



# CREATING SPACES

Working with families who experience  
complex and challenging issues

CREATING SYNERGY CONFERENCE 2010

# Key Process Considerations in Safety Planning

- ② Acknowledge abuse, validate experience – reduce self-blame
- ② Accurate and up-to-date information and options – protecting self and children
- ② Don't pressure the person to leave
- ② Information on the effects of witnessing violence on children and young people
- ② Ongoing advocacy and agency support
- ② Consider the parents ability to keep their child safe.

# Safety Planning for Violence

**Risk as high whether staying or going, however the point at which they leave is the most dangerous.**

- @ Developing supportive systems of care – Involvement of school, coaches, neighbours and whanau**
- @ Incorporate children in response planning (if appropriate) – including code words and safety plans**
- @ Children's advanced directives Plan - Kites (Ministry of Health)/ creative domestic violence safety plan**
- @ Review safety plan and practice on a regular basis (particularly children).**

*“young people revealed that often it is their teacher they turn to as a support”(Gordon, 2009).*

*“I phoned the headmaster. Got the children school counselling. They have been really good. They have kept the status quo, but they are aware. [My daughter’s] netball teacher has been really supportive and taken her to matches and training” (Gordon, 2009).*

# What is Resilience?

*A human ability to recover quickly from disruptive change, or misfortune without being overwhelmed or acting in dysfunctional or harmful ways (resiliencycenter.com)*

*The successful adaptation of an individual despite risk and adversity (Luthar & Cicchetti, 200)*



*The ability to bounce back, endure or even thrive in the face of stressful or negative life experiences (Wolin & Wolin, 1993).*

# Where is Children's Resilience?

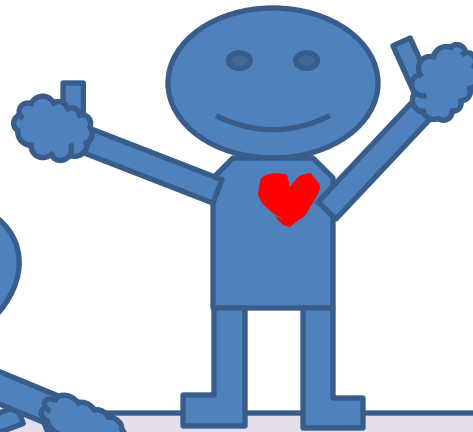
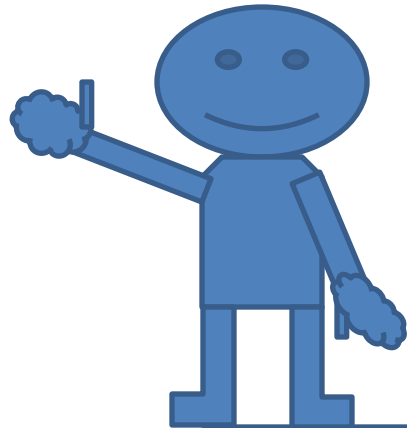
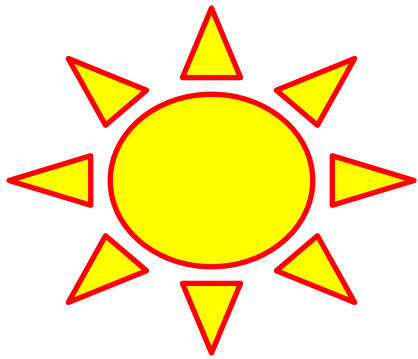
Parents and adults promote resilience in children through their words, actions, and the environment they provide.

**I AM:** The child's individual characteristics, such as feelings, attitudes, and beliefs.

**I CAN:** The child's social and interpersonal skills and abilities.

**I HAVE:** The child's environmental supports and resources that promote resilience (family/community).

How can we engage children and their families around their abilities and resilience?



## **I Am!**

- Lovable and Wanted
- Proud of myself
- Worthwhile
- Creative and funny
- Positive and hopeful

## **I Can:**

- Solve problems
- Make and maintain relationships
- Express my ideas and feelings
- Do well in activities and school
- Help others and be responsible for 'stuff'

## **I Have (home, school & community ):**

- Resources and supports to meet my basic needs
- People that model tolerance, communication, problem solving, and achievement
- People who encourage, love and are proud of me



POVERTY,  
CHILD ABUSE,  
UNWED TEENAGE  
MOTHERS, POOR  
SCHOOLS...

