Strength-Based, Family-Focused Practice:
A Clinical Guide
from Family Justice

FAMILY

JUSTICE

FAMILIES ARE PART OF THE SOLUTION

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For more than 30 years, Carol Shapiro has been an innovator in the field of criminal justice. She has devised and collaborated on numerous initiatives to more effectively address crime prevention, addiction, pre-release, re-entry, and related issues. Much of her work has focused on improving public safety and family well-being by integrating a strength-based, family-focused approach in fields such as law enforcement, addiction, mental health, domestic violence, and housing. In her role as founder and president of Family Justice, Carol serves as an adviser to many governmental and citizen-sector initiatives. She also provides technical assistance and consulting services to federal, state, and local governments, not-for-profit organizations, and the media about policy, planning, and implementation of social justice reform initiatives. Among her many awards and honours for social entrepreneurship, Carol is an Ashoka fellow and ambassador.

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Dear Reader,

Imagine a justice system centered on your strengths, not driven by fads or the status quo. This system would recognize and tap the natural resources of the families involved in it, instead of focusing on their deficits and limitations. Imagine you are a change maker, tapping your own strengths and expertise in your daily work. Now, imagine a method to draw workforces and families together to make communities safer.

Family Justice envisions and pursues such a system, and we are pleased to offer you the tools and methods that can help make it a reality. In the following chapters, you will learn about a strength-based, family-focused approach to enhance the practice of case management. This approach follows The Bodega Model[®], developed by Family Justice through a decade of experience at a direct service learning site on Manhattan's Lower East Side, La Bodega de la Familia.

The Bodega Model draws on the strength of individuals, families, and communities—as well as the expertise of governmental and community-based workforces—to redefine case management. Central to the Bodega Model is the understanding that families, social networks, and communities have strengths and resources that may be critical for effecting lasting change.

In our approach, we recognize that all of us are connected to culture and families. With support, families—broadly defined to include godparents, friends, community connections as well as blood relatives—can act as a natural, long-term support system for individuals under justice supervision. This is true even when families are coping with many challenges, or are part of multiple government systems. And families are accessible 24 hours a day, around for the long haul; other systems are more fleeting. Viewed this way, family is a constant, while other systems are temporary.

In short, we believe that families are part of the solution to reducing criminal justice involvement and improving neighborhood safety. This guide will show you how to link the natural connections of families with your strengths and expertise to enhance your current work.

Throughout this guide, we combined concrete tools with discussions of supporting research, as well as corresponding exercises for most chapters. Our hope is to provide useful guidance to a variety of readers; each chapter can stand alone, but together chapters will gain depth and meaning. There is no single recipe for strength-based, family-focused case management, and the concepts and techniques described will be most effective when you adapt them in ways that work for you and your organization.

This guide is a practical resource, but also a means to inspire reflection about current practices. In the end, we hope that you and your participants* will experience new ways to achieve shared goals, improve outcomes, and strengthen the communities where you live and work.

Carol Shapiro
Founder and President
Family Justice

* When Family Justice works with people on a direct-service level, we refer to them as participants. The word assumes a partnership and acknowledges that people participate in decision making.

Chapter One
Why a Family Focus?

This chapter includes:

- A brief summary of the Bodega Model and its uses;
- Discussion of how a family systems perspective can shift the focus of case management from the individual to the family;
- Discussion of the importance of understanding families and practitioners as experts in their own lives; and
- Presentation of key research that supports the engagement of families and social networks in working with youth and adults coming out of prison.

An Innovative Approach to Case Management
Family Justice's Bodega Model recognizes and taps the formal and informal support–such as faith-based institutions, community corrections, preventive services, neighbors, health care facilities, and schools—available to families. Families may already be accessing this support, or they may have yet to discover it. The Bodega Model acknowledges that, just like families and communities, governmental and nongovernmental agencies are potential sources of support. Supervision officers, for example, are not adversaries, but rather allies who are welcome members of the case management team.

In this context, case management is defined as a series of systematic interventions and interactions aimed at helping one or more individuals. It jumpstarts a process of identifying and utilizing all of the resources an individual and/or family has at its disposal. Those resources are internal, such as strengths and coping capacity, and external, such as family and community. In addition, the community-based organizations and institutions that can help families strengthen their existing social networks are strong resources.

The Bodega Model has been developed and refined over a decade of experience working with men and women coming out of prison, their families and social networks, practitioners, law enforcement, policy makers, and other stakeholders dedicated to the work of making neighborhoods safer and families healthier. It is rooted in the lives and experiences of real people and communities.

Using a Family Systems Perspective
The Bodega Model of family case management is an interdisciplinary model that draws on multiple theoretical frameworks. Central to the Bodega Model is the notion that a change in one part of a system affects the system as a whole. One such framework is family systems practices, which focus on the relationships between entities, rather than on entities in isolation. Critical attention is paid to social interaction and person-environment exchanges.

A family systems perspective holds that there is no single cause of family stress or conflict. Rather, the perspective assumes that tension originates within the relationships that comprise the family system, and between the family and other systems it comes into contact with, such as the criminal justice system. Understanding how families and other systems influence each other leads to a lessening of these tensions. By mobilizing familial support and helping families improve their navigation of these systems, families become empowered to improve their own lives.

A systems approach highlights how its parts are connected. An important feature of any system is that it endures periods of stability and change from one condition to another. This idea applies to families just as it applies to larger social systems such as hospitals and social service agencies. In periods of stability, a system functions through established and familiar patterns. In those situations, repetition is adaptive; the system is utilizing patterns that were successful in the past. In periods of crisis, adaptive functioning may break down. In these moments, family-focused case management can play a critical role in helping families navigate internal and external resources, as they adapt to stressors and challenges.

Every family has structure and patterns. "Structure" can mean several things: which members comprise a family, how its decisions are made, and how the family system is maintained. "Patterns" organize the hierarchy of power within a family: who makes decisions and how behavior is controlled. Patterns of authority are especially important in families because they generate both harmony and conflict, and are often challenged as family members grow and change.

Exploring patterns of authority with participants and their families can be an important way to develop a deeper understanding of critical family dynamics. Authority patterns that are clear and flexible tend to work well. For example, some parents develop a process in which they share authority, compromise and even defer to one other when appropriate, and consider their children's input on important family decisions. As children grow and enter adolescence, parents gradually yield increasing power and autonomy to them.

In other families, where processes are less developed, parental or other control may be erratic. For example, in families where authority rests with different family members, there may be less flexibility in authority patterns depending on who is present. Exploration of the boundaries within the system and the roles ascribed to different family members can help reveal the general nature of family dynamics.

These patterns of interaction may also be traced to cultural, ethnic, and religious influences. For example, Latino families may often have more demonstrative ways of expressing affection and voicing disagreement than families of Northern European origin. Asian American families can be less accustomed to broadening the definition of family to include elected members, whereas a broad definition of family has long been a part of African American cultural norms. However, it is important to avoid making assumptions

about cultural influences. A family or its individual members may not necessarily identify with their cultural, ethnic, or religious background.

Other examples of how a family system functions may be evident in the way a father steps in to protect his youngest daughter from her mother's discipline; an older daughter is designated as the caretaker of her younger siblings; a young son with chronic behavior problems is blamed for marital discord. Helping family members recognize their patterns and roles creates opportunities to support positive change in the way members of the family system interact. For example, knowledge that a child has a parenting role in the family might lead to a discussion of how the family could select or re-orchestrate appropriate support. An understanding of family roles and hierarchical structure is imperative to the discourse of intervention.

From the Individual to the Family: A Shift in Focus
From a family systems perspective, the individual is a unit in the system. Each individual contributes to the family and its patterns, and the family and its patterns affect the individual. The individual is also shaped by what the family allows and expects. This view may seem intuitive, but it actually presents a radical challenge to the organization of our social service systems and, in many ways, to the basic tenets of our society. Most social services focus on the individual as the unit of care and measurement. However, in the family systems approach, the individual, within the context of family and community, is the focus.

In a systems model, behavior is seen as a shared responsibility arising from patterns that create and maintain the actions of each member. For example, a young woman may feel that her partner is nagging her, or a father may feel that his adolescent daughter is not responding to his authority. In fact, the partner's nagging or the child's rebelliousness is only half of the picture. The cause and effect are not linear, but rather circular and complementary.

Behavior is sustained by all of the members of the system in an ongoing cycle that can be difficult for individuals in a family to see—a cycle that must be interrupted for families to grow and heal. In the example in which an adolescent is not responding to her father's authority, consideration should be given to how the father's communication may be affecting the daughter's rebelliousness. Individual and family stressors that may be affecting her behavior should also be examined.

Exploration begins by asking the family to identify instances when communication between family members is effective. Understanding and building on these conditions serves to develop the strengths that already exist within the system. An effective way to illuminate the power of families to transcend their challenges is to bring to the surface strengths and resources within each individual and the family as a whole. Family members can then find new ways to communicate and interact that are beneficial to everyone.

Family Systems Theory Supports Tapping Family Strengths

The principle at the core of the Bodega Model—that individuals who are involved in the criminal justice system are more likely to succeed with the support of their families—is corroborated by a growing body of research.

The Bodega Model acknowledges the powerful impact of parent-to-parent and parent-to-child relationships on various members of the family. It also considers the effect each family member has on all other members. In line with family systems theories (Haskins, 2003; Minuchin, 1985; Bowen, 1978), the Bodega Model considers the parts of the system and the way they influence each other.

Family members are intensely and emotionally connected and affect each other's thoughts, feelings, and actions (Bowen, 1978). As a result, each person's functioning and actions affect those of other members. While this emotional interdependence can facilitate cooperation, protection, and cohesion, it can also cause anxiety. If one family member is stressed, then others may experience associated anxiety.
For example, a son's reentry may create in his mother a sense of excitement and an instinct to protect him. The mother may open up her apartment to her son and support him in his adjustment. On the other hand, the pressure the son may feel to comply with mandates of parole, to seek employment, or to stay substance-free may create stress for the mother and between the mother and son. In this example, a change in one member of the family affects the family system (Chibucos & Leite, 2005; Minuchin, 1985).

Rather than focusing on the individual, case management intervention would require meeting with the mother and son to explore ways to develop a mutually supportive relationship. The son's need to find employment or remain substance-free may be an individual goal. However, building on the partnership between mother and son could reduce stress and reinforce a supportive relationship in which they help each other meet individual goals.

In families with personal, social, and economic stress, parenting roles are often assumed by children. This dynamic is also common among abusive families in which a child takes on excessive care-taking responsibilities (Haskins, 2003). The Bodega Model focuses on the family system as a whole whose parts are themselves subsystems: the parent-child subsystem, the spousal subsystem, and the sibling subsystem (Minuchin, 1985). The interactions of these systems helps illuminate the boundaries, roles, and hierarchical relationships that exist with the family structure.

An older sibling, for instance, may have a history of providing a care-giving role for a participant, walking her to school as a child, cooking her meals, and helping her obtain a GED. If relations with the sibling become strained, the hierarchical structure that existed within the family may remain, causing the sibling to feel a sense of responsibility for the participant. Perhaps this sibling is an untapped resource. Meanwhile, the participant may prefer for her mother to be the identified support. Yet the mother, who is aging, may have physical or emotional limitations that prevent her from being able to support the participant. The case manager's knowledge of the dynamics of the family system, as well as the historical implications of these relationships, allow the participant and case

manager to work together to identify realistic resources of support, thereby empowering the family to enjoy successful personal outcomes.

Conclusion

This chapter introduced the Bodega Model, an innovative model for family case management that identifies the family—rather than the individual—as the unit of analysis. At the core of the Bodega Model is the belief that families possess inherent strengths that should be tapped in order to make case management as effective as possible. That belief is accord with a family systems perspective, which emphasizes relationships between entities, rather than entities in isolation. As greater attention is paid to social connections, practitioners will find it easier to access the inherent social capital within all families, neighborhoods, and communities.

The following chapters will provide guidance for accessing that social capital and leveraging it in case management to improve participants' outcomes. Central to this process is gaining an understanding of how participants and practitioners alike serve as experts in their own lives and experiences. Just as participants can be seen as experts in their family context and social networks—and thus able to be partners in case management who help lead to success—so, too, can practitioners be understood as experts in their work. It will be important to keep this underlying notion of natural expertise in mind as the core concepts of the Bodega Model are explored in more detail.

Chapter One Exercises

Family Context
In order to begin to understand how family members affect each other and how individual behavior influences overall family functioning, consider a family or participant with whom you are working—or even your own family.

How does this family celebrate the achievements of its individual members?
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Does the participant believe that his or her presenting concern is affecting other family members (e.g., partner, child, grandparent, etc.)? Can family members be supportive to one another and improve the family dynamics?
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How might members of a family be affected by another member's incarceration or parole status?
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What challenges may various members face related to a member's incarceration or parole status? (e.g., wife, siblings, parents)
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Discussion
The stress on the family system created by a member who is incarcerated or has a history of incarceration may create stress within the family as well as conflict among family members.

The parental system may face stressors related to the mandates of parole which may in turn affect the parent-child system. In some cases, these stressors may contribute to the child's behavior (e.g., truancy, gang involvement, substance use). External stressors brought into a family system or existing internal stressors affect each family member and their relationships. The wife may feel burdened with managing the children's schedule while her husband meets his mandates. Her responsibilities to her children may affect her employment status as she consistently is tardy to work. The children may hold the symptom for the family. For example, conflict between the parents creates anxiety in the

child and the child has difficulty concentrating in school. By focusing on the child, the parent(s) may inadvertently be distracted from their own struggles.

