

Silberman School of Social Work



**Child Welfare Practice I**

**Session Three**

# Agenda for Today's Session

## BUILDING TRUSTING RELATIONSHIPS WITH FAMILIES

Culturally responsive practice with children, youth, and families

- Understand cultural competency through self-awareness and self-regulation
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

What You Were Supposed to Do:

Read Values and Ethics in Social Work Practice with Lesbian, Gay, Bisexual and Transgender People  
Peg McCartt Hess

Read Chapter One of Where to Start and What to Ask

Listen: This American Life: Mimis in the Middle: <https://www.thisamericanlife.org/449/middle-school/act-three>

This American Life: The Family that Flees Together, Trees Together:  
<https://www.thisamericanlife.org/177/american-limbo/act-one>

## Culture

Culture can be defined as:

- *A way of life, especially as it relates to the socially transmitted habits, customs, traditions, and beliefs that characterize a particular group of people at a particular time. It includes the behaviors, actions, practices, attitudes, norms and values, communications (language), patterns, traits, etiquette, spirituality, concepts of health and healing, superstitions, and institutions of a racial, ethnic, religious, sexual/gender orientation or social group. It is the lens through which we look at the world.*
- [https://www.asha.org/practice-portal/professional-issues/cultural-responsiveness/#collapse\\_1](https://www.asha.org/practice-portal/professional-issues/cultural-responsiveness/#collapse_1)

# Cultural Responsiveness

**Cultural responsiveness** involves understanding and appropriately including and responding to the combination of cultural variables and the full range of dimensions of diversity that an individual brings to interactions. Cultural responsiveness requires valuing diversity, seeking to further cultural knowledge, and working toward the creation of community spaces and workspaces where diversity is valued.

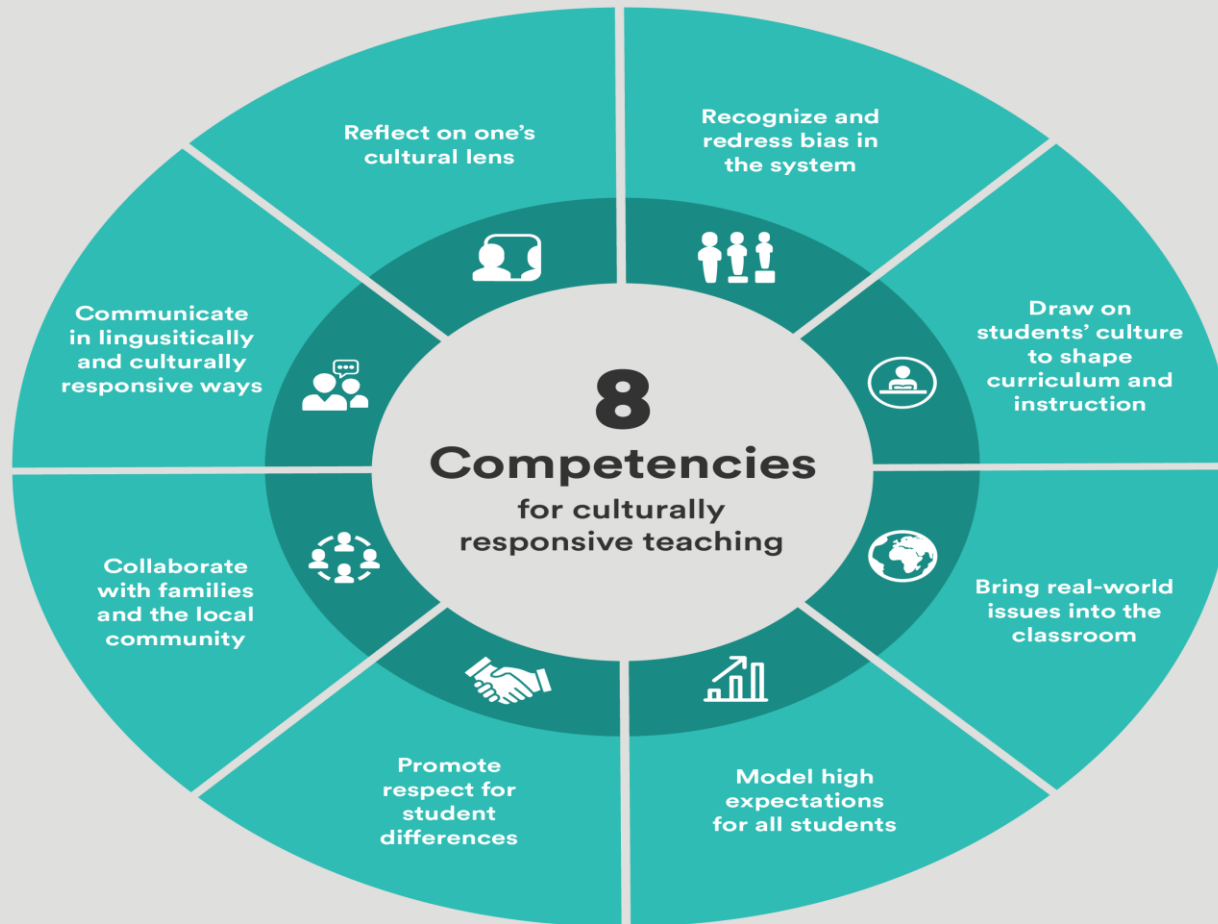
## Cultural Competence

**Cultural competence** is a dynamic and complex process requiring ongoing self-assessment, continuous cultural education, openness to others' values and beliefs, and willingness to share one's own values and beliefs. This is a process that evolves over time. It begins with understanding one's own culture, continues through reciprocal interactions with individuals from various cultures, and extends through one's own lifelong learning.

