

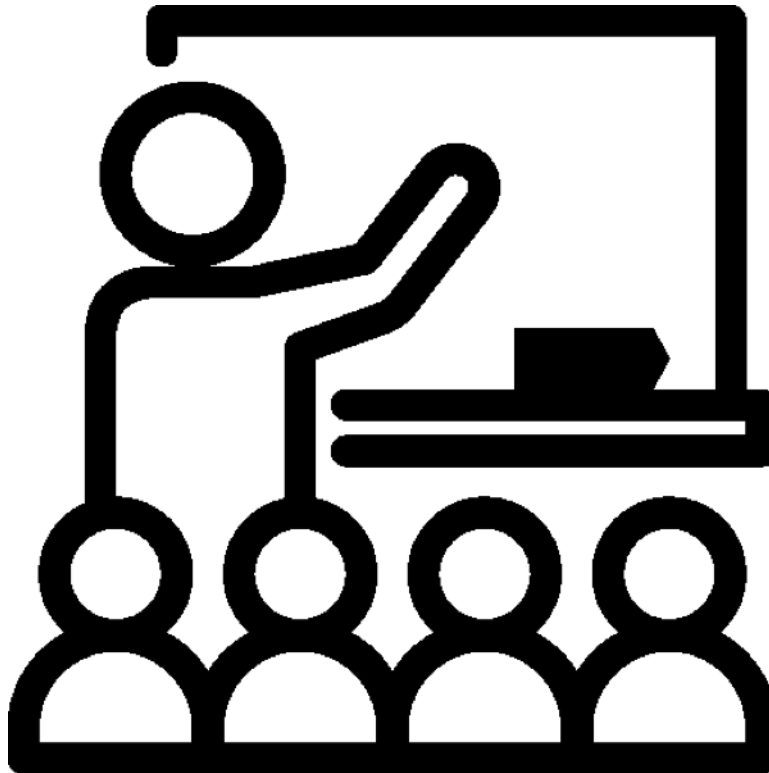


Arizona Department of Child Safety

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Cultural Competence



Facilitator Guide

ACKNOWLEDGEMENTS

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Table of Contents

ACKNOWLEDGEMENTS	2
Course Design	4
Training Goal	4
Performance Objectives.....	4
Learning Objectives:	4
Assessment Plan*.....	4
Instructor Preparation	5
Icons Used in this Guide.....	5
Section 1: Welcome and introductions	6
section 2: Culture in context	8
Activity 1: Circles of My Multicultural Self	9
Handout 1: My Multicultural Self	11
Activity 2: Values and Choices – What’s Important to Me?	16
Handout 2: What’s Important to Me?.....	18
Handout 3: Value Characteristics.....	19
Section 3: Communication, misconceptions and Perceptions	25
Activity 3: Communicating a Cultural Tradition	29
Discussion	31
Handout 4: Communicating a Cultural Tradition.....	32
Activity 4: Stereotypes – Fact or Opinion?	35
Activity 4: Fact or Opinion – Answer Key	37
Handout 5: Fact or Opinion.....	37
Activity 5: Case Study – An Involved Parent	43
Handout 6: Case Review – An Involved Parent.....	45
Section 4: family dynamics	47

COURSE DESIGN

Training Goal

This training is designed to provide Department of Child Safety Specialists with the knowledge and skills necessary to provide services in a culturally sensitive manner, taking into account family dynamics, in order to ensure the safety, permanency, and well for children in agency care, custody and control.

Performance Objectives

1. Given a Department of Child Safety case history, the safety specialist will apply appropriate strategies to serve children and families in a culturally sensitive manner 100% of the time.

Learning Objectives:

1. Define culture.
2. Distinguish between beliefs and values.
3. Explain cultural competence as both personal and organizational.
4. Describe acceptable standards-of-conduct for agency employees.
5. Explain the practice implications associated with stereotyping agency clients.
6. Describe key considerations for understanding family dynamics.
7. Explain the impact of culture and family dynamics on safety specialist/client interactions.

Assessment Plan*

1. Reaction: Participants will complete a post-training survey to assess the value of the learning module.
2. Learning: Participants will complete a post-training quiz to verify acquired knowledge; minimum acceptable score of 80%.
3. Behavior: Participant's will demonstrate culturally sensitive practice on all assigned cases; determined as part of ongoing employee evaluations.
4. Results: TBD as part of ongoing Field Training.








*based upon The Kirkpatrick Model developed by Dr. Don Kirkpatrick

INSTRUCTOR PREPARATION



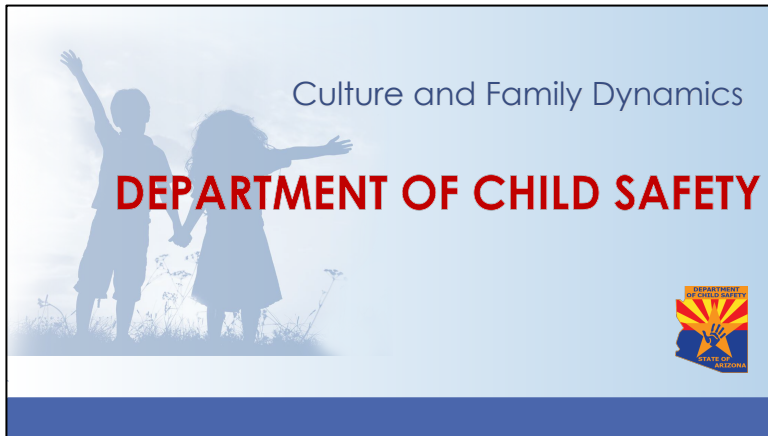
Estimated time for this training is 1 Day1 (Includes a 1-hour lunch and two 10 minutes breaks each day.)

Icons Used in this Guide

ICON	DESIGNATES
	Activity
	Content continues
	Question and/or Discussion
	Next concept.
	Video
	PowerPoint Slide
	Estimated time

SECTION 1: WELCOME AND INTRODUCTIONS

Display slide #01

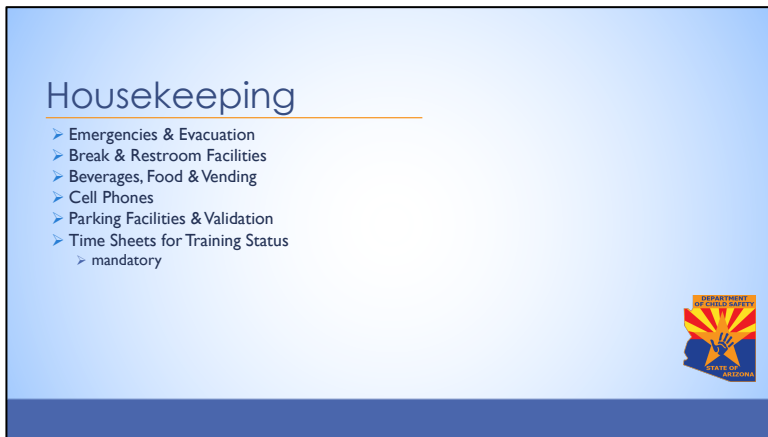


DO: Have this slide on the screen when participants enter the room.

SAY: *Welcome to Cultural Competence training.*

SAY: *We are here to discuss culture and family dynamics. As representatives of the Department of Child Safety, we engage families from diverse cultural, ethnic, religious and socio-economic backgrounds. It is essential that we conduct our interactions with clients in a manner respectful of their beliefs and self-efficacy.*

Display slide #02




DO: Review housekeeping and expected etiquette with participants.

Display Slide #03

Training Goal

This training is designed to provide Department of Child Safety Specialists with the knowledge and skills necessary to provide services in a culturally sensitive manner, taking into account family dynamics, in order to ensure the safety, permanency, and well for children in agency care, custody and control.




READ: Review training goal with participants.

Display Slide #04

Learning Objectives

1. Define culture.
2. Distinguish between beliefs and values.
3. Explain cultural competence as both personal and organizational.
4. Describe acceptable standards-of-conduct for agency employees.
5. Explain the practice implications associated with stereotyping agency clients.
6. Describe key considerations for understanding family dynamics.
7. Explain the impact of culture and family dynamics on safety specialist/client interactions.




READ: Review learning objectives with participants.

Display Slide #05

Agenda

1. Welcome and Introductions
2. Culture in Context
3. Communication, Misconceptions & Perceptions
4. Family Dynamics



DO: Review agenda with participants.

