

Building Rapport Techniques

Handout #10

	Parent	Child
<p>Help Parents Retain A Sense Of Control and/or Comfort</p>	<ul style="list-style-type: none"> • When there are no presenting safety issues, ask the parents if this is a good time to meet if it is an unannounced visit. • Ask the parents if you can come into their home. • Ask the parents how they would like you to address them. ▪ Set aside time during each visit so that each parent has time to voice his/her concerns and to share what is important to him/her. ▪ Consider the parents' schedule and activities when scheduling a visit. 	<ul style="list-style-type: none"> • Ask the child if you can speak/visit with him/her. • Ask each child how they would like you to address him/her, such as a nickname. • Engage the child in an activity that is enjoyable to the child when visiting. Such as coloring, passing ball, listening to music. • Use language that is at the child's developmental level. • Explain to the child the agency involvement is not a result of his/her actions. (It is not "your" fault.) • Set aside time during each visit so that each child has an opportunity to voice his/her concerns and to share what is important to him/her. • Consider the child's schedule and activities when scheduling a visit.
<p>Clarify Commitment and Obligations to the Working Relationship</p>	<ul style="list-style-type: none"> • Identify and explain your, the caseworker's, role with the family. • Provide assistance to meet the parents' needs in order to provide for the safety of the child. • Clearly explain the helping process and the caseworker's role in working together toward solutions. • If a safety plan is active, discuss the purpose of the plan and each action step to reinforce the importance of the safety plan and determine its effectiveness. • Identify it is not the caseworker's responsibility to keep the child safe in the parents' home. • Inform the family why the agency is involved with them. • Clearly communicate what needs to occur in order to reduce the agency's concerns for the family. • Identify the role of the caseworker/agency and that of the service providers to the family. • Explain the different roles of the employees within the agency that will be assisting the family (e.g. case aide involved in assisting with transportation). • Identify the different agencies that are involved with the family and why. 	<ul style="list-style-type: none"> • Explain to the child the role of the caseworker/agency and of service providers. • Inform the child why the agency is involved with his/her family. • Clearly communicate what needs to occur in order to reduce the agency's concerns for the family. • Identify the role of the caseworker/agency and that of the service providers to the family. • Explain the different roles of the employees within the agency that will be assisting the family (e.g. case aide involved in assisting with transportation). • Identify the different agencies that are involved with the family and why.

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Approach Each Individual Involved With an Open Mind	<ul style="list-style-type: none"> It is important to review and be aware of the history an individual has with the agency; however, the history should not frame what a caseworker expects. Ask open ended questions to garner expectations and input without using leading questions. Engage the parents in discussion so that they may identify the strengths for their family. 	<ul style="list-style-type: none"> It is important to review and be aware of the history an individual has with the agency; however, the history should not frame what a caseworker expects. Ask open ended questions to garner expectations and input without using leading questions. Engage the child in discussion so that they may identify the strengths for their family.
Acknowledge difficult feelings/encourage open and honest discussion of feelings	<ul style="list-style-type: none"> Use strength based language. Do not assign blame to the parents; acknowledge their challenges and barriers that impact deficits. 	<ul style="list-style-type: none"> Use strength based language. Do not assign blame to the child's parents; acknowledge their challenges and barriers that impact deficits.
Be consistent, persistent, and follow through	<ul style="list-style-type: none"> If you make a commitment, keep it. This demonstrates to the parents that you have the same expectation of yourself that you do of them. Avoid canceling appointments if at all possible. If there are activities that you can assist with volunteer to do so. <p><i>Examples: Provide a list of local counseling centers. Assist in scheduling an initial appointment. Provide phone numbers and addresses for resources. Provide transportation to medical appointment.</i></p>	<ul style="list-style-type: none"> If you make a commitment, keep it. This demonstrates to the child that you have the same expectation of yourself that you do of them. Avoid canceling appointments if at all possible. If there are activities that you can assist with volunteer to do so. <p><i>Examples: Provide a list of local resources. Assist in contacting local organizations to be involved in activities that may interest the child (YMCA, Big Brothers/Big Sisters, Youth Soccer league or extracurricular activities.etc.).</i></p>
Find out what is important.	<ul style="list-style-type: none"> Utilize family centered practice. View the family as a system of interrelated people that requires an individualized array of informal and formal services. Ask the parents what changes they feel are important for their family. Parents who are engaged in identifying what changes are needed and identifying the approach or method to facilitate change are more likely to engage in the steps to achieve the desired outcome. Ask the parents what they believe they have accomplished. 	<ul style="list-style-type: none"> Ask the child to identify his/her likes and interests. Ask the child what he or she would like to see change in his/her family. Engage the child in discussion so that the child may identify his/her talents and needs.
Listen to the parents' explanation without correcting or arguing	<ul style="list-style-type: none"> Allow each parent to fully respond and provide his/her input or view point. Dialogue should be conversational. The conversation should not bombard parents with question after question. Use reframing of the parents' experience in the discussion in 	<ul style="list-style-type: none"> Actively listen to the child without interruption. Allow the child to fully respond and provide his/her viewpoint. Do not speak negatively of the child's parents. Dialogue should be conversational. Re-frame the child's experience in the discussion in order to assess

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	<p>order to assess the underlying conditions and concerns.</p> <ul style="list-style-type: none"> • Engage in solution focused dialogue. • Attempt to resolve barriers with a solution focused approach. • Empower the family to resolve barriers and identify the resources readily available to the parents; even if they are not acknowledged by the parents. 	<p>the underlying conditions and concerns.</p>
Use mirroring	Parent	
	<p>Take note of words used by the parents and try to incorporate them into the conversations.</p> <p>Notice if parents use a nick name for a child. Incorporate the family's language into the conversation, not your own.</p>	