Family Systems

People are complex, and their struggles often reveal broader family dynamics and the stress produced by them. For these reasons, the entire family should participate in the case management process. An important aspect of case management is developing goals and the identifying appropriate supports to meet these goals. This process requires gaining an understanding how family members function within the family, and how their interactions affect the functioning of each member and the entire system. Such understanding creates an opportunity for effective intervention and helps the family optimize its supportive relationships.

A formerly incarcerated adult is referred to your program. What have you learned about the family's relationships? What roles do various family member play? Does one member provide its primary support?

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What norms within the family have you observed? Are there ways these norms positively affect the members? How might these norms influence the participant's manner of relating to you, to each other, and ultimately to the world at large?

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What can you identify as contributing factors to these norms (e.g., personal characteristics, family history, generational patterns, stressors)?

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Discussion

Family dynamics are the patterns of relating, or interactions, among family members. All families have helpful and unhelpful dynamics. Family dynamics often have a strong influence on the way people perceive themselves, others, and the world. They also influence relationships, behaviors, and well-being. An understanding of the impact of family dynamics on each family member may help practitioners identify and respond to the underlying causes of a participant's struggles.

Potential influences on family dynamics include:

- □ The nature of the parents' relationship;
- □ A passive or punitive parent;
- □ The number of children in the family;
- □ The characteristics and personalities of family members;
- □ Absent, neglectful, or abusive parents;
- □ A chronically sick or disabled child in the family;
- □ Traumatic family events such as divorce, death, unemployment, or incarceration;
- □ Family values, culture and ethnicity, including beliefs about gender roles, parenting practices, power, or status of family members;
- □ The dynamics of previous generations (parents' and grandparents' families);
- □ Broader systems (social, economic, political) including poverty.

Strength-Based Model
List your strengths:

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Reflective Process:

How did you experience the process of identifying your strengths? Was it easy or difficult? What do you think contributed to your ease or difficulty?

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How would it feel to share your strengths publicly?

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Discussion
Although some people are able to identify their own strengths easily, others have a more difficult time. The purpose of this exercise is to become empathically attuned to

participants' attempts to recognize their own capacities and their potential discomfort identifying them—to themselves and to you.

People living in impoverished communities generally have not had the opportunity to realize their potential (Clark et al., 2006). Rather, their family members and the community at large—including representatives of government and non-government systems—have likely focused on deficits or pathologies. In addition to being challenged to identify personal strengths, family members may feel self-conscious about how they will be perceived or judged by you. Although they may feel positive about a personal characteristic, their self-esteem may be tenuous and easily affected by how you perceive their accomplishments, successes, or background.

If you are challenged by the process of recognizing your own strengths, you may feel empathy for your participants and subsequently can adjust your expectations. Likewise, affirming your own skills and capacities will allow you to more readily identify the strengths of others, as well as to model positive attributes. Inevitably, this will provide families with hope, motivate them to action, and empower them to reach their goals.

Choose a participant family with which you work. List the strengths of each member and the family system (e.g., the ways in which they support each other, the personal achievements of a member, how achievement affects the family system, etc.)

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Discussion
The strengths perspective is based on the assumption that all families and individuals have strengths (Saleebey, 1997). Strengths may include a family's adaptive capacity and resilience when faced with limited resources. Another strength families and individuals possess is the social and cultural capital that is provided by family "broadly defined." This broad definition includes individuals outside of the biological family, such as friends, social and religious groups, community and social service workers, etc. The strengths perspective empowers families, individuals, and communities by identifying appropriate support, and focuses on families' resilience rather than their pathologies and deficits. Applying this perspective helps you explore family dynamics through a systemic lens, which includes the individual, family, community, and society.

Strengths Perspective
Read the following scenario and identify the strengths of this family:

Mr. Johnson is a 50 year-old African-American male and custodial father of a 14 year-old girl. He has a ninth grade education. At the age of 17, Mr. Johnson began selling drugs and making a significant amount of money. Mr. Johnson served 17 years in state prison

after having been convicted of attempted murder arising from a drug transaction. Upon release he was referred to a transitional employment program by his eldest sister who was concerned that he was unable to find suitable employment after spending 17 years in state prison. Mr. Johnson is on parole supervision and must report to his parole officer once a week for the first year of his parole. He is required to attend a drug treatment program and a parenting skills class through local community-based organizations.

Mr. Johnson's father died of a drug overdose and his mother died from a brain tumor – both while he was incarcerated. He did not attend the funeral and reports he is still grieving the loss. As one of five children, Mr. Johnson reports that he is in contact with several of his siblings. Mr. Johnson feels close to his mother-in-law and states that she has been very supportive.

Mr. Johnson reports that all of his former associates and friends are either in prison, deceased, or active in the church. Mr. Johnson reports that he is interested in the construction trade. He has worked previously as a carpenter in odd jobs.

Mrs. Johnson has a high school education and due to her depression has never held a job more than one month at a time. She has not had contact with her mother for many years. Mrs. Johnson's father is deceased.

While in prison, Mr. Johnson maintained contact with his wife, and fathered a child with her -- his 14 year-old daughter who is in the 9th grade. Mr. Johnson reports a strained relationship with his daughter due to his incarceration. He had sporadic contact with her while her mother was treated at inpatient drug treatment programs and she was placed in the child welfare system. During a recent period of sobriety, the mother regained custody of her daughter and the three have attempted to live as a family in a modest apartment. Recently however, Mrs. Johnson has relapsed and is currently using cocaine, drinking alcohol, and smoking marijuana.

Since his entry into the transitional employment program five months ago, his case manager reports that Mr. Johnson does not appear to be particularly motivated to attend the life skills classes, and has stated that at his age, "they are not necessary." The case manager reports that Mr. Johnson seems to be motivated towards working and making money to support his family.

Mr. Johnson has expressed a desire to obtain a commercial drivers license; move out of state; leave his wife and get sole custody of his child; remain substance free.

List Mr. Johnson's strengths:

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Discussion
Identifying strengths of an individual or family system requires active listening. When meeting with participants and hearing about their lives, it is important to listen with a "third ear" for what is beneath the surface. Sometimes participants' strengths are easily identifiable; other times they are more difficult to uncover. It takes a skilled case manager to see hidden talents, skills, and characteristics that will offer insight into the current and potential capabilities of a family, and how these competencies can be built upon to achieve goals.

- ☐ Mr. Johnson had a close relationship with his parents.
- ☐ Mr. Johnson is close to his mother-in-law.
- ☐ Mr. Johnson is concerned about his daughter.
- ☐ Mr. Johnson is strongly motivated by his daughter.
- ☐ Mr. Johnson has connections to his siblings.
- ☐ Mr. Johnson is able to identify his own needs and effectively communicate.
- ☐ Mr. Johnson has a desire to remain substance-free.
- ☐ Mr. Johnson is motivated towards a career.
- ☐ Mr. Johnson has carpentry skills.
- ☐ Mr. Johnson is able to identify clear and specific goals.
- ☐ Mr. Johnson has friends who are active in church.

Consider how Mr. Johnson's strengths directly or indirectly affect goal achievement. For example, Mr. Johnson's desire to be an available parent to his daughter may serve as a motivating force to addressing his substance use and finding gainful employment.

Supportive Inquiry
The recognition and acknowledgment of strengths, coupled with the use of supportive inquiry, facilitates the engagement process. When a family feels understood, respected, and supported, trust develops in the helping relationship.

Referring to the case of Mr. Johnson, develop questions you would ask to help draw out his strengths and other information that would enable you to begin addressing his concerns.

Hint: Supportive inquiry utilizes open-ended, non-judgmental questions that are free of assumptions. The questions are used to explore a family's capabilities, internal and external resources, and goals. Furthermore, the questions act as an engagement method and facilitate a reflective process among family members in which they are empowered to take control over their lives.

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Discussion

Determining what to explore in case management is more art than a science. It requires tuning in to the emotional state of the participant and listening for what is most important or worrying to that person. There may be multiple areas of concern, and often there are numerous potential areas of exploration. In practice, you will most likely "feel" your way through and the participant's responsiveness or hesitation to your questions will further guide the path of inquiry.

Mr. Johnson spoke about his concern finding suitable employment after spending 17 years in state prison. To learn more about his employment history and facilitate realistic and successful goal planning, you might ask:

☐ What kind of work have you done in the past?
☐ What did you enjoy about these jobs? What was difficult?
☐ What are your thoughts about pursuing employment? What kind of help might you need? Who do you know with some knowledge about this kind of work (or finding work)?

To determine if the position Mr. Johnson seeks is appropriate for his skills and education, you may ask him about his educational background:

☐ What is the furthest education you have completed?

This question is framed in supportive inquiry, because its phrasing betrays no assumptions or judgments about Mr. Johnson's education. Asking, "Did you finish high school?" with its subtle deficit-based tone communicates limitations rather than possibility.

Mr. Johnson has four siblings with whom he has contact. To find out the support provided by these relationships or the potential to develop them into supportive relationships, you might ask him:

• What was your relationship like with your siblings in the past?

• Tell me about a time your relationship was good.

• If you had all the support you needed, what would that look like?

Mr. Johnson is currently living with his wife and daughter. He would like to leave his wife and maintain a close relationship with this daughter, so it is important to determine

how her supports his daughter and the potential for him and his wife to have a "diplomatic" split. By exploring these relationships, you can learn about their individual and shared interests. It would be optimal to meet with various members of the family individually and together (e.g., Mr. Johnson and his wife; Mr. Johnson and his daughter; the three of them) to understand their perspectives and to assess their "reality" and perception of things—in other words, are they on the "same page" currently? Questions you might ask include:

- Tell me some positive things about each other.

- What are some of the things you do well together?

- What is your time like together?

- Mr. Johnson, in what ways do you support your daughter? In what ways do you support your wife?

- Tell me the most important people in your life, and in your daughter's life (Examples: teachers, coaches, friends, neighbors, clergy, health professionals, etc.).

- If you had all the support you needed, what would that look like?

Mr. Johnson reported that his friends are in prison, deceased, or active in church. Determine what can be learned about these relationships to leverage supports.

- Tell me more about your friends who are active in church.

Using supportive inquiry, construct three questions you would ask to identify the strengths of a participant or family you are currently working with:

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Chapter Two:
Core Concepts, Perspectives and Techniques for
Successful Strength-Based Family Case Management

This chapter includes:

- A description of the three core concepts of the Bodega Model of family case management;
- An explanation of strength-based methods;
- A description of supportive inquiry, a technique that helps facilitate a strength-based case management process; and
- A glossary of vocabulary to describe strength-based, family-focused work.

Core Concepts of the Bodega Model
Three core concepts, or values, underlie the Bodega Model. As mentioned in the previous chapter, these values are substantiated by a growing body of research, but are fundamentally rooted in the lives and experiences of real people—both program participants and professionals. In reviewing the content of this chapter, it may be useful to imagine how these concepts might enhance current work, and to anticipate the challenges that implementing them may present.

The first core concept of the Bodega Model is that people should be considered in context. Exploring an individual's or family's context can provide insight into the resources available to them, and bring strengths to the fore. The second core concept of the model is that all families—broadly defined to include traditional as well as elected members —have innate strengths. The third core concept of the Bodega Model—and the one that separates it from other models of case management—is that practitioners should always focus on strengths, not deficits. The role of the case manager in building on strengths is discussed and detailed below.

Core Concept One: Considering People in Context
Because people are complex, individuals and their challenges are best understood in the context of their larger environment, which can include family, friends, culture, values, norms, mental health, responsibilities, and stressors—personal, familial, social, and economic.

An individual's traits are often revealed differently in different contexts and situations. For example, someone who is an authoritarian parent at home might have trouble dealing with authority at work; a young person may achieve academic success but become restless and truant when he stops taking his medication; a father may argue aggressively with his daughter when under financial strain, but might not assert his own needs to his aging mother.

A supervisor or case manager who perceives a participant through a single lens (e.g., "mentally ill" or "aggressor") may miss other aspects of the participant's personality, such as being a devoted parent or hard worker. It is imperative to consider people in

context and utilize this broader lens to understand the whole person. Exploring family and community provides a better picture of the multiple aspects of an individual's character, abilities, and resources.

Core Concept Two: Tapping into Family Interactions

Family case managers should build on family interactions and knowledge. Rather than thinking they know what is right for a family or individual, case managers need to recognize that families know more about themselves than anyone else, and often will have more influence over a family member reaching a goal than any outside person— including the case manager. Families are the first to notice changes in behavior and the first to celebrate success on any scale. When respectfully and effectively engaged, family members can provide unparalleled insight into the strengths, talents, and challenges of a loved one, as well as advice about how best to connect with that individual.

One critical component to this approach is defining family broadly. Case managers should think beyond the traditional or legal definitions of family to include godparents, mentors, clergy, friends, and other key members of an individual's social network. By casting a wide net to identify potential social supports beyond blood relations, case managers increase the pool of key people upon whom a participant can rely.

In every interaction, each person's communication, behavior, and actions affect someone else. Different interactions at different times activate different parts of the self. A change in one family member's behavior is linked to the behavior of other family members. Families tend to behave differently during times of transition and crisis (e.g., when a son comes home after serving time in prison or a daughter enters drug treatment as a condition of probation). These changes are not often permanent, and are not necessarily pathological. They represent the family's attempts and capacity to adapt to transition and crisis. Understanding interactions within individual families and taking these into account during the case management process helps staff develop more appropriate interventions.

Core Concept Three: Focusing on Strengths

People can use previously unrecognized talents to learn, grow, and change. Instead of emphasizing deficits—such as substance abuse, mental illness, criminal behavior, and child abuse—family case management begins by recognizing a family's strengths—such as capacities for recovery, stability, abiding by the law, seeking gainful employment, and improving parenting skills.