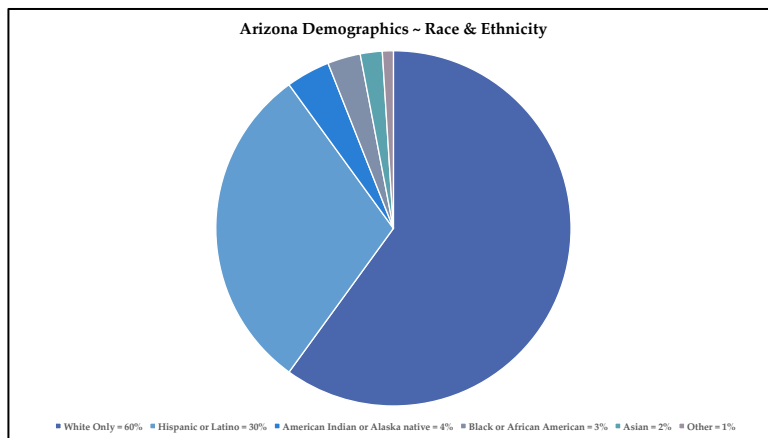
SECTION 2: CULTURE IN CONTEXT

Display Slide #06



SAY: *Section Two introduces concepts of culture and cultural competence with an emphasis on the implications for Department of Child Safety staff.*

Display Slide #07



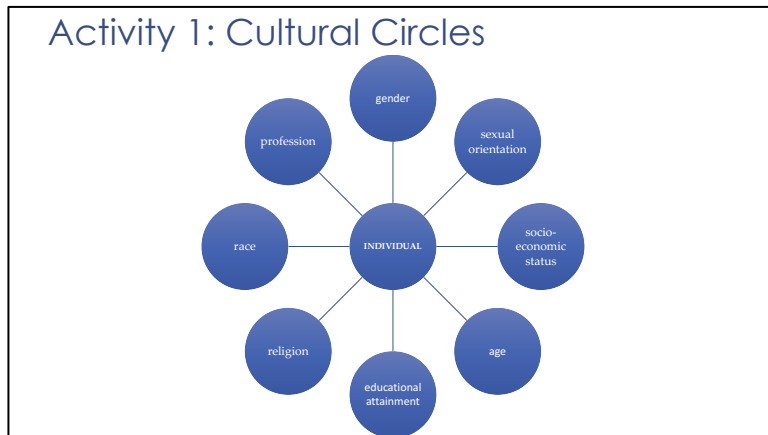
SAY: *Arizona, with a population of approximately 6,000,000 residents, is diverse demographically and culturally. You will find yourself interacting with clients coming from a very different racial, ethnic, educational and socioeconomic backgrounds than your own.*

DO: Review race & ethnicity statistics.

SAY: *However, racial composition is only part of the picture. Residents of Arizona originate from a variety of regions and countries. As expected, there are also a variety of religious perspectives in the state. Tribal religious beliefs, perceptions of time and earth for example may be vastly different from traditional Anglo-European perspectives.*

SAY: *Families have deeply held beliefs and principles. It benefits agency staff to understand the reasons behind a person's actions and behaviors. This will also help the agency to get a better sense of what is cultural versus abuse or neglect.*

Display Slide #08



Activity 1: Circles of My Multicultural Self



Estimated time to complete is approximately 15 minutes, dependent on number of participants.

SAY: *We are now going to take the opportunity to learn a little bit about your colleagues. This exercise provides an opportunity to examine individual cultural identities; including assessment of personal biases, assumptions and misconceptions that may impact your interactions and thoughts about another individual.*

DO: Refer participants to **Handout 1: My Multicultural Self** in on page (7) in workbook.

Facilitator Note

The Circles activity engages participants in a process to determine what they consider to be the most important dimensions of their identity.

Instructions

1. Refer participants to the My Multicultural Self handout provided in the participant workbook.
2. Participant's name goes into center circle.
 - a) Participants will take a few minutes to fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Cultural Circles examples (see slide): female, athlete, Jewish, brother, educator, Asian American, middle class, etc.
3. Instruct participants pair up with someone that you **DO NOT** know.
4. Each participant should share two stories with their partner. (5-10 minutes)
 - a) First, share a story about when you felt especially proud to be associated with one of the identifiers they selected.
 - b) Next, share a story about a time it was particularly painful to be associated with one of the identity dimensions you chose.

Discussion

Facilitate a discussion with participants about a time when it may have been a painful experience for them to be associated with one the dimensions they chose. Tie the discussion to how it feels for a parent or child to tell you about something that is painful to them.



ASK:

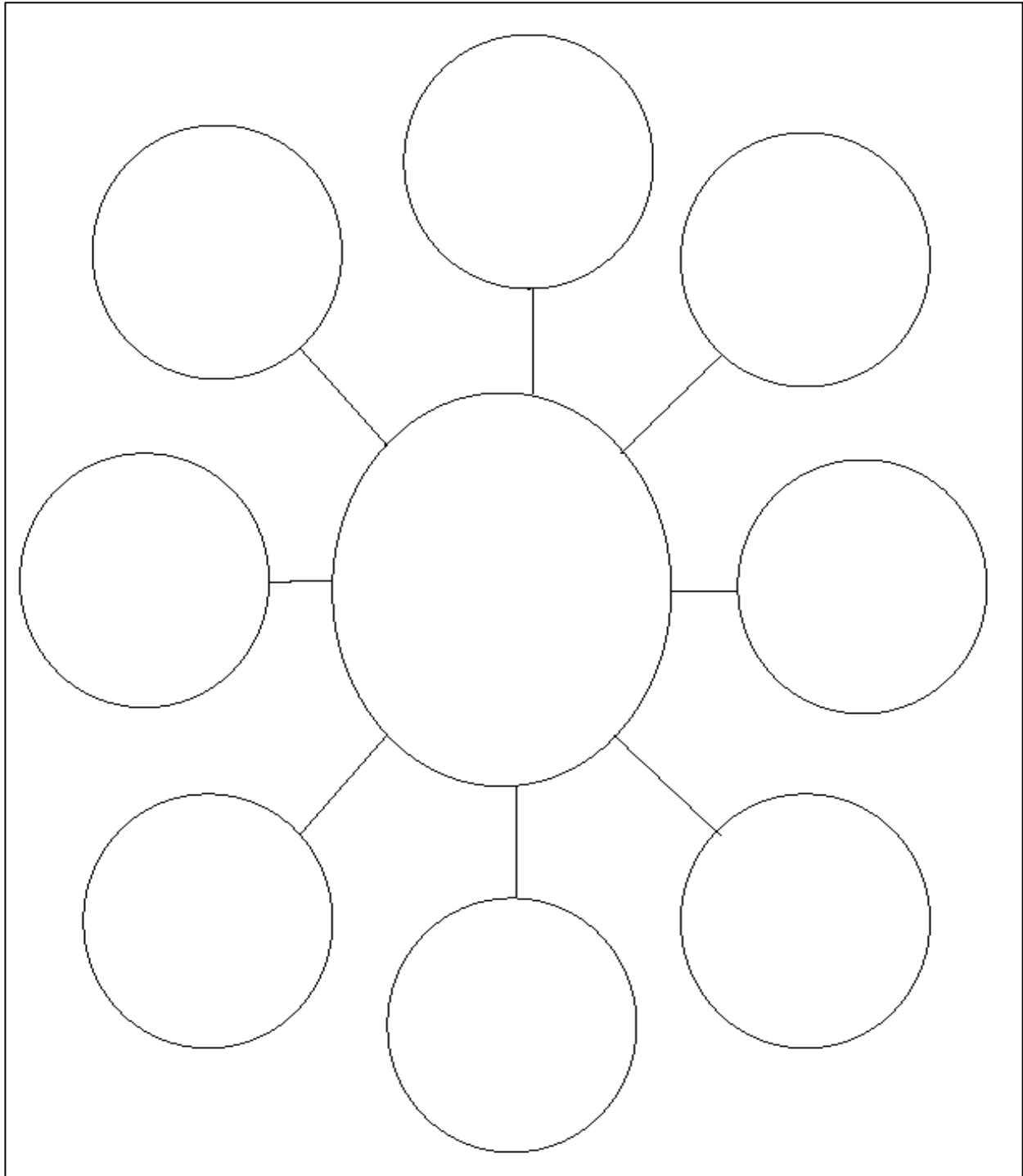
1. How do the dimensions of your identity that you chose as important differ from the dimensions other people?
2. As you were sharing your stories, was there anyone who was hesitant to tell their partner such personal information about you?
3. Did anyone fear that their partner was going to judge them based off what you said?
4. Are we able to know everything about your partner based off the short amount of information they told us?

SAY: *As we begin to work with our families, we expect them to open up and tell us about all the personal and painful things that they have been through. In their eyes, we are strangers. They don't know you, they don't trust you and may be hesitant to really open up. We as Child Safety Specialist may view that as they are hiding something or being defiant. When in actuality, they may be embarrassed or fearful of the consequences. It is as important that you are aware how your cultural lens impacts your perceptions of children and families served by the Agency.*

Handout 1: My Multicultural Self

Instructions:

1. Participant name in the center circle.
2. Complete each satellite circle with a dimension of your identity you consider to be among the most important in defining yourself. Examples include female, athlete, Jewish, brother, educator, Asian American, middle class, etc.



Display Slide #09


Identical Twins, Identical Culture?

You are working with a family that have a set identical twin girls who are 13 years old.

They live in the same home, come from the same parents, share the same racial and ethnic background.

One of the twins has her room in the front of the house facing the main street. She hears all the traffic, dogs barking, people talking, construction, etc.

The other twin girl's room is at the back of the home. It is facing a Zen garden with running water streams, birds chirping, waterfalls, etc.



DO: Select a volunteer to read the vignette.



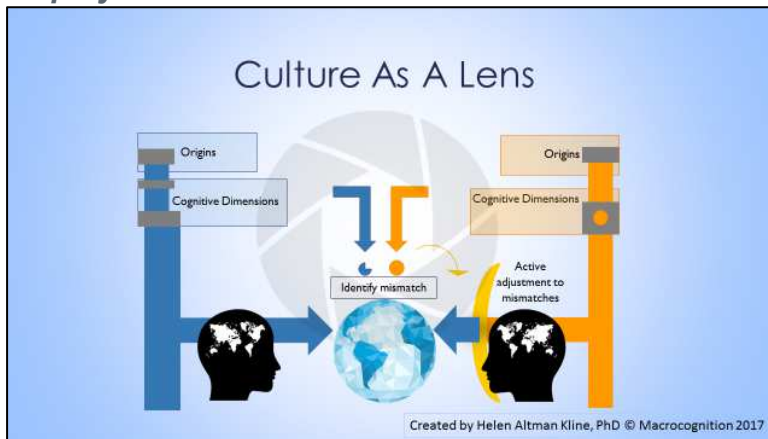
ASK: Do the twins have, or associate, with the same culture?

