



COI

Shining the Light
Leading the Change

Partners For Ohio's Families

Ohio Child Welfare Practice Profiles

Module 10: Communicating

OHIO CHILD WELFARE LEARNING COLLABORATIVE



Ohio Differential Response Practice Profiles

*Complete Guide and Toolkits can be found on
OFC Forms Central using the following links:*



Guide

<http://www.odjfs.state.oh.us/forms/num/JFS08301/pdf/>

Caseworker Self-Assessment and Field Tools

<http://www.odjfs.state.oh.us/forms/num/JFS01055/pdf/>

Coaching and Supervision Tools

<http://www.odjfs.state.oh.us/forms/num/JFS01056/pdf/>

Principals of CPS Intervention

- ▶ Child safety comes first and all policies, guidelines and practices are child-centered and family-focused.
- ▶ CPS emphasizes family engagement and involvement in all aspects of practice.
- ▶ CPS supports assessment and intervention processes that focus on family strengths while addressing the underlying conditions and contributing factors that impact child safety.
- ▶ Child safety is best achieved through active, collaborative and respectful engagement of parents, family, community and CPS stakeholders.



Principals of CPS Intervention



- ▶ DR systems are designed to identify family needs and find creative solutions, including formal and informal supports and services to ensure child safety.
- ▶ Whenever possible, CPS agencies should respect family choices in the selection of services.
- ▶ When families cannot ensure child safety, it is necessary for the agency, courts, community, and/or extended families to take appropriate action to provide protection.



WORKER SKILL SETS

The following skills are instrumental in the implementation of the practice model at all levels of the public child welfare system.



- ▶ ENGAGING
- ▶ ASSESSING
- ▶ PARTNERING
- ▶ PLANNING
- ▶ IMPLEMENTING
- ▶ EVALUATING
- ▶ ADVOCATING

▶ COMMUNICATING

- ▶ DEMONSTRATING CULTURAL AND DIVERSITY COMPETENCE
- ▶ COLLABORATING
- ▶ DOCUMENTING



Communicating:



Effectively sending or receiving information within the appropriate cultural context. Methods include verbal, non-verbal, electronic, and written communication.

“Communication is the process by which information is transferred from one person to another and is understood by them.”

~ Reder and Duncan, 2003

COMMUNICATING: IDEAL PRACTICE

- ▶ Prepares ahead of time when verbally communicating with individuals or groups. Gathers and organizes information, prepares talking points and identifies questions to ask.
- ▶ Resource: Partnership Guide
 - <http://jfskb.com/sacwis/index.php/cpspolicy/151-case-plan/404-family-focused-visits>

Partnership Guide				
Family Name:		Caseworker Name:		
Date of Planned Visit:		Location of Planned Visit:		
Time of Planned Visit:		Duration of Planned Visit:		
Individuals to Attend Planned Visit:				
Focus and Purpose				
Family Items to Cover	Caseworker Items to Cover	Case plan Concern Impacted		
Review				
Date Visit Held:		Location of Visit:		
Time of Visit:		Duration of Visit:		
Individuals Present/Attending				
What did you like best about today's visit? Why?				
What did you like the least about today's visit? Why?				
How do you feel about the progress of the visit today?				
1 (Terrible)	2 (poor)	3 (ok)	4 (Good)	5 (Great)
How do you feel we stayed on focus with our plan today?				
1 (Terrible)	2 (poor)	3 (ok)	4 (Good)	5 (Great)
How well did we address your concerns and questions?				
1 (Terrible)	2 (poor)	3 (ok)	4 (Good)	5 (Great)
What are your suggestions that may assist in making our future visits better?				

COMMUNICATING: IDEAL PRACTICE

- Communications are clear, thorough, concise, accurate and timely. All written and verbal communications reflect an appropriate degree of formality for the intended audience. Essential information is always prioritized. Examples of communication include writing entries for the Statewide Automated Child Welfare Information System (SACWIS), written reports and verbal communications to service providers, courts, prosecutors, law enforcement and other PCSAs.



DOCUMENTING: IDEAL PRACTICE

- ▶ Case documentation should always reflect professionalism and objective decision-making and does not use labels, jargon or unidentifiable acronyms when referencing the family.
- ▶ Case notes should value the importance of your conversations with families and youth, and consistently incorporate the client's own words, stories, goals, and feedback.





Documenting:

“Case documentation provides accountability for both the activities and the results of the agency’s work. In child protective services (CPS), case records and information systems must carefully document: (1) contact information; (2) [the ongoing assessment of risk and safety]; (3) decisions at each stage of the case process; (4) interventions provided to the family both directly and indirectly; (5) the progress toward goal achievement, including risk reduction; (6) the outcomes of intervention; and (7) the nature of partnerships with community agencies... Case records provide an ongoing “picture” of the nature of CPS involvement with families, the progress toward achieving [goals], and the basis of decisions that eventually lead to case [outcomes].”

*~ Child Protective Services: A Guide for Caseworkers,
U.S. Department of Health and Human Services, 2003*

Summit County Spotlight

Using CQI to Help Improve the Quality of Child and Parent Visit Documentation



COMMUNICATING: IDEAL PRACTICE

- ▶ Coordinates the timing, sequencing and content of communication when more than one person will be communicating with a family, service provider or court, or when the worker needs to communicate with more than one family member.
- ▶ Ensures recipients of communications have understood the communication. For example, summarizes conversations and agreed-upon actions or decisions and asks the recipient if anything was unclear to him/her. Provides follow-up clarification if necessary.





