

## **Advanced SDM Interviewing for the Family Strengths and Needs Assessment**

This class focuses on good interviewing skills and their use to successfully complete a Family Strengths and Needs Assessment (FSNA). The class begins with an overview of the assessment tool and then closely examines the items on the FSNA. Workers will practice how to use the definitions to accurately score the FSNA and the differences within each item. A format for interviewing is taught as a way of getting the needed information as well as what to do with conflicting information. Attention is paid to what questions to ask for each item on the FSNA.

### **Workers Who Would Attend:**

FM, FR, and DI or ER workers responsible for developing case plans that have previously completed SDM basic training.

### **Learning Objectives**

- Quick examination of what helps workers successfully use FSNA policies, procedures, and definitions.
- Explore how to engage families in the FSNA.
- Interviewing questions that get to the issues in the FSNA.
- Ideas on how to keep all the information in a way that is easy to retain and document.

### **Walk through of the three-hour class:**

The Class begins with a very brief overview of the Family Strength and Needs Assessment (FSNA) tool, focusing on common mistakes. The class then uses vignettes to increase workers skills at differentiation between levels when using the definitions for items in the FSNA.

The class explores to how to get information needed to assess the families' strengths and needs. We then look at how to engage families in this assessment process. At this point a matrix of interviewing questions is introduced to help workers develop questions to ask families. The matrix follows the ladder approach to interviewing and this approach will be reviewed briefly as an anchor to help remember the SDM questions.

Next, a format for taking notes that helps workers get the information needs and to make documentation easier is reviewed.

Finally, the class explores how to manage conflicting information in a way that engages the family. The class concludes with role-plays where workers have the opportunity to try on the skills taught.

## **Transfer of learning for supervisors:**

### **Before the class:**

1. Review with the worker what some of the problems are with cookie-cutter case plans.
2. Review how they now use the FSNA, what is working and what is challenging.
3. Ask the worker what definitions they find the most complex.
4. Review with the worker the child section of the FSNA. Ask them how they use the information in case planning for children.
5. Review with the worker when and how they assess progress on the objectives in a case plan. How do they document that? Are the families surprised at the next review period as to their assessment of progress?

### **After the class:**

1. Ask the worker what they found most interesting about the class. What were they already doing? What is different than their practice?
2. Ask the worker what they thought of the notes-taking model in the class. Can they apply it to their practice?
3. Remember with the worker the definition they found the most complex. Ask them to use the interviewing matrix to develop questions they can ask families that will get the information they need.
4. Ask the worker to complete the FSNA and then the case plan. Review with them how the two documents are consistent.
5. Ask the worker to review the FSNA issues with the family at each contact and to document what the family says. At the six-month review discuss if this process made the assessment much clearer for the family and the worker.