ASK: How might their surroundings affect the twins individually?

DO: Elicit responses from the participants.

SAY: *These girls do share a cultural identity. However, their life experiences are quite different. The impact of these differences will likely influence their beliefs, behaviors and values.*

Display Slide #10



SAY: *The cultural lens model, as developed by Helen Altman-Klein, PhD is helpful to understanding interactions between individuals from different cultural backgrounds. Her work with the United States Armed Forces has been instrumental in overcoming cultural barriers to effective collaboration among military personnel.*

Facilitator Note:

For a deeper understand of Dr. Klein's work, refer to <http://www.macroCognition.com>

Display Slide #11



Culture is

1. The customary beliefs, social forms, and material traits of a racial, religious, or social group;
2. The characteristic features of everyday existence, as diversions or a way of life, shared by people in a place or time
 - Examples: popular culture and southern culture



SAY: *Definitions of culture include... (review definitions on slide)*



ASK: So, what is culture?

DO: Elicit responses from participants.

SAY: *Culture is a classification of people according to their beliefs and values. Culture is not just ethnic or racial background. It also includes gender, socioeconomic status, race or ethnicity, age, religion, education or occupation and geographic region.*

Display Side #12



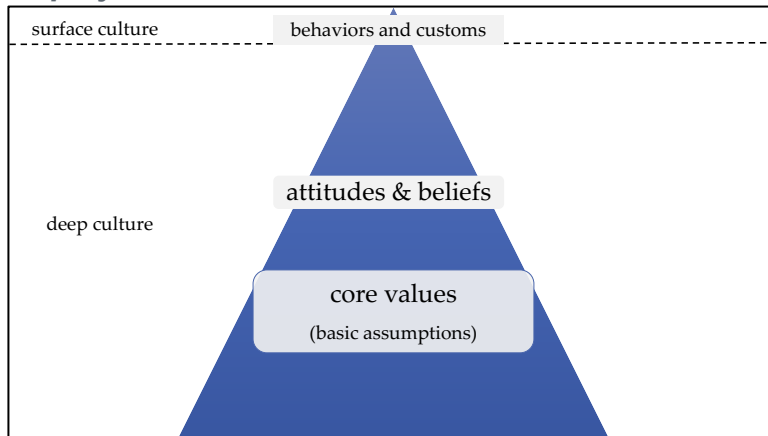
Culture includes

- Behaviors and customs
- Attitudes and beliefs
- Core values
 - basic assumptions



SAY: *Culture includes behaviors & customs, attitudes & beliefs and core values.*

Display Slide #13



SAY: Edward T. Hall (1976) provides the Cultural Iceberg model. What we see of culture is only the surface with the deeper attributes hidden below. Getting past the behavior into the underlying beliefs and values is essential to effective engagement with clients.


Display Slide #14

Belief or values?

Values refer to a set of ideas that guide an individual on how to evaluate right versus wrong.

Beliefs refer to a set of doctrines, statements or experiences a person holds as true, usually with evidence or proof.

Both are deeply intertwined because *beliefs influence how an individual develops values.*



DO: Review the similarities and differences between values and beliefs.



ASK: What distinctions can you make between your values and beliefs?

DO: Elicit responses from the participants.

SAY: Clients served by the agency also have personal beliefs and values. It is essential for you to recognize these subtle differences to provide effective supports.

Display Slide #15


Faith or Self-Reliance?

The client's religious faith taught her that the Lord would look after her and that all was in His hands. The case manager's culture stressed the value of self-reliance and independence. The adage of 'pull yourself up by your bootstraps' and 'pursuing a path of self-determination'.

In other words, an emphasis on reason and rational thought.

The case manager interpreted the mom's trust in her Lord as complacency, lack of motivation and avoidance of the real issues.

The client interpreted the case managers as trying to 'teach her to help herself' as being pushy, intrusive and critical of the client's beliefs.



DO: Select a participant to read the vignette.



ASK: What are some possible ways to reconcile the disconnect between this case manager and the client?

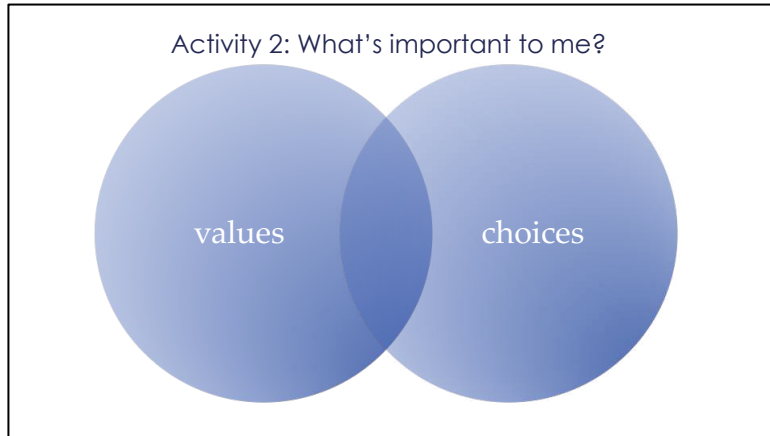
DO: Elicit responses from the participants.

SAY: *As representatives of the Department of Child Safety, we are compelled to not project our beliefs and values on clients. We may make suggestions but be cautious not to put your own values onto our families.*

EXPLAIN: It is important for the case manager to be respectful of the family's beliefs, values and practices. Assure the family that they should do what they believe to be right. However, it is also the case manager's responsibility to inform the client of expected behavior changes mandated by the Agency and Courts to assure the safety, permanency and well-being of the child.

SAY: *As an agency, we should look to a client's faith as a possible strength when assessing their ability to provide for, and protect, their children. There are many services and supports provided through faith based organizations. The Department of Child Safety recognizes the value of incorporating client beliefs in case planning. To the extent possible, case managers should keep personal opinions and practices private*

Display Slide #16



Activity 2: Values and Choices – What’s Important to Me?



Estimated time to complete is approximately 15 minutes, dependent on number of participants.

SAY: *This activity examines the relationship between how values and choices.*

DO: Refer participants to **Handout 2: What’s Important to Me** on page (10) and **Handout 3: Value Characteristics** on page (11) in workbook.

Facilitator Note

Participants will self-assess to determine personal values.

Instructions

1. Refer participants to the Values and Choices handout provided in the participant workbook.
2. Participants to complete the Values and Choices checklist indicating all traits they value.
3. Participants review the list of traits selected and identify the five (5) they consider to be the most important.
4. Participants correlate their most important traits with the Value Characteristics.
5. Participants list their Value Characteristics in order from least to most important.
6. Instruct participants share their personal Value Characteristics with their peers.

Discussion

Facilitate a discussion with participants that provides an opportunity for understanding self and others.



ASK:

1. Are these traits and values an accurate representation of you?
2. Are these the only characteristics you consider important to share with others?
3. How do you respond to clients who do not (seem) to share your values?

SAY: *Remember, you will encounter clients who do not share your values and whose values you do not share. It is important to find common ground to develop effective relationships.*

Handout 2: What's Important to Me?

Instructions

Indicate with a check-mark the items most important to you.

- | | |
|---|---|
| 1. _____ A physical appearance to be proud of | 22. _____ A secure and positive family life |
| 2. _____ To graduate with honors | 23. _____ An enjoyable, leisurely life |
| 3. _____ Being an honest person | 24. _____ Unlimited travel, fine foods, entertainment, recreational, and cultural opportunities |
| 4. _____ To have political power | 25. _____ Getting things changed for the better |
| 5. _____ Being known as a "real" person | 26. _____ A beautiful home in the setting of your choice |
| 6. _____ A meaningful relationship | 27. _____ A chance to develop potential in any area |
| 7. _____ Self-confidence and personal growth | 28. _____ Owning a possession of great value |
| 8. _____ Enjoyment of nature and beauty | 29. _____ To speak up for my personal beliefs |
| 9. _____ A life with meaning, purpose, fulfillment | 30. _____ To have better feelings about myself |
| 10. _____ Continuing to learn and gain knowledge | 31. _____ To be needed and to be important to others |
| 11. _____ A chance to help the sick and disadvantaged | 32. _____ To become a good parent |
| 12. _____ To be attractive to others | 33. _____ To have a better relationship with my parents |
| 13. _____ Some honest and close friends | 34. _____ To be sexy |
| 14. _____ A long and healthy life | 35. _____ To persevere in what I am doing |
| 15. _____ A meaningful relationship with God | 36. _____ Time for prayer |
| 16. _____ A good marriage | 37. _____ To give of myself freely in helping others |
| 17. _____ Satisfaction/success in the career of your choice | 38. _____ A safe and secure environment |
| 18. _____ An equal opportunity for all people | 39. _____ To be loved by a special few |
| 19. _____ Freedom to live life as you want | 40. _____ To be trusted by others |
| 20. _____ A financially comfortable life | |
| 21. _____ Accomplishment of something worthwhile | |

Select the five items that are most important to you:

A. _____ B. _____ C. _____ D. _____ E. _____

When you have listed the items that are most important to you, refer to the "Value Characteristics" sheet and write the appropriate characteristics related to these numbers.