I KNOW IT'S TOUGH BEING  
A KID THESE DAYS, BUT I  
JUST CAN'T AFFORD TO  
HELP RIGHT NOW!

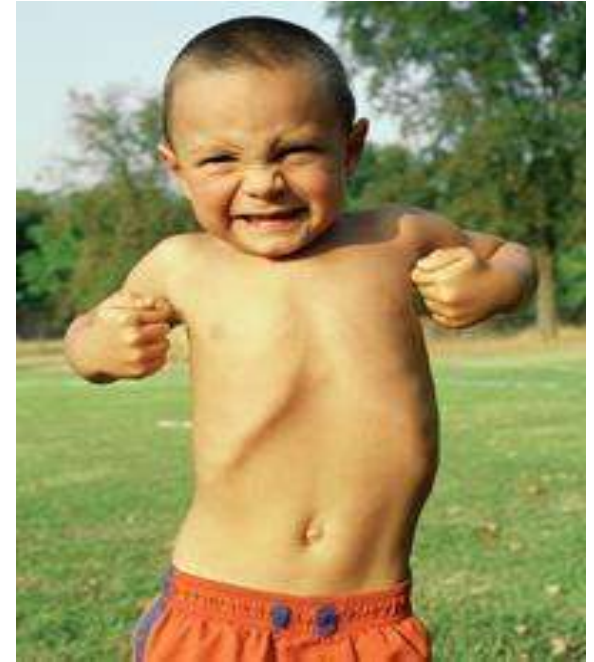
Sam ~~Horse~~  
© 1997  
WILLIAMS  
WORLDWIDE  
ENTERTAINMENT  
L.P.



THAT'S OKAY.  
YOU'LL PAY  
PLENTY  
WHEN I  
GROW UP!

# Enhancing Child Protective Factors

- ④ Stability, time and attention from at least one parent (attachment)
- ④ Cohesive parental relationship with overt parental affection
- ④ The ability of the child(ren) to disengage from the disruptive elements of their family lives
- ④ External support systems augmenting stability which may be absent from their normal family life.
- ④ Cohesive set of family relationships involving shared family activities and shared family affection



# Key Processes in Family Resilience

## **Belief Systems**

**Make Meaning of Adversity**  
**Positive Outlook**  
**Transcendence and Spirituality**

## **Organisational Patterns**

**Flexibility**  
**Connectedness**  
**Social and Economic Resources**

## **Communication/ Problem-solving**

**Clarity**  
**Open Emotional Expression**  
**Collaborative Problem-solving**

# Why Focus on Resilience?

- ④ Working from 'what works' for the person/whanau
- ④ Acknowledges skills and values
- ④ Contributes to hope and self-efficacy
- ④ Different approach to the problem narrative (rehashing old stories and pain)
- ④ Increasing something (i.e., social capital and skill) provides direction forward rather than attempting to avoid or reduce an issue (feeling down or craving).

It does not avoid addressing risk or focusing on symptoms – A strengths/resilience approach is not an either-or process

# Identifying and Enhancing Resilience

“Kids can walk around trouble, if there is some place to walk and someone to walk with” (McLaughlin et al., 1994).

1. Listening for heroic stories
2. Creating opportunities
3. Amplify resilience



# Identifying Strengths: Use the ROPES

*“This framework is used to guide both the general perspective and the specific questions of the practitioner” (Graybeal, 2001,p237).*

## **R**esources

- Personal and Family
- Imagination and Creativity
- Social and community environment
- Organizational

## **O**ptions

- Present focus - Emphasis on choice
- What is available and hasn't been tried or utilized?
- What can be accessed now?

## **P**ossibilities

- Vision of the future
- What have you thought of trying but haven't tried yet?

## **E**xceptions

- When is the problem not happening?
- When is it different?
- When is part of the hypothetical future solution occurring?
- How have you survived, endured, thrived?