A strength-based perspective is anchored in the belief that a problem does not define a person's life. A person is more than he or she presents at a given moment, with strengths and resources that may not always be apparent. Focusing on strengths, however, does not mean ignoring challenges, or spinning struggles into strengths. Rather, focus is placed on what a family can do, not what it cannot do; on what it has, not what it lacks; on successes, not failures; on possibilities, not limitations.

A strengths perspective is also informed by the idea of resilience: that every individual has the capacity to cope successfully in the face of significant change, adversity, or risk. Both resiliency theory and the strengths perspective assume that when people are given positive support, they have the inherent power to transform their own lives (Greene, 1999). Case management, therefore, focuses on the adaptive skills of the individual and family, and help is centered on personal and interpersonal commitments, as well as membership in a community. The purpose of case management is to elevate the quality of the "fit" between people and their environments by helping people to secure basic resources. Social supports—such as relatives, the home environment, friends, and formal and informal service providers—have an especially positive effect on successful adaptation.

The case manager can mobilize an individual or family's strengths by empowering them and bolstering self-esteem. Finding opportunities to maximize independent functioning is essential. For instance, if an individual asks a case manager to make a phone call or conduct an Internet search for resources on his or her behalf, the case manager should involve the participant as much as possible, providing emotional support while the participant takes action. Such an approach strengthens family support by identifying members who can help with tasks.

Implementing a Strengths Perspective in Case Management
In an effort to engage a new family and work toward productive change, the case manager first promotes trust in the relationship. Trust often grows through demonstrating respect. A relationship begins with the case manager listening to the family, and to what the family says it needs. Throughout the engagement, the case manager creates an atmosphere of partnership, taking a stance that fosters a sense of equality between the staff and the participant. The case manager also constantly infuses conversation with a sense of hope and assurance for the family members, the primary participant, and the government partners. Family members who believe they are being heard will be willing to make changes. When they feel respected, they also feel valued and empowered. They will welcome the collaboration because they will want to succeed.

Equally important is respect for professionals. Every member of the workforce also has strengths, and is an expert in his or her own experience. Mutual respect can lead to valuable and collaborative partnerships between agencies.

Respect is also demonstrated through an appreciation of culture. Individuals and families exist in multiple contexts and are accordingly diverse. It is important to identify, acknowledge, and respect cultural differences rather than see families through reflexive cultural lenses. This means putting aside assumptions and demonstrating a willingness and desire to learn about differences. Similarly, institutions have their own cultures, and respecting an organization's institutional culture is another key to effective partnerships.

Supportive Inquiry: A Fundamental Technique
At the heart of the family case management process is the use of supportive inquiry, a creative process of information-gathering that relies on asking open-ended, non-

judgmental questions. These questions in supportive inquiry do not focus on a family's deficits, such as substance abuse or criminal behavior, but rather on how to promote new insights into family strengths, productive behaviors, and healthy coping mechanisms. Supportive inquiry helps participants focus on their capabilities, and identify goals and assess what is needed to achieve them. Supportive inquiry validates an individual or family's competence by viewing them as capable, recognizing their internal and external resources, and affirming that their own participation in family case management is critical to the improvement of their lives.

Framing questions from a supportive inquiry stance helps families identify their own internal and external resources. It promotes self-exploration and empowerment by working from the position that the family is an expert in its own life, and it points them toward solutions within their reach.

Tips for applying a strength-based perspective to supportive inquiry are below.

- ❖ **Use open-ended questions that begin with "how" or "what."**
  This type of question expresses interest in the participant and allows the family member to reflect, consider options, and assess his or her current situation.
- ❖ **Avoid questions that begin with "is," "are," "do," or "did."**
  Closed-ended questions generally require a "yes" or "no" response. Such questions may close off exploration.
- ❖ **Avoid questions that begin with "why."**
  Such questions may be experienced as accusatory or judgmental. Also, participants may not have answers to such questions and therefore feel inadequate.
- ❖ **Check assumptions; recognize cultural lenses.**
  Practitioners bring their own values, biases, judgments, and personal histories to any situation. It is important to be attuned to feelings and reactions when meeting with participants. It can be easy to feel frustrated with a participant or to over-identify with their emotional needs. Clinical supervision should be available to process these feelings so that case managers can remain open to participants.
- ❖ **Refrain from using jargon and pejorative terms such as "denial," "resistant," "junkie," "criminal," etc.**
  These terms are laden with judgments and do not bring out the strengths or "whole self" of a participant.
- ❖ **Ask individuals for their ideas about solutions prior to making suggestions.**
- ❖ **Normalize ambivalence.**
  No matter how uncomfortable a person may be about his or her current situation, familiarity is comfortable. Change tends to bring about mixed feelings, and can be scary. It is important to assure participants that being scared is common and understandable.
- ❖ **Timing is everything.**
  It is important to be aware of the pacing of meetings and to allot enough time for families to answer questions. Posing questions that have a potentially lengthy

answer or highly emotional content is best done when time allows for exploration and containment.

Sample Questions that Facilitate Supportive Inquiry:
- ❖ How is your life different today than it was six months ago?
- ❖ What would be different six months from now if our work together was successful?
- ❖ What are you doing to keep your head above water in this difficult time?
- ❖ What would you do differently tomorrow than you are doing today?
- ❖ What do you like about yourself and your family?
- ❖ What do others like about you?
- ❖ How have you supported a friend or family member in the past?
- ❖ Whom have you found to be helpful to you? In what ways?
- ❖ When have you made up your mind to do something, and did it?
- ❖ Whose pictures do you carry with you?

Meaningful Choices in Vocabulary

Successful integration of a strength-based approach into case management practices requires use of consistent language that reflects a focus on strengths. Members of an organization should discuss how the organization's forms and its staff's use of vocabulary can reflect a strengths perspective. Below are terms to consider and discuss.

Participant

A participant is a person involved in the family case management process. The primary participant is usually the person who made the initial contact with staff, but does not necessarily have to be the one involved in the justice system. All family members who are active in the case management process are considered participants, and "family member" is broadly defined. For instance, if the person involved in the justice system is a close friend with whom the participant has meaningful relationship, then that person's involvement may deeply affect the participant.

Family Broadly Defined

While the traditional definition of family can mean members of a social unit related by blood or marriage, a broader definition of family includes relatives, friends, partners, and other significant individuals (e.g., a priest or community worker). It is important to allow participants to identify the relationships they feel are most supportive. Inviting these family members, friends, or supporters to join the process improves participation in the program and the well-being of the family. Identifying positive relationships and potential sources of support is an ongoing process; relationships that are initially identified may change, and new members may be welcomed at any time.

Intervention

An intervention is a purposeful action taken by a family case manager who is working with an individual or family. This action is intended to elicit information, deepen trust, empower, or allow for self-realization in the participant. Interventions a family case manager can make include asking a question, making a comment, or providing a suggestion. Intentionally remaining quiet while a participant explores his or her feelings

is also a form of intervention and may expand the participant's capacity for self-reflection.

System
A system is a set of elements that function together as a whole. A system can be a group, a community, an organization, or a family. A system generally has shared ideas, principles, and values.

Social Networks
Social networks are an individual's personal or professional relationships, often based on shared interests or activities. They include relationships between people, between organizations, and between people and organizations. Social networks represent a collection of ties among people, and are defined by the strength of those ties. A social network can include members that both positively and negatively impact an individual's well-being.

Conclusion
The importance of using a strengths perspective cannot be overstated. By focusing on the natural ability of individuals, families, and communities to contribute meaningfully to positive outcomes, the strength of families and communities is unleashed. The recognition of the resiliency of these networks is critical to putting families, social networks, and communities—rather than case managers or government agencies—at the center of case management.

The benefits of adopting a strength-based perspective are many, and making this shift can be relatively straightforward. One place to start is with vocabulary; this chapter offered some suggestions for vocabulary choices that can help establish a strength-based approach. In the following chapter, mapping techniques, which are another vital way for practitioners to incorporate a strength-based family focus into their work, are presented and discussed.

Chapter Three
Family Mapping: The Genogram

This chapter includes:

- An examination of the benefits of incorporating family mapping into current practices;
- Instructions for how to construct a genogram; and
- A sample genogram and discussion of what it illustrates.

The Benefits of Family Mapping
Family mapping is designed to help people understand the characteristics of their families and draw on family resources. The mapping tools presented in this guide are the genogram, which represents familial history and relationships, and the ecopmap (discussed at length in the following chapter), which highlights formal and informal community support and resources.

Family mapping can track multigenerational patterns of resilience, strength, success, and challenge. It can also help identify community resources that are currently utilized and those that are potentially available. Conducting family mapping actively with a family fosters engagement, provides practice at open communication, and promotes discussion about how to maximize and cultivate resources. The resulting maps are snapshots of a family at a fixed point in time; although they cannot capture the constant change and transformation a family undergoes, they are a helpful tool for understanding the family in the context of its environment.

Obtaining information from several family members increases the reliability of that information, and provides the opportunity to compare perspectives and observe interactions. Maps should be updated approximately every three months, or when there is a known change in the family's configuration or resources. Such tracking enables the case manager and the family members to explore ways to solve problems by modifying adaptive strategies and identifying and utilizing past and current sources of strength (McGoldrick et al, 2002).

For a variety of reasons, case managers should strongly encourage families to take an active role in creating their maps. The map is more likely to be accurate if they do. Playing an active role may also help families see connections and patterns for the first time or in new ways, and may even stimulate insight into how to alter these patterns. The process helps family members connect with each other, and with the case manager. Completing the mapping task can boost self-esteem and reduce the shame often attached to telling a stranger about stressful life events. Perhaps most importantly, the process may help families identify internal strengths and external supports they may not have previously recognized.

Understanding the Genogram

A genogram presents an intergenerational perspective on a participant's family that begins with the assumption that people are deeply immersed in their family system. This system can influence how its members think, behave, and make decisions. Sometimes referred to as a family tree, the genogram codes information and highlights the emotional relationships between family members. It depicts family roles and patterns of interaction over three or more generations. It also reflects patterns of involvement in the justice system, histories of substance use, employment, and education of the depicted individuals. The genogram charts ethnic and religious background, major family events, occupations, losses, alliances, and separations.

Genograms are widely used in case management to highlight a family's dynamics and pathology, but in the Bodega Model, the fundamental goal of drawing a genogram is to highlight the family's strengths and relationships. Strong relationships, positive role models, and support systems become readily identifiable in the process of creating the genogram. This process helps the family members visualize and identify available supports within their family system that can be included in the case management process and therefore aid in achieving goals.

As an example: John, a 17-year-old participant on probation, has three older siblings who have all had interactions with the criminal justice system. He feels a strong alliance to an uncle who is currently incarcerated. The case manager might help the family identify this pattern of criminal justice involvement, and work toward preventing further involvement for John and the rest of the family. The case manager might also help John identify family members who are not involved in the criminal justice system whom John can engage as potential supports.

Individuals included in the genogram are those people identified by the participant and others about whom the case manager specifically inquires. If the participant does not mention siblings, for example, the case manager can ask if the participant has brothers or sisters. It is preferable to work on the genogram with at least two family members, including the individual under community supervision. The process of creating the genogram is as important as the completed picture. Through genogram construction, the case manager engages the family members, assesses their needs and resources, and reinforces the idea that their involvement is essential to their growth. This mutual exploration develops trust, builds an alliance, and empowers family members to be decision makers in their own lives.

The information in a genogram is analogous to a comprehensive assessment. However, the genogram also uncovers family information that standard assessments can miss. The tool provides a platform for the family to explore its structure and history in an informal and natural way.

Using mapping tools is beneficial for the following reasons:

❖ They create an opportunity for families to tell their stories;
❖ They provide valuable information at a glance;

❖ They reveal the big picture of family functioning in the home and community;
❖ They foster collaboration and forge connections among the case manager and family members.

It is essential that case managers strongly encourage families to take an active role in creating their maps because:
❖ The map is more likely to be accurate.
❖ Families may see connections and patterns for the first time or in new ways.
❖ Families may notice opportunities to alter these patterns.
❖ The process helps family members connect with each other and with the case manager.
❖ The shame often attached to telling a stranger about stigmatized events will be reduced.
❖ The process of completing the task can boost self-esteem.
❖ Families may identify internal strengths and external supports they may not have previously recognized.

Constructing the Genogram
The genogram is generally constructed in the first few meetings with participants. If family members are reluctant to provide information—due to feelings about privacy or perceived irrelevance of the information—case managers can redirect the focus to the immediate situation until an alliance can be established. Anxiety about a current crisis may take precedence over the introduction of this tool, since a participant may experience being interviewed as intrusive or distracting. Mapping is a tool for collecting data, but it is also a way to connect with the family. It is important to gather the information and identify potential supports from the start, but it is also important to stay emotionally attuned to the family's needs.

Diagramming should begin with the participant and any family members or supports present. The purpose of the genogram—as a tool to help get to know the family and identify relationships and sources of support—should be explained. It is important to allow family members to start by spontaneously describing their family. Then, the case manager can probe for people and connections that are not mentioned without prompting. For example, if the participant does not initially mention parents, the case manager can ask where the participant's parents reside, and then follow up by inquiring about the nature of those relationships. Based on the information obtained, case managers can pursue more specific questioning in the interest of learning more, developing a relationship, and building trust. Equal attention should be paid to what is discussed and what goes unsaid.

Sample Questions for Creating Genograms
- Who is in your family? How is each person related?
  - What is your relationship like with each member?
  - How often do you see each member?
- Who lives in your household?