## Cultural Humility

**Cultural humility** refers to the understanding that one must begin with a personal examination of one's own beliefs and cultural identities to better understand the beliefs and cultural identities of others. Cultural humility is a lifelong process of self-reflection.

**Figure 1 | Eight Competencies for Culturally Responsive Teaching**



NEW AMERICA

## How to Conduct the First Interview

- Let the client tell their story
- Listen carefully and let the client know you understand what they believe
- Read back up information about the client/or not!
- Then add a healthy dose of skepticism
- Where do they sit
- Have a pad and pencil to take notes
- Issue of touch
- Start where the client is at – NOT where you are at



## Diverse Populations and Communities

Child welfare professionals across the country work with children, youth, and families from varied backgrounds and communities with their own unique strengths, needs, and challenges.

- Working with African-American Families
- Engaging with Indian Children and Families
- Working with Asian Families
- Working with Latino Families
- Working with LGBTQIA+ youth and families
- Working with Military Families
- Working with Families in Rural Communities
- Immigration Issues in Child Welfare

## Diverse Populations and Communities in National Child Welfare Systems

Race/Ethnicity	Number/Percentage	
American Indian/Alaska Native	9,851	(2%)
Asian	2,061	(1%)
Black or African American	92,237	(23%)
Native Hawaiian/Other Pacific Islander	1,070	(0%)
Latinos	88,111	(22%)
White	175,870	(43%)
Unknown/Unable to Determine	5,597	(1%)
Two or More Races	31,669.	(8%)

## 50 Strength Base Example Questions

1. What is working well?
2. Can you think of things you have done to help things going well?
3. What have you tried? And what has been helpful?
4. Tell me about what other people are contributing to things going well for you?
5. What could be going better?
6. What stops things working better for you?
7. What would be happening if things were working better for you?
8. What small thing could you do that would make a difference?
9. Tell me about what a good day looks like for you? What makes it a good day?
10. On a scale of 1 to 10, how would you say X is? What might make that score a little better?
11. What are you most proud of in your life?
12. What achievements have you have made? How did you make them happen?
13. What inspires you?
14. What do you like doing? What makes this enjoyable?
15. What do you find comes easily to you?

## 50 Strength Base Example Questions

16. What do you find you learn most easily?
17. What do you want to achieve in your life?
18. When things are going well in your life, tell me: What is happening?
19. What are the things in your life that help you keep strong?
20. What do you value about yourself?
21. What would other people who know you say you were good at doing?
22. What would your family and friends say you were good at?
23. You are resilient. What do you think helps you bounce back?
24. What is one thing you could do to have better health and a feeling of wellbeing?
25. How have you faced/overcome the challenges you have had?
26. How have people around you helped you overcome challenges?
27. What are three things that have helped you overcome obstacles?
28. If you had the opportunity, what would you like to teach others?
29. Without being modest, what do you value about yourself? What are your greatest strengths?
30. How could/do your strengths help you to be a part of your community?
31. Who is in your life?
32. Who is important in your life?

## 50 Strength Base Example Questions

33. How would you describe the strengths, skills, and resources you have in your life?
34. What could you ask others to do, that would help create a better picture for you?
35. What are the positive factors in your life at present?
36. What are three (or five or 10) things that are going well in your life right now?
37. What gives you energy?
38. What is the most rewarding part of your life?
39. When, now or in the past, have you felt like you are making a difference/contributing?  
How  
did you make this happen?
40. What would make you feel you are contributing?
41. Tell me one, (or five or 10 or more) things that you can do?
42. What makes you feel excited OR useful OR satisfied? Tell me about a time when you felt these feelings?
43. Tell me about a time when you responded to a challenge in a way that made you feel really on top of things?

## 50 Strength Base Example Questions

44. How have you been able to develop your skills?
45. How have you been able to meet your needs?
46. What kind of supports have you used that have been helpful to you? How did the supports improve things for you?
47. Tell me about any creative, different solutions you have tried. How did this work out?
48. When you think about X (whatever it is that is stopping things from going well), is there anything you can think of that could help in any way?
49. Can you think of one small manageable step that would improve X for you?
50. What resources such as community, people, aids, and equipment do you have now? Do you know of other resources that might be helpful for

## In Class Activity

Group work focused on diversity issues in child welfare

- 1. On a blank sheet of paper, each person in the group will 'draw' their family (share as much or as little as you feel comfortable doing); TAKE 15 MINUTES
- 2. With each other in the group, share your picture and discuss your family's structure, family member's roles, responsibilities; family rules; primary values; TAKE 45 MINUTES
- 3. As a class we will look at what we learned about diversity from our classmates: types of families, family structures, family functioning;
- 4. Lastly we will use the strengths perspective lens to identify ways to engage and work with diverse families.

# Next Class

## UNIT 1: BUILDING TRUSTING RELATIONSHIPS WITH FAMILIES

### Engagement

#### Learning Outcomes: (Competency 7)

Apply knowledge of human behavior and the social environment

#### To Do:

Read: <https://socialworkhaven.com/social-work-ecomaps/>

Read next chapter in Lukas book

Listen: <https://www.thisamericanlife.org/731/what-lies-beneath>

#### In-Class Activity:

1. Take out the drawing you did last week of your family;
2. Read the hand-outs on eco-maps; make an eco-map of your family;
3. Be prepared to discuss in your groups and in class