COMMUNICATING: IDEAL PRACTICE

- ▶ Uses agency protocol regarding communication. This includes communication within the agency, with the media and with community partners. Always maintains confidentiality.
- ▶ 5101:2-33-21 Confidentiality and dissemination of child welfare information.





- ▶ Identifies emotional, interpersonal, interagency, organizational and technological barriers or complications in communicating with staff, families, community providers or courts, and works to minimize or resolve them.



Communication Styles

- * Guarded/Controlled
- * Task-Oriented

Conscientious/ Analytical

Focus on Details
Likes Precision, Planning
Organized & Well-Prepared
Systematic and Consistent
Formal and Set in Ways

Dominant/Driver

Focus on Results
Likes Control, Challenges
Authority & Leadership
Makes Decisions Quickly
Direct and To the Point

Steady/Amiable

Focus on Listening
Accepting & Relaxed
Sensitive and Tolerant
Like Status Quo, Slow Pace
Patient and Organized

Expressive/Influencer

Focus on People
Spontaneous & Open to Change
Big Picture Thinker
Likes Recognition
Persuasive and Interactive

- * Slower-Paced
- * Responds
- * Asks
- * Less Assertive

- * Fast-Paced
- * Directs
- * Tells
- * More Assertive

- * Open/Emotive
- * People Oriented

Resource Links

- ▶ Social Styles: Tracom Group:
 - <https://www.tracomcorp.com/social-style-training/model/>
- ▶ DISC:
 - <https://www.discprofile.com/>
- ▶ Forbes Article:
 - <https://www.forbes.com/sites/markmurphy/2015/08/06/which-of-these-4-communication-styles-are-you/#6825739e3adb>
- ▶ Myers Briggs Type Indicator:
 - <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/home.htm?bhcp=1>

Golden Rule:

Do unto others as you would want them to do unto you.

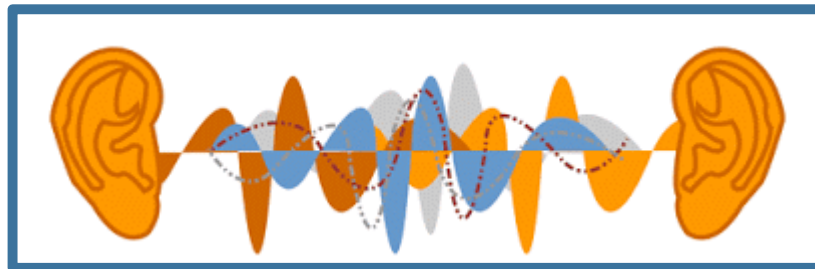
Platinum Rule:

Do unto others as they would want you to do unto them.



COMMUNICATING: IDEAL PRACTICE

- ▶ Uses respectful communication. Engages in difficult conversations with those involved; refrains from gossiping or complaining to others; does not use pejorative descriptive language in written or verbal communication; and is honest, timely and objective.
- ▶ Recognizes and appropriately responds to nonverbal communication and the context of the communication. Considers factors that may affect communication, such as strong emotions or people included in the conversation who may inhibit frank discussion.

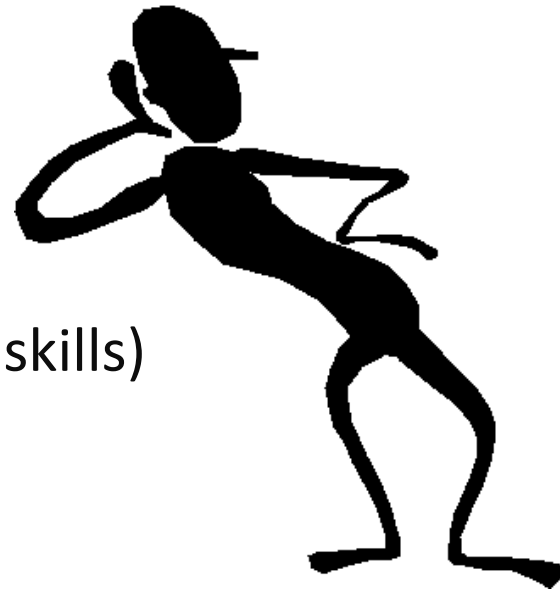




Interpersonal Skills

Elements of excellent interpersonal skills include:

- ▶ Respect for the individual
- ▶ Patience
- ▶ Attentiveness (good listening skills)
- ▶ Approachability
- ▶ Humility





COMMUNICATING: IDEAL PRACTICE

- ▶ When necessary, arranges for deaf and language interpreters for verbal communication and translation of documents and written communication. Helps prepare interpreters and translators for these tasks.



Advocating: Coaching and Supervision Tools

Questions to Ask in Supervision:

- ☐ How have you explained transparency to the family members? What were their responses?
- ☐ Have you provided the family with next steps and agency expectations?
- ☐ Has the family provided consent for you to discuss their progress with service providers?
- ☐ How have you made sure that you understand the family and that they understand you?



THANK YOU FOR YOUR PARTICIPATION!

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