Handout 3: Value Characteristics

NUMBERS	CHARACTERISTICS
5	Sincerity
3, 40	Honesty, Integrity
7, 30	Emotional well-being, Stability
8	Artistic appreciation
2, 10	Education, Intelligence, Wisdom
11, 37, 18	(Altruism) Compassion, Fairness, Justice
1, 12, 34	Appearance, Beauty, Approval
6, 13, 31, 39	Love, Friendship, Personal closeness
14, 38	Health, Personal safety, Security
15, 36	Religion, Spirituality
16, 22, 32, 33	Family, Love, Emotional security
9, 17, 21, 27	Fulfillment, Intellectual and Vocational achievement
19	Personal freedom, Independence
20, 26, 28	Financial security, Money, Status
23, 24	Pleasure, Travel, Material satisfaction
4, 25	Power, Achievement
29	Courage
35	Perseverance

Instructions

Write the characteristics that corresponds to the numbers you selected on the checklist.

1. _____
2. _____
3. _____
4. _____
5. _____

Display Slide #17

Multicultural Awareness

A greater understanding, sensitivity, and appreciation of the history, values, experiences, and lifestyles of groups that include, but, are not limited to:




SAY: *Multicultural awareness values difference among cultures as each culture is valuable. Members of different cultural groups are treated with integrity and dignity, trust and respect. It is characterized by greater understanding, sensitivity, and appreciation of the history, values, experiences, and lifestyles of groups that include but are not limited to: (next slide)*

Display Slide #18

Considerations Include

1. Abilities (physical & mental)
2. Ethnicity
3. Gender
4. Race
5. Religious Affiliation
6. Sexual Orientation
7. Socioeconomic Status



SAY: *Multicultural awareness considers abilities, ethnicity, gender, race, religious affiliation, sexual orientation and socio-economic status.*

Display Slide #19

Working with LGBTQ

- Support your youth's self expression
- Participate in activities that interest them regardless if gender stereotypical
- Educate yourself about LGBTQ history, issues and resources
- Respond in an affirming, supportive way
- Understand that the way people identify their sexual orientation or gender identity may change over time
- Use the name or pronoun (he/she) your youth prefers.
- Respect your youth's privacy.
- Connect your youth to resources and events



SAY: *It is equally important when we are working with our youth and ensuring that they are getting the adequate services and supports that they need. The LGBTQ community is a good resource we can utilize for children who associate with or are questioning their gender or sexual orientation. A few things that we as Child Safety Specialists can do include the following:*

1. *Support your youth's self-expression and be willing to listen and talk about anything*
2. *Allow youth to participate in activities that interest them regardless of gender stereotypical*
3. *Educate yourself about LGBTQ history, issues and resources*
4. *If a youth discloses their LGBTQ identity to you, respond in an affirming, supportive way*
5. *Understand that the way people identify their sexual orientation or gender identity may change over time*
6. *Use the name or pronoun (he/she) your youth prefers. (If unclear, ask how he or she prefers to be addressed)*
7. *Respect your youth's privacy.*
8. *Connect your youth to resources and events... consider seeking an LGBTQ adult role model for your youth*

SAY: *Multicultural awareness is the starting point for cultural competence.*

Display Slide #20

Cultural Competence	
IS	INCLUDES
<ul style="list-style-type: none">➤ Behavior that help us work effectively➤ Promoting respect and understanding➤ An ability to respond to unique needs➤ Incorporating culture as a resource	<ul style="list-style-type: none">➤ Awareness of one's own cultural lens➤ Attitudes toward cultural differences➤ Knowledge of diverse cultures<ul style="list-style-type: none">➤ including worldviews➤ Cross-cultural skills

DO: Review Cultural Competence “IS”

DO: Review Cultural Competence “INCLUDES”.

SAY: *Developing cultural competence results in an ability to understand, communicate, and effectively interact, with people across cultures.*

EXPLAIN: Cultural competence considers several important aspects:

- **Awareness:** Consciousness of one's personal reactions to people who are different.
- **Attitude:** Examining your own beliefs and values about cultural differences.
- **Knowledge:** Social science research indicates that our values and beliefs about equality may be inconsistent with our behaviors, and we ironically may be unaware of it. Regardless of whether our attitude towards cultural differences matches our behaviors, we can all benefit by improving our cross-cultural effectiveness.
- **Skills:** The Skills component focuses on practicing cultural competence to perfection. Communication is the fundamental tool by which people interact. This includes gestures and other non-verbal communication that tend to vary from culture to culture.

SAY: *Cultural competence is a personal pursuit.*

1. **Learn about yourself first.** Be aware your culture plays a significant role in who you are. This can also help you to become more aware of biases that you may have about a culture that is different than your own.
2. **Learn about different cultures.** Seek cultural insight through journal articles and academic books. Research cultures different from your own. When assigned a case with families that you do not understand, ask questions.
3. **Interact with diverse groups.** Asking colleagues for assistance is a great way to enhance your cultural competence.

SAY: *As a representative of the Department of Child Safety, it is expected you will engage children and families in culturally competent manner.*

Display Slide #21



SAY: *In addition to the common prevailing cultural norms you will encounter as a specialist with the Department of Child Safety, there are unique sub-cultures you will encounter working with children and families.*

EXPLAIN: Some additional “cultures” that we may interact with include:

1. Domestic violence
2. Gangs
3. Physical abuse
4. Religious cultures
5. Sexual abuse
6. Sex trade
7. Substance abuse

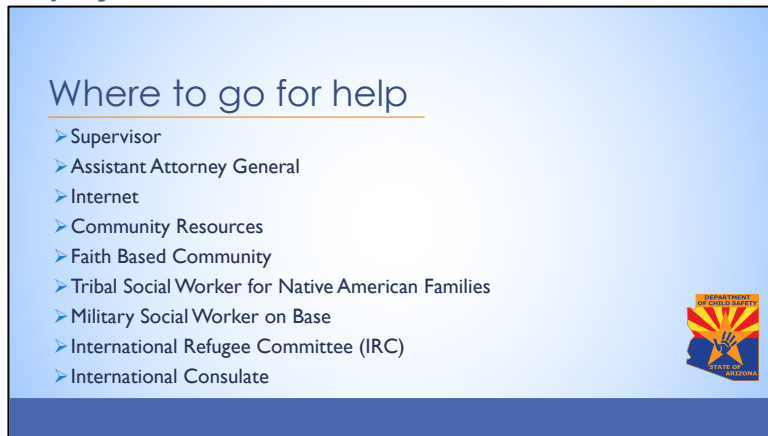


ASK: Has anyone had experiences interacting with members of any of these unique sub-cultures?

DO: Allow participants to share experiences as appropriate.

SAY: *Each of these groups display unique standards of conduct and communication. Additionally, individuals affiliated with, or affected by, these subcultures will likely be very unwilling to share the details of their lives. You will receive training specific to many of these circumstances during your time in Core.*

Display Slide #22



Where to go for help

- Supervisor
- Assistant Attorney General
- Internet
- Community Resources
- Faith Based Community
- Tribal Social Worker for Native American Families
- Military Social Worker on Base
- International Refugee Committee (IRC)
- International Consulate

DEPARTMENT OF CHILD SAFETY
STATE OF ARIZONA

SAY: *There are several options that we use throughout our agency to learn more about different cultures and resources available.*

DO: Give a brief explanation and when you would utilize each one.



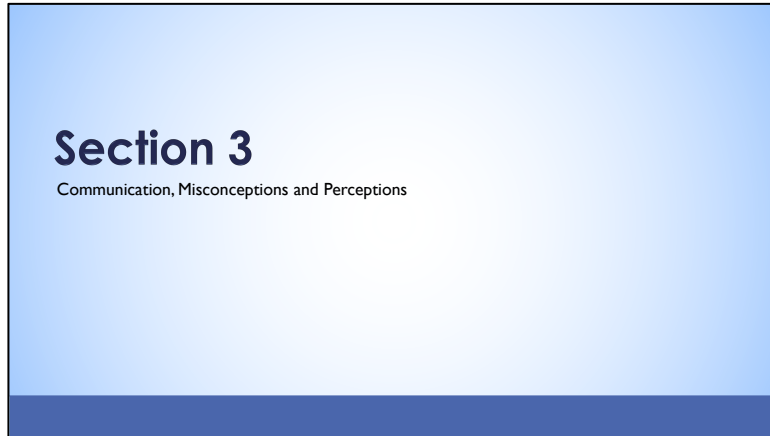
ASK: Are there any other resources or places that you can add to this list, maybe from a previous employment, through volunteer work or through your education?

SAY: *As a representative of the Department of Child Safety, it is expected you will:*

1. engage children and families in a respectful manner.
2. validate the cultural practices of the family.
3. services and supports should incorporate the beliefs and values of the family.

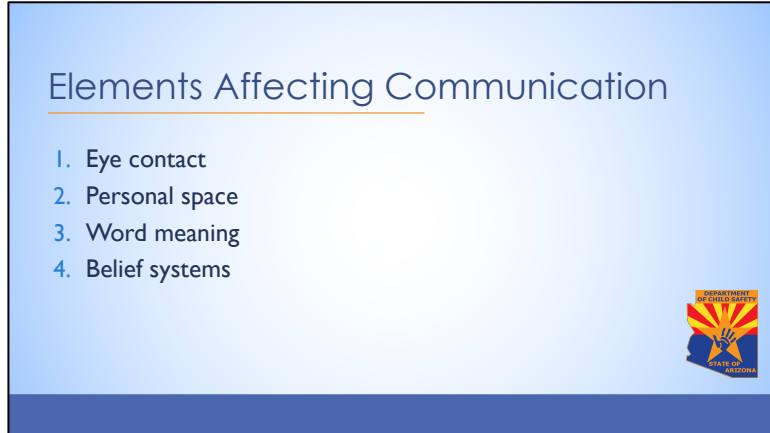
SECTION 3: COMMUNICATION, MISCONCEPTIONS AND PERCEPTIONS

Display Slide #23



SAY: *Section Three explores perceptions, misconceptions and communication challenges with families. Participants will examine stereotypes which may create barriers to effective communication with families. Not all children and families communicate or behave in the same way. At times, conflicts can arise as a result of simple misunderstanding.*

Display Slide #24



SAY: *There are several factors which affect communication between individuals.*



ASK: What has the larger society assumed when dealing with a person who fails to look you in the eye? How are they perceived?