- Which family members know about your current situation and your goals?
  - How have they responded?
  - Has anyone in the family ever had similar problems?
  - When did the problem begin? Who noticed it first? Who is the most concerned?
  - What solutions were attempted in those situations? By whom?
  -
- Who have you found the most helpful/supportive?
  - In what ways have they been helpful?
  - Is there anyone outside the family who has been particularly supportive?
  - Is there someone you would want involved in this process?
- Are there any family members who are extremely close?
- How do family members support each other?
- Are there any family members with histories of mental illness? Substance use?
- Who in the family is working? In what types of jobs? How long have they been at each job? Do they like their jobs?
- Do any family members routinely use medication? What kind and what for? Who prescribed it?
- Do you think any members drink too much or have a drug problem? Has anyone else ever thought so? What drugs are used? When? How often? What has the family attempted to do about it?

Genogram Guidelines
- Indicate a male with a square and a female with a circle.
- Include the date of important events.
- Indicate a romantic partnership with a line connecting the partners.
- Use one slash through the horizontal line connecting partners to signify a separation.
- Use two slashes through the horizontal line to signify divorce.
- Enter offspring according to age, starting with the oldest on the left.
- Identify an adopted child by a small "a."
- Indicate a family member who is no longer living by drawing a small "x" in the corner of the circle or square.
- Draw a circle around the family members who comprise the household.
- Expand horizontally to depict siblings and cousins; expand vertically to chart the generations through time.
- Be creative in depicting other information. Create a key at the bottom of the page so the information can be understood.

Sample genogram
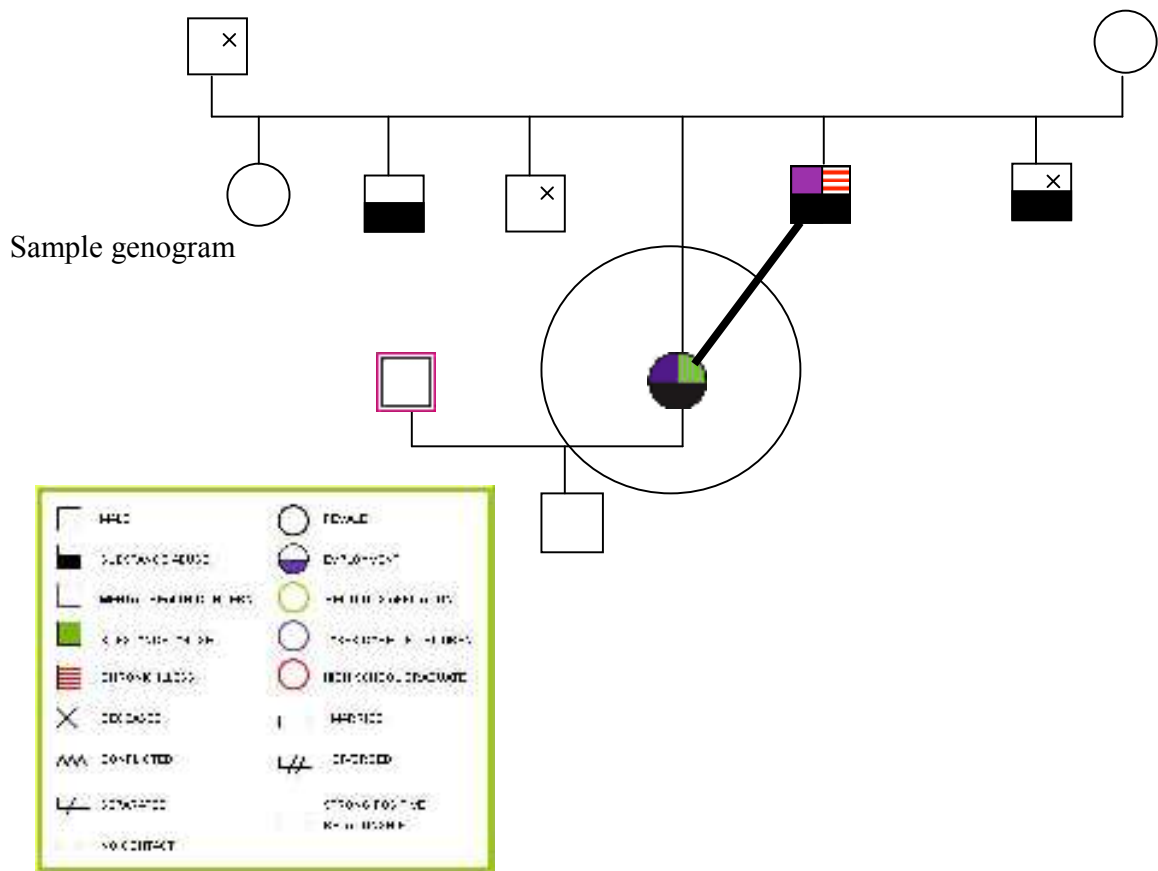
Below are some tips for creating successful genograms.

- It is advisable to get a general sense of the family structure before diagramming so that the amount of space required to represent all of the family members can be planned. If three-quarters of a page is filled with the father's siblings, there will not be adequate room to document a mother who is the youngest of 12 children.
- The symbols used to depict employment, education, substance abuse, etc., can be systemized within an agency or they can be flexible with each individual. Either

way, it is important to create a key on the genogram so that anyone who reads it can match the symbols to their descriptors.

- If family members disagree about where to put a person or other element, the person or element in question should be added in all the places suggested. A goal of the process is to uncover differences, as well as agreements, about family relationships, and to represent the different perspectives of the family and thereby enrich the genogram.
- Sufficient time should be budgeted in the genogram development process to let the family share its stories. Family members will likely begin to talk about their relationship histories. A trusting, respectful relationship is facilitated through listening and truly hearing the family. Circles and squares can be filled in later.
- Reminiscing and story-telling is very common in this process and should be encouraged.
- It is important to remember that the Bodega Model utilizes a broad definition of family. People who are identified as close to the participant should be creatively integrated into the genogram. It is critical to identify individuals with the potential to play a supportive role in the family's life.

Using Family Photos and Stories to Construct a Genogram
A family's willingness to share its photographs can be leveraged to help illuminate family history. This work can be done simultaneously with the drawing and development of the genogram, and may encourage families to tell their story, or help jog memories about family relationships. The process provides an opportunity to ask questions about the people in the photos: the relationships they have to each other, the changes in those relationships over the years, and the way family members provide each other advice, guidance, and support.

GENOGRAM OF "C" FAMILY
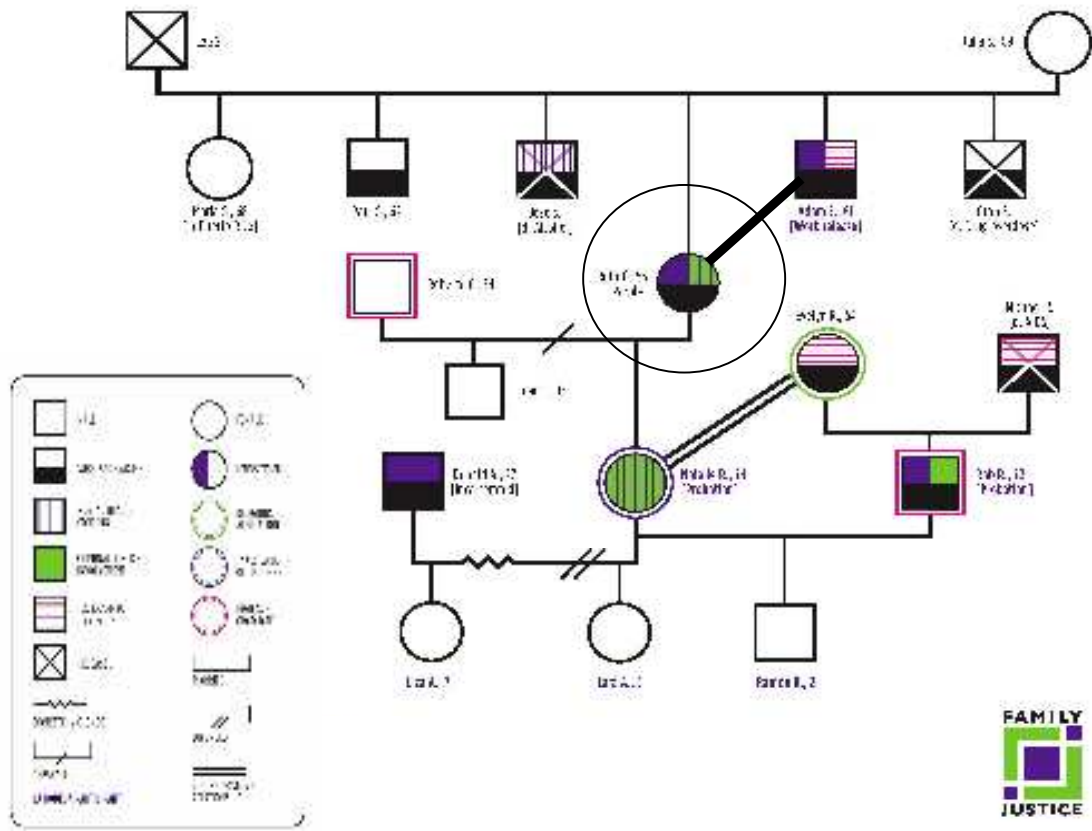
Understanding the "C" Family Genogram

In the genogram above, Ruth is the individual under supervision. The genogram documents the challenges for Ruth and her family (e.g., substance abuse, criminal justice involvement, mental illness, chronic illness, death, family violence, divorce) but also some of the positive aspects or strengths of Ruth and her family members (e.g., employment, long-term relationships, religious affiliations, academic achievements). For example, the people in her family who are living with chronic illness are depicted in the genogram with pink horizontal lines. To extract this particular detail, the interviewer did not ask Ruth, "Who in your family has a chronic illness?" Rather, the information was revealed during a broader discussion of family health issues.

Viewing her family history in this visual context helped Ruth see that her grandchildren Uza, Lara, and Ramon were "empty circles" – symbols of a future yet to be constructed. This perspective provided Ruth hope that her grandchildren's lives could be different than those of family members who had struggled, and it caused her to reflect on how her actions could support positive outcomes.

Below are observations and related questions about the genogram in Figure A that might help focus and propel the case management process with Ruth's family:

- Ruth's daughter, Natalie, has a strong relationship with her mother-in-law Evelyn. In what ways might Evelyn and Natalie be able to support Ruth?
- What can Ruth learn from Evelyn about being a support to Natalie?
- Ruth has a strong relationship with her brother Adam. In what ways can they help each other maintain their recovery?
- Ruth and Evelyn are already in a substance abuse recovery support group. Could the agency that organizes their group help find one for Natalie's husband Rob?
- Because Ruth also has a mental health concern, she may already be connected to a mental health services provider. Perhaps she can accompany Natalie to her first appointment.
- Rob and Ruth's husband Roberto are high school graduates. Perhaps they can help Natalie get her GED.

Conclusion

Using mapping techniques in case management creates a visual representation of key pieces of information about a family. These techniques help case managers learn about families, and can help family members come to new realizations about their circumstances. Over time, as new information about a family emerges through conversations, the genogram can be adapted accordingly. Maintaining the genogram is a shared task in which the case manager and the family are equal stakeholders—an important feature to remember. Completing the genogram provides an opportunity for the case manager and the family to engage in an activity on equal footing, a key step for building a relationship.

Family mapping is an excellent way to encourage families to tell their stories on their own terms. Rather than answering questions on a formal assessment or filling out a questionnaire, working on a visual, creative project actively engages family in the case management process. Genograms also provide a handy reference point for case managers and families during conversation; they represent a large amount of information at a glance. In the following chapter, ecomaps—another mapping tool that helps families and case managers work together to identify a family's resources—will be introduced.

Chapter Three Exercises

Family Mapping
Case management focuses on multi-systemic strategies to understand a family's context and address its challenges. The Bodega Model tools, including the genogram and ecomap, are used to engage families in taking action toward enhancing their well-being and identifying available resources to help meet their goals.

Genogram
The construction of the genogram promotes core case management principles: enhancing developmental, problem-solving, and coping capacities of clients; creating and promoting the effective operation of systems that provide resources and services to people; linking people with systems that provide them resources, services, and opportunities; improving the scope and capacity of the delivery system. With this in mind, you may begin to practice constructing the genogram, guided by the concepts of family systems, family context, the strengths perspective and supportive inquiry. Your questions should be informed by a curiosity about the family's history and patterns.

Create a Personal Genogram
One of the best ways to understand a family's dynamics is to begin to explore your own family tree. The first step is to make a chart of the family system. Begin with yourself and your brothers and sisters; follow with your parents and their brothers and sisters; then your grandparents, and so on. Find out when they were born, when they got married, how many children they had, their medical history, educational history, etc. Use the example on page 25 to construct a genogram of your family that represents at least three generations.

Discussion (after you have constructed your genogram)
Compare and contrast the three generations of your family, identifying any similarities and differences. Is there continuity or change within your family? Give specific examples. What have you learned about yourself and your identity from this exercise?

_____
_____
_____
_____

- ☐ Help participants identify patterns in the family: For example, is education valued in your family? Is there anything to learn about what contributes to the family's resilience?
  - o If you have struggled financially and you see in the genogram that every male in your family has experienced financial hardship, it may help you understand some of the stressors that have contributed to marital conflict.
- ☐ What can you learn about family roles? For example, are there expectations related to gender? Is there a pattern of men working and women child-rearing? Are there hierarchical expectations? Is there a history of the older child working while the younger child pursues an education?

□   What is the nature of family relations? Are there emotional cut-offs? What might they imply about how conflict is handled in the family? What might be indicated about available supports?

Develop five strength-based supportive inquiry questions that you would use to help a family begin construction of its genogram.