## **S**olutions

- Focus on constructing solutions, not solving problems
- What's working now? - What are your successes?
- What are you doing that you would like to continue doing?
- What if a miracle happened? (de Shazer, 1985)
- What can you do now to create a piece of the miracle?

# Key Considerations in Home Visiting

- ② Be clear on why you are home visiting
- ② Communicate this – phone and letter including who will attend and what the purpose (kaupapa) is. Establish who is likely to be home.
- ② Establish risk management procedures – office to call, agreed co-word. Inquire about dogs (home and neighborhood).
- ② Don't park in the driveway
- ② Be clued into signs of risk – closed curtains, multiple cars / people

# Cultural Considerations

- ④ Identify who will be present / Who is it important for me/us to meet? – will a matua, Kaumatua be present?
- ④ Would there be benefits or of involving a kaumatua (from service or community)?
- ④ What are whanau use of the reo, tikanga and karakia?
- ④ Do they hold whanau hui? How does this process work? Who is involved? Is this the right forum?
- ④ Take time, initial hui is to build relationships, introduce self/agency, to instill hope (leave agenda at the office).

# Interagency Collaboration

***"Collaboration is a way of thinking and relating, a philosophy, a paradigm shift, an attitude change. It requires a set of behaviors, beliefs, attitudes, and values. The result is a sense of shared ownership, shared responsibility, shared success."***

Bishop, K.K. (1993) *Family/Professional Collaboration for Children with Special Health Needs and Their Families (Monograph)*, Burlington, Vermont: Department of Social Work, University of Vermont, pg. 11-12.

# Service Coordination/Collaboration

## Collaborative processes.

- ③ Memorandum of understanding
- ③ Interagency information sharing agreements
- ③ Training, case management systems and service development



## Collaborative meetings.

- ③ In service multidisciplinary / interagency case meetings
- ③ Family Group Conference (CYF)
- ③ Strengthening Families Meetings
- ③ Case management meeting including individual/whanau.

# Key Considerations to Effective FIP Collaborative Hui

- ② Identify and address agency and staff barriers
- ② Identify and address whanau barriers
- ② How can the family be involved? Given a voice? (present and not)
- ② Support whanau to establish clear goals for self and whanau, agencies are to present interventions within these goals.
- ② Establish the purpose of the meeting
- ② Laying the cards on the table – who holds the cards, what do you need to explore in the meeting?
- ② Priorities - What is important for this forum, and at this stage?
- ② Document plan, and review date.

# Key Steps in Effective FIP Collaborative Hui

- ② Agrees on some ground rules – that the hui is about creating solutions and pathways for family members to meet their goals.
- ② Introduces themselves and their role with the family
- ② Whanau expressing goals. Who here in the family can best tell me what is happening?
- ② Ensure that agencies are framing their goals within the family goals
- ② Bring people back to task – identify if any issues are better discussed in a different forum or at a different time.
- ② Summarise the agreed plan, follow-up tasks, level of communication between those in the meeting and the review date.
- ② Give voice back to family (comments and needs met?)

# Making Meaningful Changes

- ④ Take a broader view of complex problems
- ④ Access training in different fields
- ④ Identify specialized supervisors (in-service or external)
- ④ Develop working relationships and referral pathways with local family violence agencies in their community prior to undertaking intervention for family violence.
- ④ Develop interagency agreements for sharing information
- ④ Gather key, relevant NZ information for clients
- ④ Take agency through Ministry of Health (2002) assessment of service response - Creating a Model Response to Child Abuse and Creating a Model Response to Partner Violence.

# Making Meaningful Changes - Practices

<b>Engaging</b>	Earning trust, validating experiences, and creating participation.
<b>Awareness</b>	Listening for signs of impacts and signs of resilience (protective factors)
<b>Responding</b>	Actively responding to risk by acknowledging, clarifying and managing immediate risks. Working within expertise and ethics, and seeking supervision regarding referral and/or your ongoing role in responding too (monitoring and/or treating.
<b>Strengthen</b>	Creating and amplifying hope and self-efficacy. Building on what works
<b>Collaboration</b>	Developing whanau goals; agencies working collaboratively, upon prioritised and well managed whanau plans.