(Allow participants to give answers. Examples can include shy or discomfort, they are ignoring you, being unfriendly, not being truthful, not listening)

EXPLAIN

- **Eye Contact:** Direct eye contact makes some people uncomfortable. Other's feel slighted if there is a lack of eye contact. There are many cultures where making eye contact is disrespectful but we may assume that they aren't listening or don't care.
- **Personal Space:** Accepted personal space is contingent on culture as well. Many of us would be very uncomfortable having someone with-in 2 feet of us during a conversation Others are comfortable conversing almost nose-to-nose. There are probably even stronger influences in our "family culture". In many ways, this has a greater impact on who we are and how we view the world
- **Word Meaning:** Certainly, language nuances and varying word meaning will affect communication. We need to always take that extra time to clarify. We have to think about how people use words because it may have a different meaning to you. Words such as "I don't care," "it doesn't matter," "whatever," "
- **Belief Systems:** Perceptions and beliefs are impossible to remove from the communication dynamic. As an agency, we definitely look at a person's faith as a possible strength when assessing their ability to provide and protect their children. There are many programs and services that are offered through faith based organizations. So, although we recognize it as a strength, use faith based organizations, and respect a family's beliefs, we need to keep our own personal opinions, beliefs and practices to ourselves.

SAY: *We should always try to clarify but at the very least not try to assume what is impacting a person's communication style. Be open to the possibility that there could be other explanations for their lack of eye contact, invasion of personal space and misunderstandings impacted by word use. Allowing for differences in beliefs will promote more harmonious communication. Make sure that we are being diligent in watching body language, tone of voice, etc. There is not a general way to communicate with every single family. Even if they are from the same culture or background. Each family is unique. Learn how your family best interacts.*



ASK: What are some examples of accepted standards-of-conduct in mainstream society?

DO: Elicit responses from participants.

SAY: *Examples might include: personal space, table manners, inappropriate body noises, how we greet people.*



ASK: What standards-of-conduct are commonly violated?

DO: Elicit responses from participants.

SAY: *Examples might include: don't talk when others are talking, children should not talk back to adults, killing is not permitted unless it is in self-defense, don't discuss personal business with stranger.*



ASK: How do you address a person when you first meet them in a work situation?

ASK: Does it depend on their age, race, region?

ASK: What drawback could there be to using that approach?

DO: Elicit responses from participants.

SAY: *In some cultures, being in a first name basis may show friendliness or equality. However, in other cultures this may be viewed as disrespectful suggesting you consider the person as lower status, and that you do not hold them with high regard.*



ASK: Would you use formal titles such as Mr., Mrs. or Ms.? Why or why not?

DO: Elicit responses from participants.

SAY: *This approach may be viewed as too impersonal.*



ASK: What might be an acceptable and respectful way to address someone during an initial contact?

DO: Elicit responses from participants.

SAY: *Addressing a person by their full name, such as John Smith, may be an effective solution for initial contacts. When you first meet with a family, you should begin with the more formal title, Mr., Mrs., Senor, Senora, Sir, Ma'am etc. to demonstrate respect.*

After initial contact, the client will usually indicate how they prefer to be addressed. Honor their wishes. Once you have confirmed who you are talking to then ask them how they want to be addressed. They may say "Call me Mr. Smith" or "Dr. Smith". How would you respond if a person told you to call them Dr. Smith? Even if he or she is doing this for psychological power it does not matter. No point in getting into power struggles, you will be more successful and get more information for your assessment if you behave respectfully.

EXPLAIN: Remind participants that it is always acceptable to **ask the client** what they prefer.

Display Slide #25

I Don't Care...

A case manager asked a child's mother if she would be willing to accompany the case manager to a conference with school staff to address the child's special education needs.

The mom responded, 'I don't care'.

From the case manager's perspective 'I don't care' is a polite way of saying you don't really want to do something and was interpreted as a lack of commitment. The case manager dropped the subject.

From the mother's perspective 'I don't care' meant it was not necessary for her to attend. In other words, 'it's fine with me'.

Mom didn't understand why the case manager never followed through with the meeting and she decided the case manager was unreliable and didn't really care about her or the child.

DO: Select a participant to read the vignette.

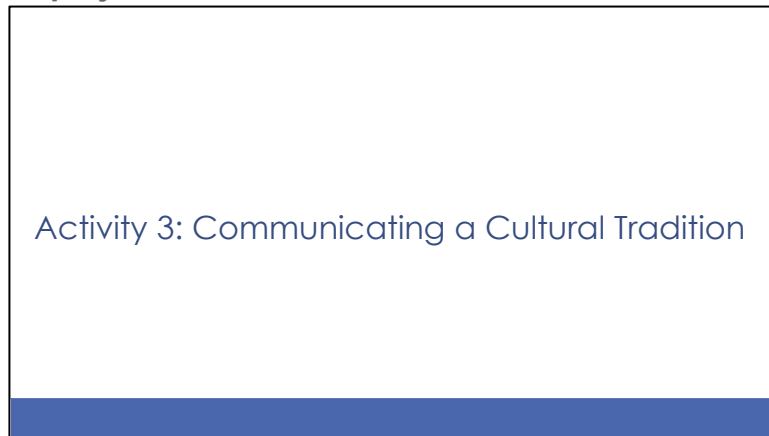


ASK: What steps might the case manager taken to better understand the client and prevent this type of misunderstanding?

DO: Elicit responses from participants.

SAY: *It is always best to clarify what a parent means when they make statements that suggest they are ambivalent to the needs of the child. Disconnects in communication should be resolved quickly. There may be other words or phrases that trouble you. Be mindful of your communication expectations and biases.*

Display Slide #26



Activity 3: Communicating a Cultural Tradition



Estimated time to complete is approximately 30 minutes, dependent on number of participants.

SAY: *This activity illustrates that differences in communication styles are often rooted in a cultural context.*

DO: Refer participants to **Handout 4: Communicating a Cultural Tradition** on page (16) in workbook.

Facilitator Note

The Communicating a Cultural Tradition activity provides an opportunity for participants to engage in communication behaviors that may be outside of their culturally accepted norms.

Instructions

1. Assign each participant to one of four groups; A, B, C or D
2. Provide each participant with the instructions for their assigned groups (**they are not to share with anyone else**)
 - A. Group A
 - i. Avoid eye contact when speaking to your partner
 - ii. Do not show any emotion or react to your partner when he or she is speaking
 - B. Group B
 - i. Sit or stand approximately 6 inches closer to your partner than you normally would.
 - ii. Use gestures often when speaking
 - C. Group C
 - i. Speak more loudly than you normally would
 - ii. Interrupt your partner frequently when they speak
 - iii. Initiate conversations with multiple questions, including those of a persona nature.
 - D. Group D
 - i. Speak more softly than you normally would
 - ii. Do not interrupt your partner
 - iii. Pause, silently count to 6, before responding
 - iv. Don't initiate conversation or ask questions.
3. Partner
 - i. Group A members should be matched to a Group B partner
 - ii. Group C members should be matched to a Group D partner
 - iii. Each participant should share a cultural tradition with their partner; ***adhering to the communication styles for their assigned group***
4. Have participants share a cultural tradition they had either growing up or one that they currently do. Allow 5-10 minutes for sharing.

Discussion

Facilitate a discussion.



ASK:

1. What feelings did you experience when sharing with your partner?
2. Did you make any assumptions about the cultural norms your partner was exemplifying?
3. What are the practice implications for diverse communication styles?

SAY: *As a professional from Department of Child Safety, you set the tone for communication and engagement with the client. Be mindful of cultural differences affecting communication.*

Handout 4: Communicating a Cultural Tradition

The Communicating a Cultural Tradition activity provides an opportunity to engage in communication behaviors that may be outside of their culturally accepted norms.

Instructions

1. Review the directions for your assigned group.
2.
 - A. Group A
 - i. Avoid eye contact when speaking to your partner
 - ii. Do not show any emotion or react to your partner when he or she is speaking
 - B. Group B
 - i. Sit or stand approximately 6 inches closer to your partner than you normally would.
 - ii. Use gestures often when speaking
 - C. Group C
 - i. Speak more loudly than you normally would
 - ii. Interrupt your partner frequently when they speak
 - iii. Initiate conversations with multiple questions, including those of a persona nature.
 - D. Group D
 - i. Speak more softly than you normally would
 - ii. Do not interrupt your partner
 - iii. Pause, silently count to 6, before responding
 - iv. Don't initiate conversation or ask questions.
3. Partner & Share
 - i. Group A members should be matched to a Group B partner
 - ii. Group C members should be matched to a Group D partner
 - iii. Each participant should share a cultural tradition with their partner;
adhering to the communication styles for your assigned group
4. Mix partner/group assignments as time allows.
5. Discuss
 - a. What feelings did you experience when sharing with your partner?
 - b. Did you make any assumptions about the cultural norms your partner was exemplifying?