_____
_____
_____
_____
_____

Discussion

Trust can be established by eliciting information in a way that is respectful. Trust evolves from relationship building which requires active listening and genuine concern and interest on the part of the practitioner. There is no one right way or single list of questions to begin the exploratory process. Although it is important to gather specific information regarding the family history, it is equally important to be attuned to the family's emotional state which will guide areas of exploration.

It is most important to develop an alliance with the participant family. This is done by "starting where each participant is," which requires you to be attuned to the spoken and unspoken responses and reactions of the family. Deciding what to explore depends on the participants' ability to tolerate talking about personal history.

If you are asking about any substance use in the family and the participant answers freely regarding his or her own personal history, then you can continue to explore other family members' use of substances. If the participant becomes anxious, withdrawn or monosyllabic, you can make a mental note to yourself to pursue this information at another time. Instead, begin exploration in a more general way.

For example, rather than asking if anyone if the family has been incarcerated, open up a discussion about relationships in the family. You can ask, "What is your relationship like with your mother?" and "What is your mother's relationship like with her mother? And with your father?" This will allow information to flow more freely. The best way to learn about a family and to develop a working alliance is to be attuned to what they are presenting—which also represents what is important to them—and weave in questions based on their conversation. For example, if someone is talking about having difficulty paying the rent, you can ask about employment history. Or if someone is upset about his or her probation officer, you can ask about his or her involvement with the law.

Although the genogram is an assessment tool that helps you explore the participant's and his or her family's life, it is foremost a tool of engagement that leads to the development of trust. Listening in an empathic manner, displaying a genuine interest, and using supportive inquiry techniques to obtain information should help to facilitate a trusting relationship.

Still, some participants may remain protective of their personal information. And case managers' fear of being intrusive may lead them to conclude that participants will not respond well to the genogram early on. How a participant responds or receives the idea of genogram construction cannot be predicted. For those who are strongly averse to it, or who present with paranoia or more subtle forms of concern about confidentiality and privacy, you may not want to introduce the concept during the first few meetings. You need be emotionally attuned to a participant's readiness for the process.

It is not crucial that every family member or every aspect of the family's history be represented in the genogram. What is important is developing the relationship during this process and creating an environment in which important information about potential support can be revealed. Remember: You can always revisit the genogram and fill in incomplete information as you get to know the participant and your work together evolves. You may fill in information over time, with input from various family members and/or community and corrections partners.

The key task early in the intervention or case management is to identify support in an effort toward leveraging social capital and support networks and building relationships of mutual aid within the family system, broadly defined. Do not expect that all of this can be conducted during early meetings. There should be no pressure about completing the genogram, or creating an "ideal" genogram. The process may evolve and you can explain to the participant family that this is a way to get to know them, to get a glimpse into their family, and to see potential resources. An ecomap, on the other hand, represents the evolution of inter-systemic relationships over time.

You can introduce the use of the genogram and ecomap by explaining the purpose of your organization and the framework from which you provide help and intervention: a family-focused approach to building a support network, which uses these tools to help identify the resources in a participant's life. This process is a way to gather important information that could help the person and family achieve goals. You can also inform participants that if at any time they feel uncomfortable, or do not want to answer questions, you can return to those questions later. This discussion should begin with open-ended questions and prompts ("Tell me about your family") and follow the leads you receive, rather than relying on a standard list of questions. If you are comfortable and at ease, and understand the utility of the genogram, you will help put the participant at ease, and this will enhance your ability to communicate its effectiveness.

Using the case of Mr. Johnson (p. 14), create a genogram that represents him and his family history.

Below is Mr. Johnson's completed genogram for your reference.

Mr. Johnson
9th grade
education
Carpentry

Mrs. Johnson

Jasmine, 14
9th grade
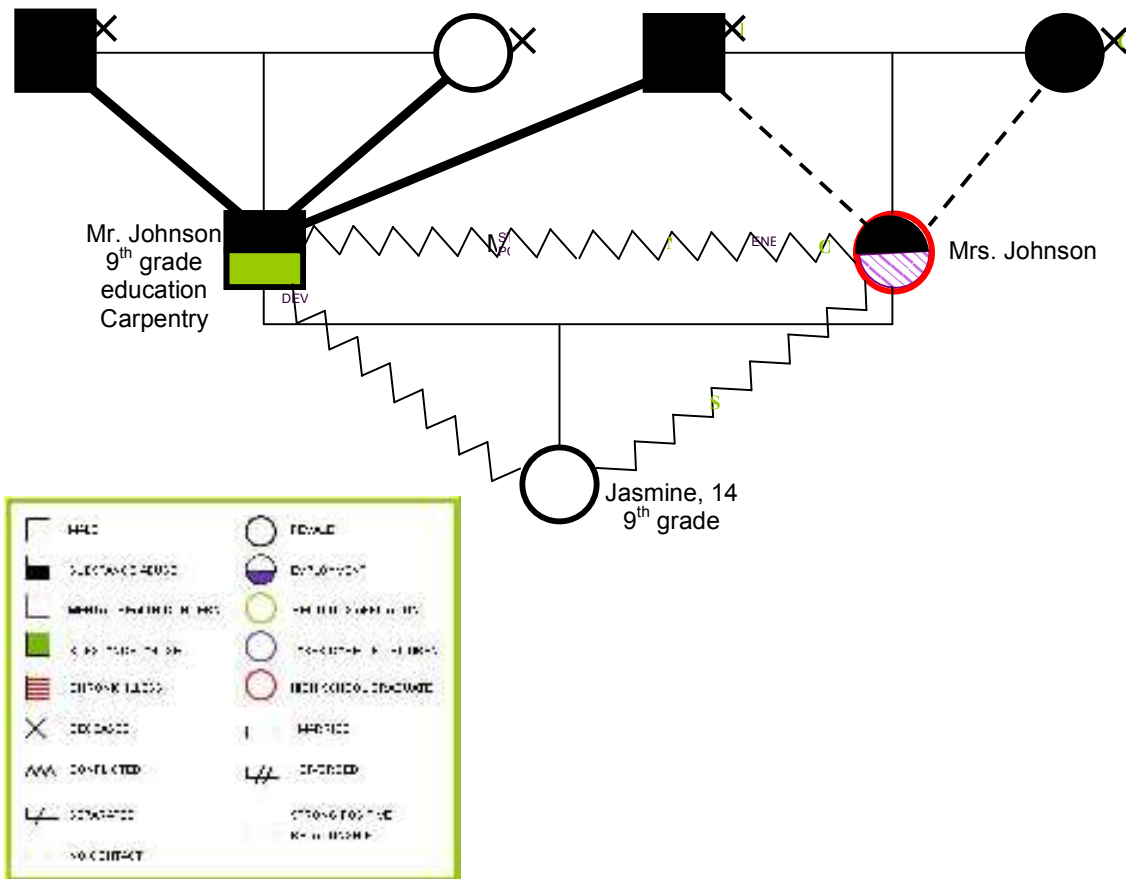
Chapter Four
Family Mapping: The Ecomap

This chapter includes:

- An explanation of how ecomaps can be used to facilitate strength-based case management;
- Techniques for constructing an ecomap; and
- A sample ecomap and discussion of what it illustrates.

Understanding the Ecomap

An ecomap is a visual representation of the family in its environment. It identifies valuable resources outside the family, as well as significant nurturing or conflicted connections between the family and the world (Hartman & Laird, 1983). It demonstrates the flow of resources and energy into a family system, as well as the flow of family energy out to external systems (Hartman & Laird, 1983). An ecomap resembles a diagram of a solar system: the family—the sun—is in the center, and other important people and institutions—planets orbiting the sun—are depicted as circles around the center.

The ecomap depicts government agencies and private organizations involved in the lives of the participant and family. A local public school attended by a child, a community-based agency providing preventive services, a health clinic, a drug treatment program, or a peer support group at a local ministry could all feature prominently in an ecomap. Ecomaps can also display conflict between services, and highlight the need for coordination. Finally, ecomaps show sources of support that may be tapped in new ways.

The ecomap is constructed in the early stage of case management in order to draw out existing resources, prevent duplication of services, and help the family think creatively to identify places, people, and organizations they had not previously considered resources. Although only one person may be under supervision, the pooled resources of the family should be gathered when creating the ecomap. It should reflect the resources of the primary support system, along with those of the person under supervision. Much like the genogram, the ecomap should be reviewed and updated regularly—typically every 90 days. The ecomap is a dynamic, flexible tool to which the case manager and the family will regularly refer.

ECOMAP
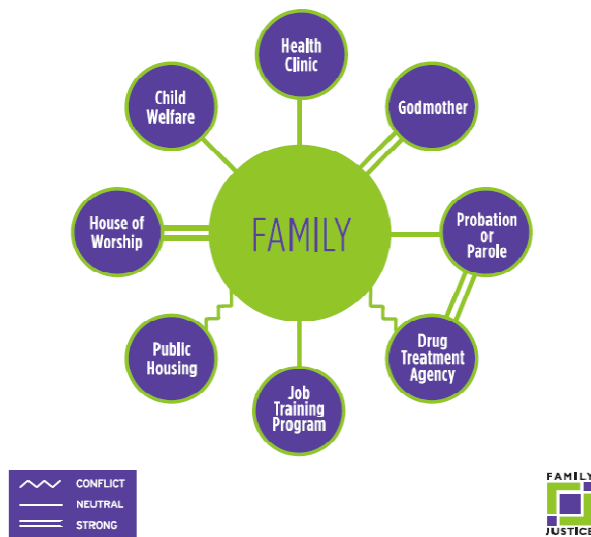
Sample ecomap

Uses of an ecomap

Developing the ecomap creates an opportunity to discuss the institutions involved in a family's life that its members may not necessarily consider resources. It is important to allow the family to reflect on its needs related to these institutions, to review the nature of the relationships with these institutions, and to discuss how these relationships evolved over time.

While exploring the family's relationships with institutions, the quality of different family relationships will also be revealed. It will be useful to observe how family members relate to one another during the session, and which members are active participants, communicators, and providers of supportive feedback.

In addition, creating the ecomap can help foster a collaborative relationship between the case manager and the family, especially the person under supervision. If the family agrees, other stakeholders, such as parole or probation officers, can be invited to participate in the ecomap construction. The opportunity to problem-solve with an officer about some of the stresses and strains on a person under supervision—and to seek alternatives available to reduce this stress—is invaluable.

Constructing the Ecomap

The family members whose resources are being mapped are placed in the central circle of the ecomap. The connections among family members and the resources in their ecological system can be elicited by asking open-ended questions. "Think about an average week in your life. What appointments do you keep?" "What do you do on a Saturday afternoon?" "Who picks your children up from school?" and "Who asks you for help?" are all questions that can begin a conversation with families about the resources at their disposal.

Family Justice Clinical Guide

As each family member contributes information about available resources, either the case manager or a designated family member writes the information in one of the circles surrounding the family. As a resource is recorded, the case manager asks questions about the family's relationship to that resource. For example, if the person under supervision talks about his or her substance abuse treatment program, the case manager can ask, "How long have you been attending the program? Have you found it to be helpful? How often do you attend?" Additional questions that could aid discussion about the nature of the relationships to those resources include: "Do you feel that [the institution] is stable, supportive, or helpful?" and "What would a stronger relationship look like?"

As information about the nature of the family's relationship with the resource is disclosed, a line is drawn from the center circle to the outer circle containing the information about the treatment program. The pattern of the line (e.g., strong, neutral, conflict) indicates the type of relationship between the family and the resource. If a family member recently started parole, a relationship line to a circle should be drawn indicating the strength of the relationship with the parole officer. Questions the case manager can ask to assess the quality of the relationship include, "Can you tell me a little about your relationship with your parole officer?" and "In what ways has your parole officer been helpful?" This inquiry allows the family and the person under community justice supervision to assess the nature of the relationship together.

Institutions and individuals to include in the creation of an ecomap are listed below.

- ❖ Workplace (employer, supervisor, co-workers)
- ❖ Vocational training site
- ❖ Schools
- ❖ Faith-based institutions
- ❖ Childcare provider
- ❖ Girlfriend/boyfriend/spouse/partner
- ❖ Co-parent of a child
- ❖ Other families, neighbors, friends
- ❖ Mentor/sponsor
- ❖ Justice system (attorneys, courts, probation, parole)
- ❖ Child welfare system
- ❖ Social service agencies (i.e., substance abuse treatment programs)
- ❖ Health care providers (i.e., medical, mental health)
- ❖ Other government entities (federal, state, local)
- ❖ Mutual aid groups (i.e., 12-step programs)
- ❖ Informal organizations (i.e., corner bodega, social groups, extracurricular activities, gang)

To engage the family in an assessment of its network, the following questions will be useful:
- • What is the relationship with a particular system?

- What is positive about the relationship? What is challenging about the relationship?
- Which relationships would the family like to keep in its life? Why?
- Which connections would the family like to change? Why?

Families should be actively engaged in the assessment of their networks. Exploring the involved systems and the quality of the relationships to those systems allows the case manager to assess the resources in use and those not being accessed but potentially available to the family. This process also helps to prioritize intervention and determine areas in need of immediate attention.

Interpreting the Ecomap

The completed ecomap illustrates the significant resources in the family's network. The family's resources—those that are available and those in short supply—are made visible, as is the nature of the relationships between family and environment (e.g., strong, stressed, tenuous) (Hartman & Laird, 1983). The relationships between the family and its resources are illustrated by arrows depicting energy flow, pointing from the family to outside systems or from outside systems to the family. The arrows indicate which resources provide beneficial services and which may be a challenge for the family, and also demonstrate the family's perception of the value of the resource. Energy flowing from the family to the resource may depict a motivated, involved, or drained family member. Energy flowing from the resource to the family may indicate a source of support or stress.

