with other team members and discuss information openly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Schedule all meetings pertinent to the family and child at times and locations convenient for the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Prepare families for each interaction and solicit their input and ideas prior to any formal meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Ask families how they want to contribute to and be involved in any team interaction, recognizing that this may change over time and with the purpose of each interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Establish a climate that allows ALL team members to feel comfortable, share ideas, ask questions, suggest activities, and solve problems together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Accept and support families' decisions in all ongoing interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Communication for Teaming and Collaboration Checklist

This checklist provides examples of quality communication skills, both verbal and written, which are the basis for building team relationships needed to work together effectively and gather/convey vital information for providing services and supports for children and families. The checklist

can be used by team members to assess whether quality communication is taking place during all formal and informal team interactions (e.g., during intake, assessment, team meetings, and ongoing intervention interactions) and to develop a plan for any improvements that may be needed.

Practitioner: _____ Date: _____

Please indicate which of the practice characteristics you were able to use during team interactions:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Choose the medium most appropriate for the purpose of the communication (e.g., email, text, memo, document, one-to-one, group meeting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Create a climate that will encourage dialogue, discussion, and creative problem-solving for decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. State clearly the purpose of the communication interaction (e.g., give information, raise awareness, discuss possibilities, reach a decision)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use clear, concise, jargon-free language appropriate for all team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Use a tone of voice that is polite, open, and professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Engage in active reflective listening behaviors to ensure that verbal messages are understood by all parties (e.g., focus on speaker, open-ended questions, paraphrasing, clarifying statements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Explain how comments or questions can be raised and by whom/how they will be addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Summarize/reiterate follow-up actions and next steps for all participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Collaboration to Learn and Grow Checklist

This checklist provides steps team members can take to share and gain expertise in order to provide effective interventions that meet the unique needs of individual children.

A team that uses adult learning/teaching strategies to share knowledge and skills has a much better chance

of achieving this outcome than any one team member working alone.

The checklist can be used by team members individually or together to determine if they are using a variety of opportunities, both formal and informal, to focus on growing and learning together.

Practitioner: _____ Date: _____

Please indicate which of the practice characteristics you were able to use as a member of a team:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Willingly share/receive knowledge, skills, and expertise with/from each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Offer support, guidance, and helpful feedback to each other that is honest, respectful, and encouraging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Provide/participate in learning-by-doing experiences (e.g., practicing, taking risks, making mistakes, trying out new ideas without judgment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use a variety of methods when presenting new information to each other (e.g., discussions, group problem solving activities, visuals, handouts, case studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Use facilitation, consultation, mentoring and coaching skills and practices when working with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Participate fully in scheduled team activities by being prepared, arriving on time, and remaining engaged throughout the activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Keep an open mind when considering new concepts/ideas and work together to understand (or explain) the “why” and “application” (what’s in it for me) behind new learnings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Recognize and allow for the time needed to master new ideas with practice, reflection, and continued support from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Participate in interagency/community/professional organization opportunities to increase knowledge and awareness of resources to meet family and child needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	