Display Slide #27

What is a stereotype?

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

➤ Example: woman as the care giver

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ASK: what are some positive stereotypes we have heard?

DO: Elicit responses from the participants.

SAY: *Examples include*

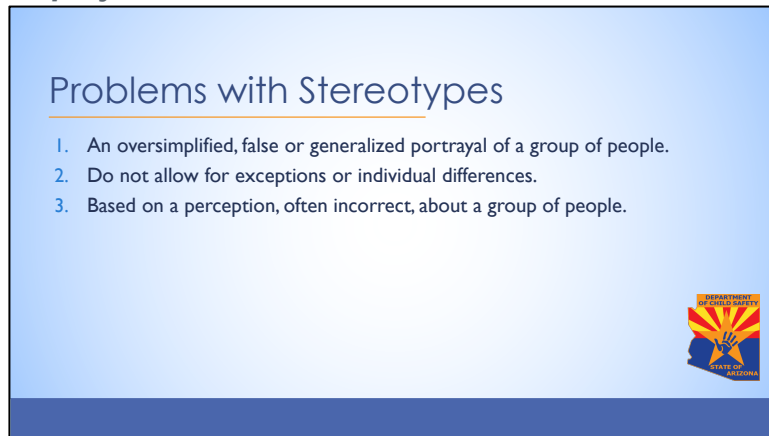
1. *African Americans are great athletes*
2. *Hispanics are hard workers*
3. *Asians are good at math*



ASK: Is there such a thing as a positive stereotype?

EXPLAIN: Sometimes stereotypes can sound positive. If so, we may fail to recognize them as stereotypes. However, they are still stereotypes and prevent us from seeing the complete client and family.

Display Slide #28



Problems with Stereotypes

1. An oversimplified, false or generalized portrayal of a group of people.
2. Do not allow for exceptions or individual differences.
3. Based on a perception, often incorrect, about a group of people.

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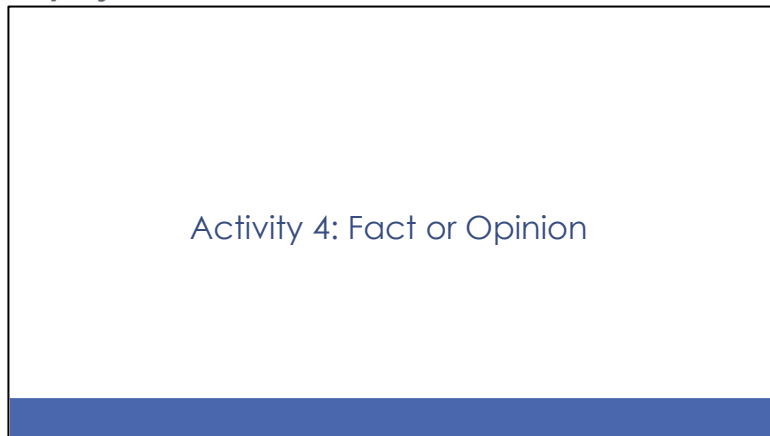
ASK: What is the problem with stereotypes?

DO: Elicit responses from the participants.

SAY: Three primary problems with stereotypes include:

1. *An oversimplified, false or generalized portrayal of a group of people.*
2. *Do not allow for exceptions or individual differences.*
3. *Based on a perception, often incorrect, about a group of people.*

Display Slide #29



Activity 4: Stereotypes – Fact or Opinion?



Estimated time to complete is approximately 30 minutes, dependent on number of participants.

SAY: *This activity provides an opportunity to explore perceptions and misconceptions which may prevent effective engagement with children, families and clients served by the Department of Child Safety.*

DO: Refer participants to **Handout 5: Fact or Opinion** on page (17) in workbook.

Facilitator Note

Participants will examine perceptions and misconceptions which may prevent effective engagement with children, families and clients served by the Department of Child Safety.

Instructions

1. Refer participants to the Fact or Opinion handout in the participant workbook.
2. On their own, each Participant should select 'fact', 'opinion' or 'undecided' for each of the 15 statements
3. With a partner, Participants should share and discuss their sections.
4. Review the correct responses with the group.

Discussion

Facilitate a discussion with participants to address the stereotypes described.



ASK:

1. How well did you distinguish between Fact and Opinion?
2. Did any of you feel like you were stereotyping?
3. What are the implications for stereotyping children, family and clients?

SAY: *As a representative of the Department of Child Safety, it is your responsibility to avoid prejudging clients based on assumptions.*

Activity 4: Fact or Opinion – Answer Key

1. Asians have the highest proportion of college graduates of any race or ethnic group in the country. **(FACT)**
2. Multiracial youths are the fastest-growing group of young people. **(FACT)**
3. Hispanic Americans are the largest ethnic minority group in the United States. **(FACT)**
4. Black youths arrested for drug possession are 48 times more likely to wind up in prison than white youths arrested for the same crime under the same circumstances. **(FACT)**
5. People who are incarcerated are untrustworthy and have violent tendencies. **(OPINION)**
6. For 2003, 48.3 percent of child abuse victims were boys, and 51.7 percent of the victims were girls. **(FACT)**
7. Pacific Islander children, American Indian or Alaska Native children, and African-American children had the highest rates of victimization. **(FACT)**
8. Persons with mental illnesses pose a threat for violence towards others and themselves. **(OPINION)**
9. 11.1 percent of White children are poor. **(FACT)**
10. African Americans make up 35% of the United States poverty rate. **(FACT)**
11. Native Americans have a higher tendency toward alcoholism. **(OPINION)**
12. For 2003, 58.2 percent of the child abuse perpetrators were women and 41.8 percent were men. **(FACT)**
13. 49% of the proportion of employed Asians 16 and older work in management, professional and related occupations, such as financial managers, engineers, teachers and registered nurses. **(FACT)**
14. The young child poverty rate has grown twice as fast among whites as among blacks. **(FACT)**
15. People with psychiatric disabilities are far more likely to be perpetrators than victims of violent crime. **(OPINION)**

Handout 5: Fact or Opinion

1. Asians have the highest proportion of college graduates of any race or ethnic group in the country.
2. Multiracial youths are the fastest-growing group of young people.
3. Hispanic Americans are the largest ethnic minority group in the United States.
4. Black youths arrested for drug possession are 48 times more likely to wind up in prison than white youths arrested for the same crime under the same circumstances.
5. People who are incarcerated are untrustworthy and have violent tendencies.
6. For 2003, 48.3 percent of child abuse victims were boys, and 51.7 percent of the victims were girls.
7. Pacific Islander children, American Indian or Alaska Native children, and African-American children had the highest rates of victimization. (
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14. The young child poverty rate has grown twice as fast among whites as among blacks.
15. People with psychiatric disabilities are far more likely to be perpetrators than victims of violent crime.

Display Slide #30



SAY: *Let's continue our examination of perceptions exploring some parenting practices.*



ASK: What is good parenting?

DO: Elicit responses from participants.

SAY: *Parenting practices are rooted in cultural standards-of-conduct. Manners of discipline, role expectations of children, parents and extended family or community responsibility for children are some of the aspects of parenting to consider.*



ASK: How many were raised in a highly demonstrative family?

ASK: How many were raised in a less physically affectionate family?

ASK: Did any of you marry into, or otherwise join, a family which behaves differently than how you were raised?

DO: Elicit responses from participants.

SAY: *As evidenced by the range of responses, the professionals in this room experienced varying standards-of-conduct. Consider a situation where a child has suffered a physical injury and a report was received by the hotline. The sources also indicated that the family members regularly hug and kiss each other.*



ASK: What conclusion might be drawn from this type of behavior?

SAY: *Yes, frequently sexual abuse comes to mind. However, case managers must be cautious and not jump to unfounded conclusions. Remember, a complete and accurate safety assessment will include screening for sexual abuse.*



ASK: What about children showering with their parents?

ASK: How many of you showered with your parents?

ASK: How many of you would allow your children, if you have them, to bathe with you?

ASK: At what age, should children stop bathing with their parents?

DO: Elicit responses from participants.

EXPLAIN: If a parent is prone to sexual abuse, those actions are as likely to happen in the shower as they are out of the shower.



ASK: If the parent and child are **both** comfortable with the situation and you have ruled out sexual abuse, should a government agency have the authority to demand the behavior cease?

SAY: *Remember, there is a distinct difference between behavior that is unacceptable, providing the Agency grounds to intervene, and behavior we personally find disagreeable.*



ASK: What about family nudity?

ASK: How many of you were raised in a home where it was acceptable to be nude or partially clothed?

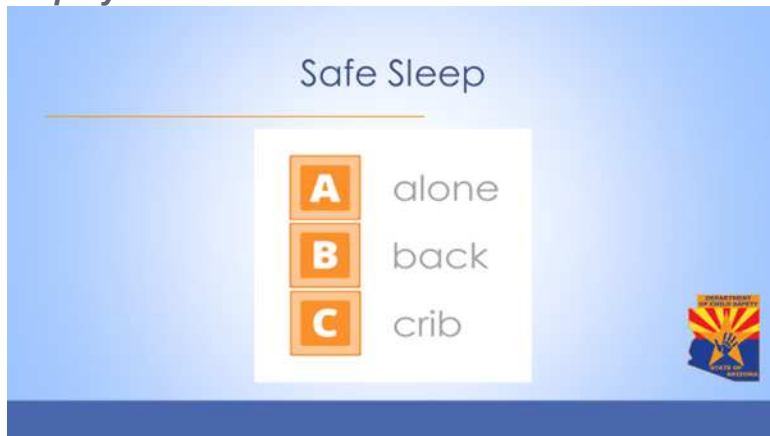
ASK: How many of you would allow your children, if you have any, to be nude or partially clothed?