Questions to consider during the interpretation of the ecomap include:
- Can family members get to the resources they need, or are there obstacles due to location, transportation, etc.?
- Do family members belong to any groups and/or participate in any group activities?
- Do family members have access to vocational or cultural enrichment opportunities?
- Is the family's life full of potentially enriching relationships? Are there indications of draining relationships?
- What existing resources can be leveraged to assist a family in meeting newly identified needs?

Seeing a graphic depiction of their networks can be a revelatory experience for families. For the first time, they may recognize all of the people, agencies, or entities in their lives. Many of the systems with which they are involved may not be systems they would typically choose (e.g., child welfare, parole, probation, drug treatment). The goal during case management is for the individual or family to see its ecomap change over time, so that the systems with which they are involved are increasingly systems of their own choosing.

Discussion of the Sample Ecomap

The family in the sample is involved in multiple systems. The strength of the family's relationship to its religious institution is depicted by a double line. The arrows flowing to and from the house of worship indicate that the family is invested in the institution, and the institution provides significant energy to the family. In this case, it would be helpful to explore with the family what it gains from the affiliation, and whether the church provides additional services they could access.

The sample family also has a strong connection to the participant's godmother. The reciprocity of this relationship provides an important resource to aid the family in negotiating systems. For example, although the family has a neutral relationship with the probation officer, the officer and the godmother have developed a collaborative relationship. The godmother could potentially play a significant role in helping the family develop a more positive, trusting, or compliant relationship with the probation officer and meeting probation-related mandates.

The conflicted relationship between the family and the drug treatment agency indicates a need to strengthen that relationship, particularly considering the strong relationship between probation and the drug treatment agency. The arrow coming from the drug treatment agency toward the family indicates that the agency has been investing efforts—through extensive outreach, for example—that are one-sided and therefore ripe for examination.

Conclusion
In the past two chapters, the two family mapping tools central to the Bodega Model were presented. The genogram visually represents the composition of the family—broadly defined—over multiple generations, as well as key information about the family that is useful to participants and the case manager during case management. The ecomap represents the resources that are available to the family. The ecomapping process is an important part of implementing effective strength-based family case management. It provides an opportunity for partnership between the case manager and the family, and it directs each to look at successes and strengths rather than pathologies. Ultimately, the ecomap helps families, case managers, and other stakeholders recognize the wealth of resources that families may have at their disposal.

Developing the ecomap and actively using it are equally important parts of the case management process. While case managers are responsible for using the ecomap appropriately during the case management process, an ecomap created without the full engagement of the family is unlikely to accurately reflect the resources at a family's disposal. In the following chapters, many of the principles outlined in this guide are synthesized to describe the process of family case management. When that process is made clear, the successful use of these tools as part of that process will become more apparent.

Chapter Four Exercises

Ecomap

Create an ecomap of the following case:

Jessica is a 43-year-old West Indian single mother of eight children who range in age from nine to 25 years old. She currently lives with her three youngest children, ages nine, 12, and 14, and her 29-year-old fiancé in a two-bedroom apartment. Her other five children reside in Grenada.

Jessica's 14-year-old daughter Candace has been excessively truant. She has been using alcohol and marijuana; is unresponsive to limit-setting, including curfews; and has negative peer relations. Jessica reports that her other children have behavioral problems as well. Jessica has a history of trauma that allows her to empathize with her children's struggles and express concern for them. As the oldest child in the home, Candace has helped her siblings with homework. There is demonstrated warmth and affection among the siblings, and Jessica and the family spend time together walking the dog, preparing for dinner, and watching movies.

Jessica was incarcerated on a felony charge and released five years ago. She reports a history of depression and psychotherapy treatment post-release. She was raised in a home with domestic violence, was sexually abused by her father, and had a volatile relationship with her mother. Presently, Jessica has no contact with her parents, who remain married. Currently unemployed, Jessica relies on public assistance as her family's main source of income, which is a root of strain in the household.

Jessica is preoccupied with thoughts that her daughter Candace will be "dead in the streets or incarcerated." She reports that it is not unusual for Candace to be out of the house all night without informing her mother of her whereabouts. Jessica often feels overwhelmed, which causes her to withdraw and shut down. Still, she maintains a sense of optimism and strives to improve her family's quality of life. She has effectively responded to crises by contacting the proper authorities (e.g., the police or child welfare) for assistance in protecting her family.
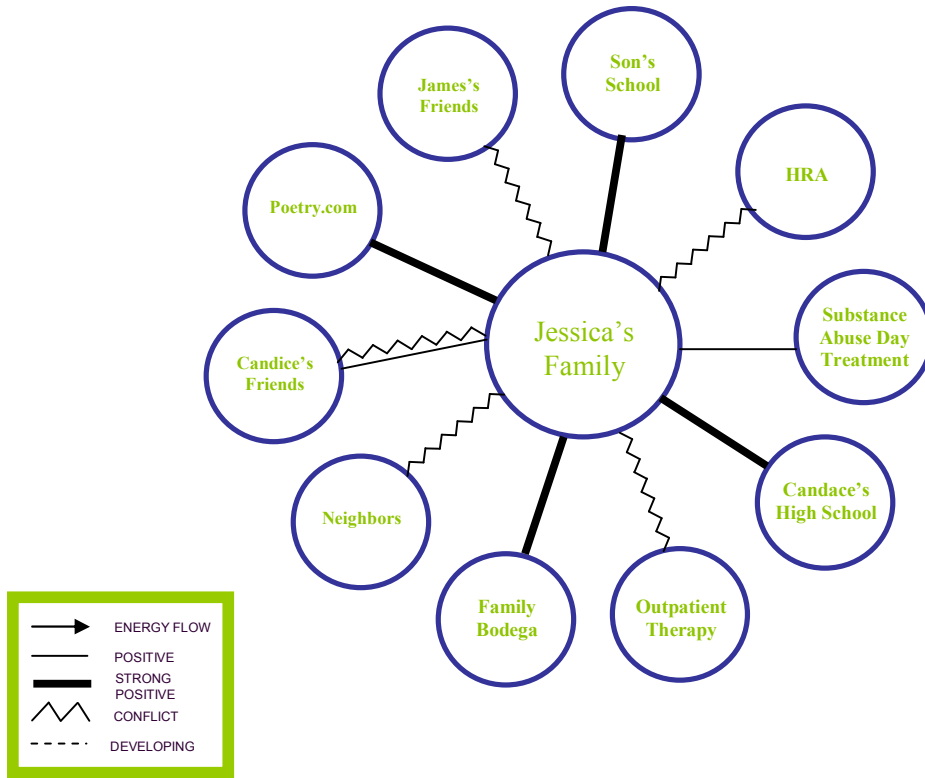
Jessica has a strong connection with one of her half-sisters with whom she speaks frequently and with whom she enjoys a mutually supportive relationship. She also maintains strong ties to her children in Grenada. She has developed a strong connection with children's elementary school principal, with whom she has developed a strong and supportive connection.

Candace has expressed a desire to become a crime scene investigator. The case manager has contacted her school guidance counselor to develop social capital and to outline a strategic plan to help Candace meet her goals.

Jessica's half-sister has consistently supported Jessica's desire to re-engage in therapy. Jessica has increasingly self-advocated; when two of her children were mistakenly excluded from her food stamp budget, for example, she contacted the Human Resources Administration.

Create Jessica's ecomap here.

Below is Jessica's completed ecomap for your reference.

Legend:
- → ENERGY FLOW
- — POSITIVE
- ▬ STRONG POSITIVE
- ⋀⋀ CONFLICT
- ‑ ‑ ‑ DEVELOPING

Circles:
- James's Friends
- Son's School
- Poetry.com
- HRA
- Candice's Friends
- Jessica's Family
- Substance Abuse Day Treatment
- Neighbors
- Candace's High School
- Family Bodega
- Outpatient Therapy

2009

Develop five strength-based supportive inquiry questions that you would ask a family to begin construction of the ecomap.

_____
_____
_____
_____
_____

Make five observations about the ecomap you have created that will inform your work moving forward with this family. Explore the family's connections to the community.

_____
_____
_____
_____
_____

Identify three systems which can be tapped into to help facilitate this family's goals.

_____
_____
_____

What partnerships can be facilitated amongst involved community-based organizations to collaborate in the family's best interest?

_____
_____
_____
_____
_____

Chapter Five

Family Case Management: Bringing It All Together

This chapter includes:

- An outline of the three phases of family case management; and
- Strategies for incorporating the principles of family case management into current activities

Family Case Management: An Overview

Family case management is rarely a linear process, yet it has a general structure that can be segmented into three phases. Phase one, engagement and assessment, builds rapport between the family and case manager and identifies resources for them to tap. In phase two, positive interventions are structured and strengthened while treatment improves. Finally, during phase three, participants and the case manager work together to transition from case management to self-sustainability.

Although there are proposed timelines for the implementation of each phase, it is important to remember that engagement and assessment is an ongoing process. The overall objective of the phases is to identify hopes and goals, resources to build on, and obstacles to overcome in an effort to generate opportunities and attain goals. A key family case management task is developing a family action plan (with participants) that identifies priorities, desired outcomes, and the strategies and resources to be used in attaining the outcomes.

Achievement of case management tasks and objectives rests on the foundation of a trusting working relationship between the case manager and participants. With the family's help, case managers arrange, coordinate, monitor, evaluate, and advocate for services to meet the complex needs of participants and their families (NASW, 1992).

	Goals and Results	Activities	Anticipated Outcomes
Initial Contact	- Engage with FCM staff - Assess current mandates - Provide information or other short-term support - Connect with other CBOs and government partners as appropriate	- Assess for crisis - Determine eligibility for FCM - Determine gov't involved partners - Confidentiality agreements reviewed and signed	- Ascertain immediate family priorities - Connection to resources - Family members treated with respect

Phase One: Engagement and Assessment	Develop working relationship among FCM and family members: • Identify strengths and areas of conflict • Identify resources to which family members are already connected • Consider family, broadly defined; understand family's internal relationships	• Conduct initial home visit(s) • Explain The Bodega Model® • Look at family photos and review family stories to begin identifying resources • Develop genogram and ecomap • Arrange meeting with family and involved gov't partners (mandated services) • Assess where family functioning well, where family could benefit from services	• Family strengths and resources evident to family members • Family members engaged to support person under justice supervision • Government and other CBOs engaged to support person under justice supervision
Phase Two: Create and Implement Family Action Plan	• Support relationships of family members • Reinforce positive family interventions and supports • Respond to family needs for services • Improve treatment and other related outcomes • Determine continuing transition issues with family and community-supervision partner	• Involve family members • Support family problem-solving • Set behavior goals • Continue to engage and connect to government and community partners • Continue home visits	• Increased likelihood that family members remain safely in the community • Reduction in new crime • Family health improved • Coordination of services improved • Family well-being strengthened

Phase Three: ☐Transition from Family Case Management	• Acknowledge areas where family is functioning well • Determine continuing transition issues with family and supervision partner • Families use goal setting and goal analysis to make decisions • Families contact each other to seek and provide support	Family mentoring: • Conduct skills-reinforcement training • Provide platform for families to interact and support ☐each other	• Reduced reliance on government and FCM staff • Demonstrated family problem-solving • Increased collective efficiency in community

Family Case Management Flowchart

Initial Contact and Intake

Regardless of how a family or family member is referred, the initial contact with the family provides the opportunity to discover the participant's goals, as well as those of the family members on whom the participant can rely for support. From the start, the case manager should be emotionally attuned to the family, and to its immediate needs. This included understanding a family's emotional reaction to having mandates imposed by various systems such as probation and parole and/or child welfare. The case manager not only needs to understand the mandated conditions, but also needs to approach the family from an empathic perspective which allows the family to honestly assess their feelings about meeting the mandates. This lays the groundwork to realistically assess goal-setting. Providing assistance to help the family reach their goals establishes a respectful, supportive, and trusting relationship. As the case manager engages the family in this way, the family begins to share more information; the relationships develop, the work progresses, and the likelihood of the family reaching its goals can be assessed according to the qualities of its resources. When internal and external resources become more evident, new goals may be developed or old ones revised to achieve a realistic support system and a sense of success.

The initial contact with the family can determine the tenor and pace of the family's engagement with the case manager. The psychological and emotional impact of the initial contact with a family cannot be overstated. It is common for people to seek help when they are in crisis; they are often overwhelmed and eager to have their anxiety relieved, which requires that the case manager prioritize needs. An immediate referral may be necessary, especially if there is a crisis. However, postponing a referral to a second or third meeting can sometimes facilitate the engagement process; the family is motivated to return and the temporary delay can further enhance the case manager's ability to assess hopes, dreams, goals, and resources.

The initial contact with the family should focus on the following questions:

- What are the immediate goals of the family?
  - Although the goals of the family are imperative, it is equally important to understand their goals within the context of any mandates (e.g., parole, ACS)
    - Inquiring about parole or probation status can help inform realistic goal setting and assessment of resource needs.
    - Inquiring about the housing needs or environment can help inform stability.
    - Assessing the nature of the involvement of protective services can provide information about family strains and relationships.
    - Information about current medical conditions or treatment informs the reality of goals.
- What are the existing mandates for the family or its members?
  - Who might the practitioner partner with to help the family achieve their goals?
- What strengths can the family build on to obtain its goals?
- How can the practitioner help strengthen family interactions?
- What are the external resources available to help the family achieve goals?
  - Extended family members may reduce the stress of caretaking.
  - Alcoholics Anonymous meetings can help sustain recovery.
- Which family members have the greatest internal resources to help facilitate the achievement of the goals?
  - Parenting skills, stress management and coping skills, and resiliency will help the process.
- Are family members being empowered to function at their maximum capacity? Are they mutual participants in the helping relationship?
  - Can a participant obtain a housing application or does a family member need to provide support in locating the housing authority?

