

Family Engagement At-A-Glance

Early Contacts	Parents as Agents of Change
<ol style="list-style-type: none"> 1. Clarify your role – What can parents expect? 2. Clarify need – What do you think your child needs? – What are the benefits of addressing the need? – What are your goals for treatment? 3. Increase parent investment and efficacy – Affirm them for taking the step to come in – Express your belief that they can take necessary steps 4. Identify potential obstacles (e.g., personal or practical) – How do you feel about getting mental health treatment? – Do you have any concerns about treatment, your role, or appointments? – What will get in the way of you participating? – What do others around you think about treatment? 5. Problem Solve and Address Barriers!!! – What are your strengths? 	<p>The diagram illustrates the process of family engagement. It starts with four boxes representing parent questions: 'What do I get out of this?', 'What do others think/do?', 'How do I feel about this?', and 'Do I believe I can do this?'. Solid yellow arrows (Provider Targets) point from these questions to a box labeled 'Intention I will engage'. Dashed red arrows (Parent Barriers) point from the same questions to a box labeled 'Engaged Parent'. A box labeled 'Intervention Targets' has solid yellow arrows pointing to the 'Intention I will engage' box and a dashed red arrow pointing to the 'Engaged Parent' box. A large oval at the bottom contains the text 'Practical obstacles, Priorities, Skills, Knowledge', with a dashed red arrow pointing from it to the 'Engaged Parent' box. A legend at the bottom left indicates that dashed red arrows represent 'Parent Barriers' and solid yellow arrows represent 'Provider Targets'.</p>

Psycho-education	Orientation to Services	Assessment
<ul style="list-style-type: none"> <input type="checkbox"/> You, the client/parent, are not to blame for your diagnosis. <input type="checkbox"/> There is no right way for everyone, so “we will move at a comfortable pace for you.” <input type="checkbox"/> Collaborate - “Together, we can make real progress - We are partners in working together.” (Describe role of therapist and client.) <input type="checkbox"/> Reinforce what the client is doing well - Positive reinforcement is a helpful tool (e.g., “You’re doing the right thing by getting help.”) <input type="checkbox"/> “Change takes time.” <input type="checkbox"/> Dangerous situations need our immediate attention (self-harm, harm to others and property). <input type="checkbox"/> “Please ask questions as it is important that we have a shared understanding.” <input type="checkbox"/> “It is important to reach out and use your social supports as often as you can.” <input type="checkbox"/> Be hopeful - “We can develop a plan that can make things better.” 	<ul style="list-style-type: none"> <input type="checkbox"/> How does accessing services work at your agency? <input type="checkbox"/> What are the services? What is therapy? <input type="checkbox"/> Who will the family be seeing to access the services? <input type="checkbox"/> Who do they contact with any questions or concerns? <input type="checkbox"/> What resources are given to the family? <input type="checkbox"/> What is the role of the therapist, caregiver, and child? <input type="checkbox"/> What is confidentiality in schools? 	<ul style="list-style-type: none"> <input type="checkbox"/> Judicious in questioning <input type="checkbox"/> Utilize information already gathered, including school records <input type="checkbox"/> Be mindful of how difficult this may be for the families <input type="checkbox"/> Be creative in how you gather information (e.g., use pictures in wallet) <input type="checkbox"/> Coordination of information gathering across providers <input type="checkbox"/> “Anything else I should know about your family?” <input type="checkbox"/> Invite someone else in the session (e.g., family advocate)
Feedback		
	<p>What</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the diagnosis? What does it mean? <input type="checkbox"/> What are the symptoms? <input type="checkbox"/> What is the prognosis? <input type="checkbox"/> What are best practices in treating the illness? 	<p>How</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be empowering – does the diagnosis make sense <input type="checkbox"/> Be practical – is this a working diagnosis vs. relatively clear <input type="checkbox"/> Be sensitive – you are diagnosing a child with a “chronic” condition <input type="checkbox"/> Be hopeful (we can develop a plan that can make things better) <input type="checkbox"/> Be collaborative – how can “we” include the school

More Tools

First Phone Contact

- Confirm date and time of the appointment, as well as directions.
- Be sure caller understands what he or she needs to bring (past reports, insurance card, identification, list of medications, etc.).
- Explain timeline of first appointment (orientation to clinic, paperwork, questions/topics for first appointment, etc.).
- Follow up with caller by phone or mail with an appointment reminder.

Problem Solving Checklist

- What could stand in the way of you getting here?
- How are you going to get here?
- Who are you going to bring?
- How will these people feel about coming?
- What resources do you have available to get to this appointment? (e.g., child care, transportation, time, insurance)

Problem Solving Steps

- Define the problem (see problem solving checklist)
- Brainstorm solutions – get all ideas first/avoid evaluating as you go
- Evaluate solutions
- Plan and invite commitment to next steps
- Praise and celebrate collaboration
- Renegotiate as necessary

Initial Treatment Planning: Deciding Where to Begin

- Are there any safety issues? Discuss and develop behavioral plans.
- Are you addressing the most urgent issue? Most important factor(s) bringing the child into treatment at this time.
- Have you identified a workable problem? Focus on a problem area in which the family strengths can be utilized.
- What area is aligned with the felt need of the child and/or caregiver?
- What will lead to feelings of competency? Identify an area that will give you an early win.
- Begin where you have the most information to develop a plan.

Confidentiality in Schools

- Child as primary client – discuss confidentiality + limits with the child.
- Parent/Caregiver as client – Confidentiality + limits with PC.
- Inform both Parent/Caregiver and Child “Patient” status and HIPAA laws:
 - School is not given information
 - Review with parent and child ways to maintain privacy and confidentiality and limits
 - Review with parent and child what, if anything, to share, with whom and when
 - Renegotiate as necessary
- Discuss ways that information can be shared with school to promote better school outcomes.

Bridging Home and School

- Attempt to remain as neutral as possible, while reinforcing parent and child as client.
- Discuss issue of confidentiality in school.
- Obtain history of the problem.
- Validate parent concerns.
- Attempt to reframe school point of view, when appropriate.
- Focus on the needs of the child.

Empowering Parents in School

- Encourage the parent to meet directly with teacher or administration
- Focus discussion on one or two issues
- Stick to one issue before moving to the next
- Provide teacher and school information on disability
- Encourage parent to bring a friend, advocate, or clinician
- Go in with an idea of what the child needs to improve educational situation

Ending Sessions

- Summarize session details.
- Check for understanding.
- Identify specific next steps and/or homework.
- Try to leave with a positive or affirmation.
- Make appointment regardless of time until next visit



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