ASK: How many of you come from a home where it was expected that, at minimum, you covered in pajamas?

EXPLAIN: It is important to remember that when assessing certain behaviors that may fall under sexual abuse, we must determine whether there is a sexual component to the behavior. A person may always go around nude because they feel comfortable that way as opposed to a mom who purposefully walks nude in front of her teenage son and directs his attention to parts of her body or is trying to entice him to engage in some form of sexual contact.

SAY: *Again, our personal experiences will influence our perceptions of acceptable parenting*

Display Slide #31



ASK: What about co-sleeping? At what age, should children stop co-sleeping with their parents?

SAY: The Safe Sleep campaign involves educating families about safe sleep practices and providing them with resources for cribs if needed. There are some general safe sleep practices that we should educate parents about that include:

- ABC's of safe sleep (baby sleeps safest alone, on their back, and in a crib)
- Parents should avoid co-sleeping
- Cribs should not include crib bumpers, pillows, blankets, loose bedding, or toys
- Avoid having baby sleep on sofas alone or with a parent
- Avoid propping baby up or bottle propping
- You won't hear a baby suffocate; it is a silent death and babies can suffocate in less than a minute

Display Slide #32



ASK: What is the difference between Discipline and Abuse?

DO: Elicit responses from participants.

SAY: *Again, cultural context must be considered.*

EXPLAIN: Common, and potentially contradictory practices include:

1. Making a child stand in a corner, or having a child kneel on uncooked rice.
2. Keeping a newborn home for at least 40 days versus taking a newborn out a few days after birth.
3. Young adults who live with parents/grandparents (not just for economic reasons, but because children do not leave home until they are well into adulthood in some cultures) versus teens/young adults who move into separate housing when they finish school.
4. Feeding a child with a spoon until he is almost 2 years old, or encouraging the child to feed himself by about 8 months.

SAY: *Most of these practices would not be considered abusive, unless they were taken to severe or extreme limits. Though members of a different culture the parent's might see them as "wrong" or "bad," the way the parent is interacting with the child is probably not dangerous.*

EXPLAIN: According to Arizona revised statute 13-403, it states:

The use of physical force upon another person which would otherwise constitute an offense is justifiable and not criminal under any of the following circumstances:

1. A parent or guardian and a teacher or other person entrusted with the care and supervision of a minor or incompetent person may use reasonable and appropriate physical force upon the minor or incompetent person when and to the extent reasonably necessary and appropriate to maintain discipline.



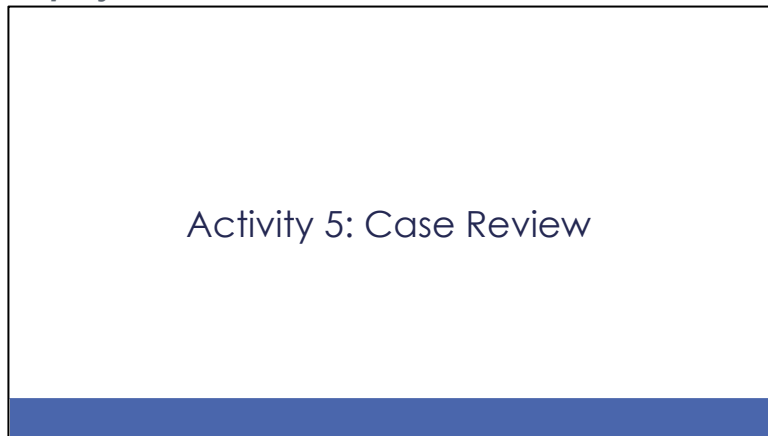
ASK: At what point does a state agency have the right to step in when there are marks left on a child? What if the marks left were the result of a cultural practice or medicine?



ASK: How about the instrument used to discipline the child? Does that make a difference?

EXPLAIN: Again, different cultures and households may use different disciplining techniques. We have to be cautious that we are not jumping to conclusions based on our own upbringings or the way we personally discipline our kids. If the parents are not leaving marks on the child, we have to determine if it is abuse or if it is general parenting practices.

Display Slide #33



Activity 5: Case Study – An Involved Parent



Estimated time to complete is approximately 15 minutes, dependent on number of participants.

SAY: *Our final activity is to review case notes involving divergent perspectives on parental involvement.*

DO: Refer participants to **Handout 6: An Involved Parent** on page (21) in workbook.

Facilitator Note

The case notes provided illustrate divergent understandings of what it means to be an involved parent.

Instructions

1. Refer participants to the Case Review handout in the participant workbook.
2. Provide participants 5 to 7 minutes to review the case notes.
3. Provide participants 5 to 7 minutes share their initial thoughts with a partner.

Discussion

Facilitate a discussion.



ASK:

1. What impact did culture play in the communication issue?
2. What steps could the case manager taken to avoid confusion?
3. What additional factors contributed to this situation?
4. What about the safety and well-being of the children?

SAY: *There are four important take-aways from this scenario:*

1. The children were safe.
2. Reunification Team communication with father and Specialist could have been more effective.
3. Father's culture was different than team members.
 - a. From his point of view, he was parenting the way he viewed a father to parent.
4. Father was undocumented.
 - a. Fear of court system was a barrier.

Handout 6: Case Review – An Involved Parent

Two children Ezekiel, age 1, and Dominic, age 3, at the time of the report. The children were dropped off at the Crisis Center by the mother. The mother never returned. Soon after, she was found to be incarcerated. Mother is Native American. Father, age 22, is undocumented from Mexico. The father had not been in contact with the children for approximately 6 months. He was located through information provided by the mother. The father was living locally with his fiancé. Services put in place for the family were therapy for children, therapeutic visitation, and paternity testing for father (results indicate 99.9% he is the father). Ezekiel is developmentally delayed and receiving DDD services. Dominic was diagnosed with PTSD due to being abandoned by mother.

As the case progressed, the father was participating in all services along with his fiancé. Dominic was having a very hard time at onset of visitation due to PTSD. The foster mother had to stay for first several visits, and eventually Dominic became comfortable enough that foster mother was not needed. The children were becoming bonded with the fiancé, and Dominic sought comfort from her. The children were beginning to feel safe and at ease around their father as well. The Department made a recommendation for partially unsupervised visitation with the hopes of moving towards family reunification. It was noted that the father was participating during visitation, however, the fiancé was doing most of the direct parenting and communication before and after visits.

After a few months, it was recommended to transition the children home utilizing a reunification team which consisted of a parent aide and therapist. A reunification team was put in place for 90 days. During the transition, the father was working 10 to 12 hour shifts, 5 to 6 days a week. The father was not attending all of the appointments for the children due to his work schedule, but he was making himself available for all mandatory team meetings. His fiancé continued to do most of the direct parenting and communicated any updates regarding children's progress, daily activities, etc. Concerns were raised at the midway point meeting from the reunification team that the father did not appear to be fully engaged as evidenced by the father not being aware of all issues that Ezekiel and Dominic were having, daily activities, appointments, potty training progress, etc. The team believed the children appeared to be bonding more with his fiancé than their father. The team did not note any concerns in regards to the safety of the children in their father's care.

The assigned Specialist met with the father. During this discussion, the Specialist raised the concerns to the father that had been documented by the reunification team. The Specialist simply asked the father what was going on.

The father was very surprised. This was the first time these concerns were brought to his attention. The father expressed his love for his children, and he also expressed remorse for the time he was not involved in their lives. It was documented during a prior discussion that the father had tried numerous times to find the whereabouts of his children, but the mother had moved and her family would not give him any contact information regarding his children.

As father was undocumented, he was afraid of getting involved in the court system. He was unaware of any resources that would help him locate his children, and eventually became frustrated and gave up searching for his children, trusting that they were safe with their mother.

The father then went on to say that just because he does not change his son's diapers, set appointments, or attend every meeting or appointment that is not mandated by DCS does not mean he is not interested or concerned with the health and wellbeing of his children. In fact, his feelings were quite the contrary. He was taking on multiple shifts at a construction site to ensure that his children would have what they needed, and hoped for a better life for his children.

The father's outlook on co-parenting with his fiancé was that a father's duty was to protect his family, ensure they have a place to live, food on the table, and provide for their needs. His fiancé was responsible for the health and well-being of the children.

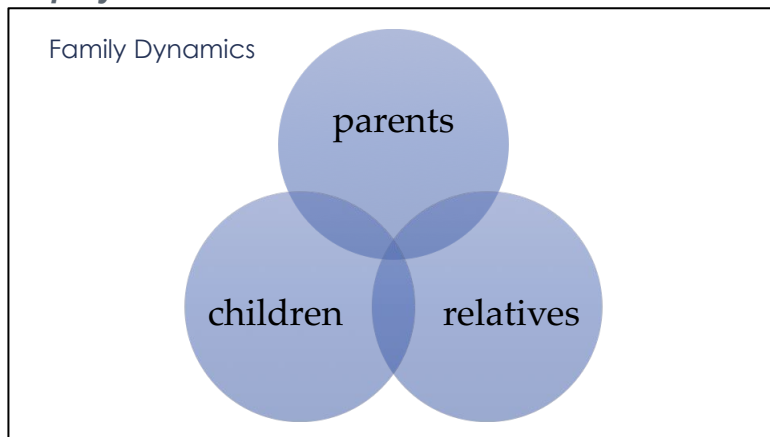
SECTION 4: FAMILY DYNAMICS

Display Slide #34



SAY: Section Four provides participants with a brief overview of family dynamics in order to gain insight into cases of abuse and neglect.