Phase One: Engagement and Assessment
Information gathered during the assessment helps determine the participant's presenting and immediate needs, and helps identify strengths and social networks. The assessment phase offers a way to build a better understanding of participant's context and how their interactions with others may affect their behavior.

Bringing the family together to explore and address needs is critical during the first phase. The case manager will develop concrete tasks in collaboration with the participant, family members, the probation or parole officer, and any other collateral support, in order to address more urgent needs. Family members and social networks may have been affected by the participant's behavior. This is an important fact to consider when helping participants identify the resources that may be able to provide support during case management. Although the family may have suffered as a result of the individual's actions, families are resilient and are generally invested in seeing improvement in a loved one.

Below is a scenario to illustrate engagement and assessment:

An individual is being considered for release from prison, but a condition of his release is having a place to live. His mother is contacted and told that her son is being considered for release, and she is asked if she would be willing to let him come live with her. She agrees to allow him to live with her upon his release. It seems that the issue has been resolved. But it is important to remember that families are a system and that one member's behavior may have multiple levels of impact. Additional questions should be asked to explore the relationship between the mother and son to determine if this placement is going to cause either of them unintended harm or distress. In this case, the choice may be questioned or challenged through supportive inquiry. Such conversations can help the mother gain insight into her expectations for her son's release, and into the ways she might work with a case manager during that transition time.

Tasks of Phase One
Initial Comprehensive Assessment (See Appendix A)
(Recommended to be completed within thirty days of initial contact)
The assessment covers several areas of family life, including mental health, substance use, physical health, education, and work. It ends with a summary of the participant's strengths and challenges, including recommendations for the family action plan (see appendix). The information gathered presents a graphic representation of familial relations, psychosocial history, and community supports and connections. All of this information can and should be obtained in a fluid and natural course. Active or reflective listening encourages the speaker to talk about things in greater depth than he or she would by simply responding to directives, closed-ended questions, or suggestions. Such depth of discussion often exposes underlying challenges, including those the participants may not have recognized previously.

The assessment and supplementary documentation reveal information about the family's resources. Although use of the initial comprehensive assessment form initially guides the interview, case managers should trust their abilities to listen and retain information. The form can often be completed the after discussion with participants. The purpose of the assessment is to help the case manager provide resources and services most suited to the family's needs.

Initial Home Visit
(Recommended to be completed within thirty days of initial contact)
The purpose of visiting the family at home is twofold. First, a home visit helps the case manager understand the family in its own context. The family is likely to be more comfortable and their relationships and communication patterns more natural when they are at home. Second, the family may be more forthcoming and engage further with the case manager in a more relaxing and comfortable environment.

Sometimes, of course, family members might feel that a program office or another community space is more neutral and less intrusive setting. A home visit might also expose internal stresses within the family that its members are not ready to reveal. On

the other hand, some participants may prefer home visits, which can minimize the stress of finding childcare or interrupting routine.

Out of respect for the participants, all home visits should be scheduled whenever possible. However, as a method of outreach, spontaneous visits may be warranted. In either case, the case manager should perceive him or herself as a guest of the family while at its home, continually striving to be open and sensitive to the family environment at all times. Case managers should take their time getting to know the various family members; the information that will help them to better assist the family need not emerge all at once.

Genogram and Ecomap

(Recommended to be completed within thirty days of initial contact)

As discussed in previous chapters, genograms and ecomaps are used in case management to organize assessment information and to help make natural connections and patterns of behavior visible. They provide participants an opportunity to tell their stories. The visual representation serves as a tool for the case manager and participant to view the participant's situation in context and to identify gaps in support by tapping hidden resources that might otherwise go unused.

Phase Two: Goal Setting and the Family Action Plan

Developing family action plans is a collaborative process that engages participants in a discussion of their short- and long-term goals. Using information gathered during the assessment phase, the family action plan outlines the goals and objectives for the case management process. Action plans are used to guide work with participants and to maintain clear communication between the case manager and family. It is important that participants take an active role in identifying what they want to strengthen, be it skills or connections. The individual and family should always be involved in the development of the family action plan, and in the prioritization of goals.

After a discussion about goals, the case manager and family develop concrete objectives. These objectives are the steps to be taken by the participant or case manager toward the achievement of stated goals. The strength-based approach requires supporting and empowering a participant to be successful. Therefore, the case manager's role and actions in the objectives should be designed to allow the participant to function at maximum capacity. For example, if a participant wants to attend a GED program and is capable of conducting an Internet search to locate such programs, the case manager should support this effort rather than conduct a search for the participant.

The family action plan may include goals for one or more family members; it may articulate individual goals as well as family goals. Families should be encouraged to set a goal of providing support to one another. Goals and objectives should be framed in a positive and strength-based way. They should be reasonable and attainable, specific and measurable, include time frames, and clearly define responsibility for actions. Smaller, short-term goals may be useful for building an individual's confidence; at least one easily attainable goal within the case plan is essential. Incorporating an objective that can be

accomplished quickly will produce an initial sense of accomplishment, and can help set a precedent for understanding the rewards of achievement.

Tasks of Phase Two: Creating the Family Action Plan

An overarching goal in family case management is to look for participants' natural connections to other people and institutions. Once those connections are identified, the next step is to determine how they can be tapped to support the person during case management, and to discuss how to build on those connections in the family action plan. For example, a sister with a strong history of employment and ties to the community can model employment skills and can network to help her brother find a job; an uncle who is an active member of a local church can help his nephew access services and resources available through the congregation; a mother who is a recovering alcoholic can support her daughter as the daughter tries to abstain from using substances, and can draw on the support of her sponsors as well (Shapiro & Schwartz, 2001).

It is important to look for relationships that can offer long-term support and to explore how those relationships can be strengthened. At times, leveraging the support of social networks may simply require acknowledging the connection, and encouraging a participant to seek appropriate assistance, then adding this step into his or her action plan. Other times, a more active role is required, which may include talking with the family member and soliciting their support. Ultimately, actively involving individuals and their families demonstrates recognition of families as experts in their own lives. This recognition can increase the participant's value in the case management process.

Focusing on the family's strengths throughout the process is paramount. It is these strengths that help families endure the challenges they face in life. Once the strengths of individuals, families, and communities are identified, individuals under supervision can be encouraged to capitalize on those strengths and assisted in changing behavior and staying safely in the community.

As an example: During the development of the family action plan, a case manager is helping an individual under probation supervision determine how to repair a strained relationship with his mother, and how to access services to help him use his free time in more productive and pro-social ways. While engaging in supportive inquiry, the participant reveals that his mother is very involved at a local church and attends services there regularly. As a follow-up, the case manager asks the participant if he has ever been involved with the church. The participant replies that he went to church with his mother when he was a child, and that Sundays were a "good day" in his house growing up. However, the participant has not been to church in years. Based on this knowledge, the case manager might suggest that the participant attend church with his mother. The case manager might also point out that the church offers programming that might be helpful to the participant. By making these suggestions, the case manager facilitates a process that provides the participant a way to reconnect with the mother and benefit from programming in the community.

In another example, a case manager is working on a family action plan with an individual under parole supervision, and one of the plan's objectives for the participant is to find and maintain employment. In discussions, the participant says he is having difficulty finding a job because he has no transportation. From the genogram, the case manager might notice that the participant's aunt, who is retired, lives nearby and owns a car. This potential resource could be accessed to help the participant get to and from work, and could potentially be effective in meeting compliance with his case plan.

Below are four basic guidelines for facilitating the effective creation of a family action plan:

1. Acknowledge action the participant has taken to involve the family.
2. Allow each family member to respond to the discussion, and to share his or her ideas.
3. Encourage the participant to identify how family members can be more helpful and supportive. Ask the participant to tell family members how they can help accomplish the participant's objectives and goals.
4. Remember that the role of the case manager is to coach, not to rescue. Direct family members to focus on how they can be resources to each other.

Although participants may have probation or parole mandates to attend certain programs, the creation of a family action plan is not a mandated program. Rather, the case manager's role is to help identify participants' resources to meet these mandates, while helping them explore and assess their own goals within the imposed mandates. Important questions to ask someone who has been referred by community corrections include:

- The parole officer recommended that you come here, but what do you want to do?
- What is important to you now?
- How are your priorities different now than before?
- Who supports you? What kind of support do you need to achieve your goals?

In general, family action plans should be S.M.A.R.T.:

Simple/Straightforward/Specific
If a goal addresses more than one achievement, those achievements should be divided into smaller goals. Goals should also be strength-based.
Measurable
The stated result should be measurable and expressed in numbers if possible (quantity, time, etc).
Attainable
(Under normal or anticipated circumstances).
Realistic
The participant and/or family should be able to achieve these goals, so careful thought should be given to the family's limitations.
Time-framed

Objectives should include a target date for completion.

The Family Action Plan Illustrated: The Story of John and Miriam
John and Miriam, a couple, are each struggling with recovery. John has a history of selling drugs and was arrested twice on charges of criminal sale of a controlled substance. He has recently been released from prison after serving 8 years. As part of his probation condition, he has agreed to attend a substance abuse day treatment program and submit to weekly drug screenings. Miriam has used cocaine for 15 years and has sporadically attended Narcotics Anonymous (NA) meetings. She has found it helpful, particularly when she had a sponsor.
Due to John's incarceration and Miriam's substance abuse, ACS placed their children with John's parents. Since his release, John and Miriam have been living with their children at John's parents' home which has caused strain on both families.
Both John and Miriam appear motivated and demonstrate a strong belief in each other's capabilities. Upon initial contact, both John and Miriam state that they need to find housing. Although John recognizes the need to maintain his sobriety, he is eager to find employment. For this sample plan, John and Miriam begin their engagement with their case manager on November 1.

Initial Family Action Plan
- Goal: John and Miriam will ensure that their contact with their children is in compliance with ACS.
    - Objective 1: Case manager will arrange a meeting with ACS worker, John, Miriam and John's parents by November 14th.
- Goal: John and Miriam will support each other in their recovery.
    - Objective 1: John will attend a day treatment program 5 times per week beginning November 14 and will complete the program by April.
    - Objective 2: Miriam will begin attending NA by November 14th and will obtain a sponsor by December 1st.
        - The case manager will present John with two program options.
        - The case manager will contact John's parole officer by November 14th to clarify mandates.
    - Objective 3: John and Miriam will identify other "family" support for themselves and each other.

After 90 days of case management, the case manager meets with John and Miriam to reassess goals and develop a 90-day family action plan. This plan is written to encompass short-term and long-term goals. It accounts for multiple sets of goals: those that have been met, those to continue pursuing, new goals, and goals that are no longer viable.

John and Miriam have been attending day treatment and NA respectively. Occasionally, John accompanies Miriam to NA meetings, but she reports that hearing all of the "drug talk" makes her want to use drugs. Miriam has acquired a sponsor. John is proud of his substance-free status. He feels ready to return to work and must find a new employer. John has been submitting urine samples to his parole officer and finds the officer

generally supportive, but is upset that one of his samples came back positive and denies any substance use. Also, John and Miriam would like to find their own housing.

90-Day Family Action Plan
> Goal: John and Miriam will find housing to alleviate the strain of living with relatives and to improve the living space for their five children.
>> o Objective 1: The case manager will provide John and Miriam the names of two housing programs.
>> o Objective 2: John and Miriam will schedule an appointment with a housing program by February 1st and inform the case manager if they need help completing any applications.
>> o Objective 3: The case manager will schedule a time for John and Miriam to meet with John's parole officer.
>> o Objective 4: John will continue to attend day treatment.
> Goal: John will find employment by a target date of March 15th.
>> o Objective: John will complete his resume (with the assistance of a family member or the case manager, if needed) by January 15th.
>> o Objective 2: The case manager will provide John with resource directories.
> Goal: John and Miriam will support each other in their recovery.
>> o Objective 1: John and Miriam will attend NA meetings two times per week.
>> o Objective 2: John's cousin Victor, who has been in recovery for three years, will attend the NA next meeting on January 15th.
>> o Objective 3: John's parents will attend a case management meeting with John.

Objective three of the last goal is designed to help develop and sustain a support network, and is based on the idea that John and Miriam's well-being and recovery have the potential to be influenced by supportive relationships. The strain of the living environment has affected the previously strong and supportive relationship between John and his parents. When John experiences overwhelming emotions, she seeks drugs to numb her psychological pain and her recovery becomes threatened. A facilitated meeting between John and his parents, in which supportive inquiry is used and strength-based assessment is conducted, could serve to uncover the positive aspects of their relationship and ways in which it could be nurtured and sustained. Additional use of supportive inquiry would be helpful to assess John and Miriam's coping strategies when her stress level is increased and to identify situations and emotions that have the potential to threaten her recovery.

Phase Three: Transitioning from Family Case Management to Sustainability
During this phase, case managers play an active role in reassessing the participants' meaningful and appropriate connections to social networks. Successful completion of phase three is indicated by a reduced reliance on government and case management staff, demonstrated family problem-solving, and attainment of goals.

It is easy for case managers to underestimate their significance to family members. Through the positive and supportive aspects of the case manager-participant relationship, case managers often provide a corrective emotional and relational experience for family members unlike any other. In the process of engagement, an alliance of trust develops that facilitates the family's ability to share goals, dreams, and feelings they may never have shared before. They have been listened to, empathized with, and emotionally supported.

Readiness for transition is measured by the evidence of effective problem-solving and improved problem-solving skills, goal attainment, and a developed support network. However, internal resources—a sense of competence and self-esteem—developed in part through the relational aspect of the case management process are also valuable, and imperative to the general well-being of the participant. The relationship modeled by the case manager—beginning with a genuine belief in the participant's strengths and capabilities—serves the participant in relationships with others, and fosters the development of social capital.