Display Slide # 35



SAY: Family Dynamics refers to the ways in which family members relate to one and other.

EXPLAIN:

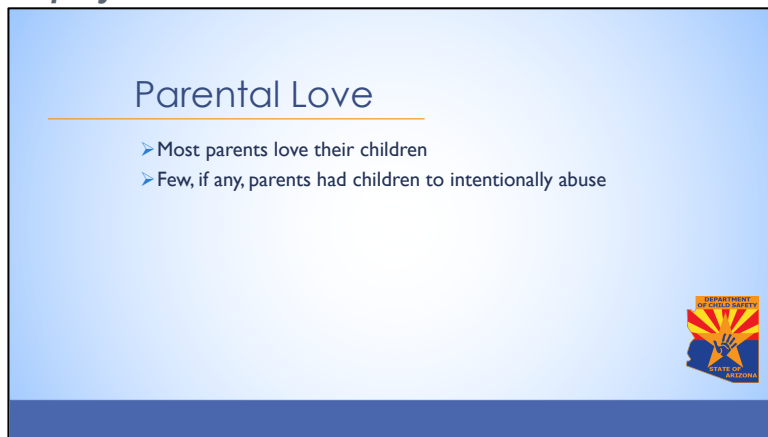
Family dynamics has to do with who lives in a household. Gone are the days of a mother, father, and two biological children. Blended families from past marriages are common and if those two people have had multiple marriages, those experiences will also play a role in the dynamics of the family.

Each person comes to the family with their unique history. Sometimes, extended family members live in a household too. All contribute to the family dynamics. Different ages of people in a household will determine their perspectives and how they communicate with each other.

Communication is an important aspect of family dynamics. When communication problems exist, conflicting relationships can result. Personalities and family circumstances will determine each person's role in a family.

There are rules that govern behaviors and interactions within a family. Some family rules are common knowledge, like cleaning up after your-self. Other rules may be unconscious, like not talking about a family member's alcoholism. Family secrets can cause problems in the family dynamics.

Display Slide #36



SAY: *Most parents love their children! Would you agree with that? Yes, even if they don't exhibit their love in the same manner that perhaps you and I would with our children. Most parents did not have children so they could abuse them. They don't typically wake up every morning and think; "hum, what can I do to hurt little Vivian today!" Short of some satanic cults that have members get pregnant with the intent to sacrifice the infant, most parents don't have children to abuse them.*

Display #37

Parental Dynamics

- Personal history
- Conditions
- Circumstances

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SAY: We will be looking at the personal history of the parents, the conditions they are dealing with and the circumstances in which they are living.

Display Slide #38

History

- physical abuse
- neglect
- sexual abuse
- emotional abuse

SAY: Many of our parents have a history of physical abuse, neglect, sexual abuse and emotional abuse from their own childhoods, and this can prove to be challenging when trying to identify possible relative placements.



ASK: What would be some of the issues you would have to take into account when considering Grandparents, Aunts, Uncles or other family members?

SAY: Sometimes, you have to get creative in identifying relatives for placement, possibly looking outside Arizona (ICPC). Federal law, Fostering Connections to Success and Increasing Adoptions Act of 2008 requires state agencies to exercise due diligence to identify and provide notice to all adult relatives of a child within 30 days after the child is removed from the custody of their parents(s)



ASK: Should we also consider, depending upon history, whether some people can change in regards to their parenting philosophy?

DO: Elicit responses from participants.

ASK: If many of our clients have experienced these types of child abuse and/or neglect, can we trust them to step up when we remove children?

SAY: *What we need to ask is how does their history affect their parenting.*



ASK: How many of you are surprised by how your parents have mellowed in regards to supervising or helping with your own children?

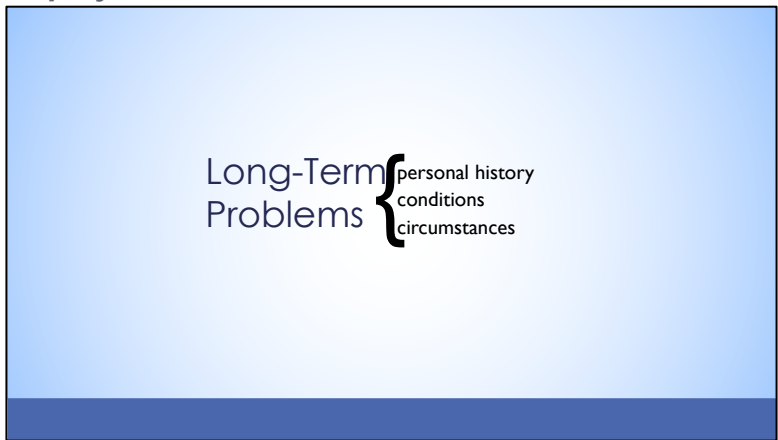
DO: Elicit responses from participants.

SAY: *They've grown/changed – realized their ways weren't healthy.*

Facilitator Note

Insert your own view of what a grandparent should look like, and then relate it to a case you may have had where you placed a child with a grandparent who did not fit your vision, but they were appropriate.

Display Slide #39



SAY: *We need to understand that our parents who grew up in abusive and neglectful conditions will more than likely have issues in the following areas*

Self Esteem



ASK: How many of you have children?

ASK: Do you feel that helping your child develop healthy self- esteem is one of the most challenging things you can do as a parent?

DO: Elicit responses from participants.

SAY: *Most of us are still working on our own self esteem. Hard to help someone develop if you lack it yourself!*

Attachment & Trust



ASK: What about attachment and trust?

ASK: How do you develop this when the two most important people in your life have either abused or neglected you, or allowed it to happen?

DO: Elicit responses from participants.

SAY: *Most of us may still struggle w/ trust issues and we may have had a much healthier upbringing.*

Social Skills

SAY: *It's not unusual to find parents that lack driver's licenses or bank accounts. Not that either is absolutely necessary, just that many of the parents we encounter do not have the things that you and I see as basic day to day things.*

EXPLAIN:

More often than not, these parents lack a good support system or their support system consists of friends who are substance abusers, prostitutes or engage in behaviors that are dangerous and these types of "support systems" are unlikely to help our parents provide for or protect their children.

SAY: *Again, most of us struggle with this. Now add to it a childhood of abuse and neglect. Immaturity can partly stem from unmet needs.*

EXPLAIN:

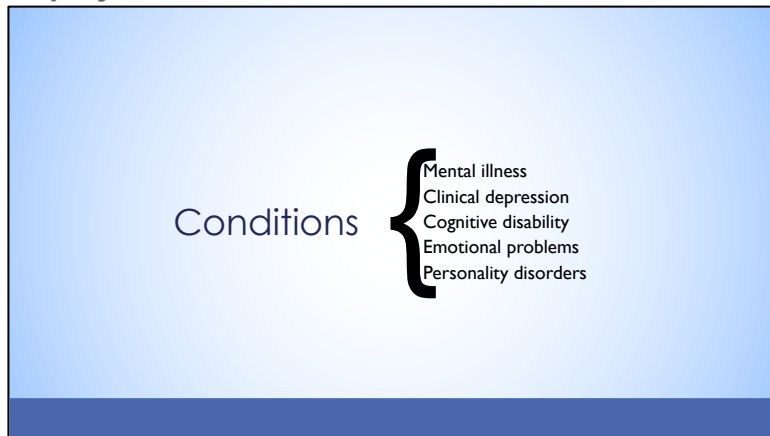
A majority of our parents never had any type of positive role model and many times have no positive reference point in regards to parenting techniques. When their child misbehaves and they think back, "What did my parents do when I was a kid and played with matches?"

Display Slide #40



SAY: *It is difficult to pass on strengths and qualities that they never received as children themselves.*

Display Slide #41



DO: Review conditions listed on slide.

SAY: *Each of these conditions by themselves would not necessarily mean a person would mistreat their child, but left untreated – (i.e. mental illness) or unsupported (i.e. cognitive disability – mental retardation) could increase the chances of a parent not providing for or protecting their child. These things alone don't mean someone can't parent. But suppose we throw in the following circumstances.*

Display Slide #42



DO: Review the circumstances listed on the slide.

SAY: *Anyone of these circumstances that a parent finds themselves in could challenge their ability to protect and provide for a child.*

Facilitator Note

Use a personal story about a parent on one of your cases that pertains to any of these circumstances.

SAY: *Most of us would agree that parenting is one of the hardest jobs we'll ever do, however, most of us aren't struggling with as many of these elements the parents we work with are; It's amazing at times that they can parent to any degree. Imagine for a moment that you are a 17-year-old single parent who was abused throughout your life and is struggling with substance abuse issues as well as being involved in a domestic violence relationship and now you are a parent.*



ASK: Is this going to be a challenge for you?

DO: Elicit responses from participants.

ASK: What about the parent with a felony? Do we expect them to have a legal source of income? Are these parents very employable? So why do we freak out about the mother who strips/dances to make a living? Would you say that the last two circumstances (domestic violence, substance abuse) are a big deal?

DO: Elicit responses from participants.

SAY: *These are major challenges to address while trying to improve the lives of children and families.*

Display Slide #43



SAY: *Throughout CORE and while in your structured field weeks, you will have the opportunity to practice being culturally competent. There are some tips for your use in your participant workbooks.*

SAY: Thank you for your participation in today's training.