A family that is ready to successfully transition from case management may experience a sense of loss, or its members may be ambivalent about leaving the program. Participants are not always able to recognize their own growth and thus experience a sense of loss that may be communicated overtly or acted on unconsciously. A participant's reaction to ending the relationship with the case manager may be reflected in poor attendance, minor setbacks, difficulty recognizing or acknowledging what has been accomplished, and/or anger at the case manager. It is important for the case manager to avoid personalizing these actions, but rather to recognize that they represent common feelings about change. Change, no matter how positive, can be daunting.

Together with the participant, the case manager assesses readiness for transition. This assessment should explore how the participant feels about leaving the program and moving forward in his or her life. It is likely that many participants have experienced numerous losses in their lives. Although people are resilient, ending the case management relationship can often trigger old feelings of loss. Case managers should be attuned to underlying and potentially unspoken emotions when evaluating a participant's readiness for transition. Struggling with feelings about change is not necessarily indicative of not being able to move forward. Case managers should review goals with participants, helping them to identify the strides they have made, as well as the internal and external resources they have acquired.

The following questions may be useful in helping to determine a participant's readiness to transition out of family case management:

- Are family members relying more on each other and less on government agencies?
- Have support networks been developed and interactions strengthened?
- Have family member(s) provided sufficient support?
- Have family member(s) achieved at least one goal? For instance:

- o The participant has remained substance-free.
- o The participant has not been involved in any criminal activity.
- o The participant has regained custody of children.
- Is the family connected to other resources to facilitate continued progress? For instance:
  - o The participant attends NA meetings twice a week.
  - o The participant attends management classes at community center.

Families that are transitioning from case management should be informed that they may always reconnect with the case manager's organization. The case manager should follow up six months after a family's transition. If a family requests further services at that time, case managers should assess the family's situation to determine the extent of case management needed. Sometimes simply reassessing the state of connections and reinforcing previously established positive networks enables a family to continue to increase its social support.

Conclusion
Family case management is complex. Throughout the process, there will be many opportunities to help participants achieve goals for their interpersonal relationships, as well as goals for employment, stable housing, and successful completion of community supervision. This chapter described the phases of case management and related tasks, and explored how supportive inquiry can be used throughout the process. The final chapter addresses several management items to provide additional support in implementing family case management.

Chapter Five Exercises

Family Case Management Principles
Assessment is an ongoing process through which the individual and family's bio-psycho-social status is understood. Engagement is an essential task of assessment and family case management. Engaging the family system allows you to understand its members' personal stories and strengths, and to develop a common definition of their situation. You need to involve the family system in order to establish mutual aid and to empower the system to move forward. Developing a connection is the most important task in helping a family to achieve its goals. Empathetic and active listening skills are essential to engagement.

How would you go about engaging a family that has voluntarily sought services?
_____
_____
_____
_____

How might engaging a family that is voluntarily seeking services be different than engaging one that is mandated to receive services?

_____
_____
_____
_____

What are the most important factors when developing a "working relationship" with a family?

_____
_____
_____
_____

Discussion
Conveying empathy and genuine interest requires "tuning in" emotionally to family members. Sometimes a family member's emotional state is made clear through verbal expressiveness, and sometimes it needs to be intuited by listening for what is "beneath the surface." Empathy must be felt in order to be conveyed, and it is achieved by adopting a non-judgmental stance; displaying a willingness to help; communicating warmth and willingness to help (i.e., trustworthiness); striving for cultural awareness; and remaining aware of your own emotional reactions so they do not impede the work.

During the case management process, you are responsible for monitoring, ensuring community safety, and focusing on reentry and transition. All of this occurs while assessing the family's motivation and goals, and helping family members to consider their own paths toward goal attainment.

Since assessment and engagement is an ongoing phase, how would you continue to engage a family who has been involved with you for more than three to six months? What kinds of questions might you ask?

_____
_____
_____

How might you begin to help a family identify and attain its goals?

_____
_____
_____

Discussion

Case management requires a participant-centered approach, based on the premise that participants are capable of taking control of their own lives, facing their challenges, making decisions, and setting goals. Although the case management-participant relationship is one of mutual aid, the participant should be enabled to use his or her strengths and resources to overcome challenges. Each family member has different skills, experiences, and expertise and shares responsibility for producing change. Successful case management means requires that participants be actively involved in all phases of the case management process; the case manager is responsible for the process and the participants are responsible for the outcome. The case management process attempts to encourage change, though ultimately it is the participants who create change and reserve the right to self-determination.

Goal Setting

Think about how you would begin a discussion with a family about its goals.

Generate three questions to help a family identify its goals.

_____
_____
_____

What tools and concepts of the Bodega Model are used to help facilitate discussion of goals? Identify the tools and explain how they are useful.

_____
_____
_____

Discussion

Change—even change for the better—is difficult. It means losing all that is familiar and can therefore be frightening. So even though a participant may want to achieve his or her goals, the path to achievement requires adaptation. Fear of change is often reflected through poor attendance and other setbacks. It is important to keep focused on a participant's redeeming qualities, or strengths, and to consider why participants may "resisting" involvement in your program.

Accepting help also requires a great deal of trust. Too often, participants have never had stable, trusting relationships. They may have experienced trauma and abandonment. Working with a new case manager can produce a host of difficult and uncomfortable feelings. Relying on another person for help and being expected to talk about family and identify support can trigger painful feelings. A participant who does not feel comfortable depending on others for help may feel threatened by having to work with a case manager, who is perceived to have expectations for them.

Imagine that a participant has just been released from jail or prison and is now expected to determine short-term and long-term goals. The participant may need concrete help prioritizing or problem-solving how to plan and schedule his or her time. You can help the participant identify his or her support through ecomap or genogram construction.

Develop three measurable short-term and long-term goals for Jessica's family, as described on page 37:

_____
_____
_____

Transitioning from Family Case Management
Participants can be mandated to undertake case management, while others do it voluntarily. Some participants may choose to end family case management before they have met their goals, and it is within their rights to do so. Ultimately, however, you should try to re-engage the family, and methods for re-engagement should be discussed during supervision. Some participants who have met their goals may be reluctant to end the case management relationship, while others will leave without hesitation.

What determines a family's readiness for transition?
_____
_____
_____

What is it like for you to end your relationship with a family with whom you have worked? What is different about working with a family that has achieved its goals from one that no longer shows up for meetings? How does this affect your outreach efforts?
_____
_____
_____
_____
_____

Discussion

It is imperative that case managers be sensitive to participants' varied and complex feelings when they are facing change, loss and termination. Even families that have been disconnected or uninterested in you or your agency's services may have strong reactions to the process of transitioning from family case management. Those who have been very attached and reliant on you or the agency may pull away. Everyone handles transitions differently; however, it is common for crises to develop. Although crises are often "real," they can also be "created" by family members so they can continue to rely on you or the agency; ultimately, such crises symbolize anxiety about separation. It is important to recognize your own feelings in the event that such a situation develops. Case managers often feel manipulated by participants. However, it is useful to remember that families have a tendency to be scared during times of transition; they may be unable to communicate such feelings, so their feelings are reflected in their behaviors.

Chapter Six
Sustaining Family Case Management

This chapter includes:
- Ways to train and develop staff on family-focused tools and methods;
- Strategies for strength-based supervision within an organization;
- Tips for incorporating strength-based methods into documentation practices; and
- Important information about maintaining participant confidentiality.

Strength-Based Practices in the Workplace: Sustaining Family Case Management
Family case management is a process that evolves with time and experience. Its starting point is learning about a family's concerns, challenges, and strengths. As discussed in previous chapters, the Bodega Model emphasizes a belief in the expertise of individuals and their families in their own lives. In this model, case managers strive to empower families and guide them toward the recognition of their connections to community networks. Including family, broadly defined, early on in the work focuses subsequent meetings on the use of existing support to help participants achieve their goals.

The approach outlined in this guide has been refined over years of practice, but can be adapted to fit different work environments. Examples of effective ways to train staff on strength-based, family-focused case management techniques are provided below.

Case conferencing
Processing cases in a group provides trainees and staff a rich learning opportunity. The open forum of group supervision allows for discussion of best practices, and affords case managers the opportunity to obtain feedback from staff with varied and diverse experience. Through case conferencing and the supervisory process, case managers are able to identify their own learning needs. The learning process continues as theory (i.e., the Bodega Model concepts) is applied to practice, while practice simultaneously informs the way the model is implemented and understood. Case conferencing is largely about processing what is learned in the field and instituting that learning in subsequent meetings, and when working with the next family.

Training
While case managers should be cognizant of their own learning needs, supervisors are in a position to observe the needs of their staff, as they relate to elements of the Bodega Model. Once identified, learning needs can be integrated into supervisory practice, or staff or outside consultants can develop specialized training.

Role-plays
Role-plays, which simulate real-life experiences, can be an effective way to gain practical experience with the Bodega Model of case management. Role-play is a learning device for case managers to acquire the knowledge, values, and skills of case management practice. Within a safe environment, learning needs are identified, ground rules are discussed, and role-play set-up is determined. Observation and feedback allow for techniques of practice to be honed.

A role-play is not the same as a case conference, in which learners discuss a situation or challenge. In a role-play, staff acts out how people might behave in a certain situation. Role-plays of case are a chance to integrate theory with practice.

Role-playing also enhances knowledge and skills. The supervisor can model skills through description, and also by acting out behaviors. A case manager may take on the role of a participant while the supervisor takes on the role of case manager. With the learner set apart from the role-playing scene, he or she witnesses the actual interaction and suggested intervention approach. For example, if a case manager is unsure about how to address a participant's avoidance of a particular topic, the supervisor can demonstrate a supportive inquiry technique that may help to open up exploration. A role-play may also be useful in teaching skills needed to incorporate engagement, assessment, and supportive inquiry during the construction of a genogram.

Because practice skills are to be learned and not merely illustrated, the instructor or supervisor models the skills, and then the learner practices. The role-playing "situation" should be kept brief, to allow staff to practice new skills or techniques.

Strength-Based Supervision
By modeling strength-based values and skills in interactions with staff, supervisors can help case managers develop and use these values and skills in their work with participants. Strategies for the incorporation of strength-based supervision follow.

Modeling
Supervision should incorporate and mirror the strengths perspective. One way to model the strength-based approach is to use supportive inquiry when discussing cases. When managers adopt a stance of nonjudgmental acceptance as they hear about dynamics between the participant and case manager, they model for case managers how to listen empathetically to participants.

Identify areas of strength
In order for case managers to identify the strengths of the family members with whom they work, they must first be able to recognize and acknowledge their own skills and talents. Building this capacity is imperative to modeling; comfort with and ownership of one's own strengths make it possible to identify and support the cultivation of participants' strengths.

Encourage personal growth
Empowering case managers is an effective supervisory approach that parallels the work between the case manager and family. Case managers should be encouraged to identify their own learning needs and to establish an agenda for individual and group supervision meetings, thereby demonstrating that they have the power to take control of their learning.

Listen beneath the surface (Latent content)

As it is with participants, it is important to listen to what case managers say and do not say. Consideration should be given to how the case manager may be feeling about the family with which he or she is working. Questions to consider include: Does the case manager like the family? Is the case manager comfortable with family's background, ethnicity, etc.? Is there collusion between the case manager and family? For example, is the case manager helping the family avoid particular topics?

In daily exchanges with participants, it is essential to consider who is served by the practitioner's question, exploration, intervention, or goal-setting process. The life history of the provider—a history of people, events, experiences and memories—all influence the provider's thinking about and views of other people, and subsequent responses to them. All people take in, or internalize, life experiences, and those experiences form people and how they relate to the world.

Understanding case managers' emotional response to the people they work with is key to positively affecting their interventions with participants. Self-awareness is critical to effective case management; case managers must recognize that they have different reactions to different people based on their own values, beliefs, judgments, and prejudices. To keep those feelings in check, case managers must be willing to explore their own feelings while working with a participant. It is also important for case managers to be able to recognize whether emotional reactions result from a family's behavior, or if such reactions are projections based on the case manager's personal experience or history—a phenomenon known in the field of psychology as counter-transference.

Identifying counter-transference can be valuable for assessing the interpersonal interactions of participants. Case managers should consider whether their own reactions to a family mirror how others respond to it, or result from their own personal histories. Active listening to their own responses provides the case manager valuable information about how participants relate interpersonally, and allows the case manager to consider what behaviors need to be changed for the participant to successfully negotiate support networks.

The acceptance of both positive and negative feelings empowers case managers to control how these feelings are handled and how they may impact interventions. As case managers are increasingly aware of their own feelings, they in turn become more adept at observing and understanding the "space" between their emotions and those of participants. It is also important to realize that the processing of case material requires vulnerability on the part of the case manager and sensitivity on the part of the supervisor. Fostering a professional environment in which such vulnerability is safe is critical for effective supervision of case managers.

Self-awareness is critical to every aspect, phase, and tool used in the Bodega Model, from engagement to collaboration to assessment, exploration, and action planning. All of these interventions are affected by the case manager's own perceptions and perspectives.

Exploration: The case manager makes choices during every phase of intervention with a participant or family. The case manager's choice to explore or avoid particular areas of content may be is directly related to personal comfort or discomfort with material. The choice and phrasing of questions may reveal enthusiasm or judgment on the part of the case manager. For example, a case manager who has personal experience with substance abuse, either firsthand or with a family member, may be over-sympathetic to a participant struggling with the same challenge or angry and upset with their behavior.

Collaboration: The decision about who to include and exclude in meetings based on a fair assessment of the situation at hand, or on the case manager's own comfort with the participating parties. For example, if the father of a participant makes a case manager uncomfortable, he or she may overlook the significance of the father's attending a meeting. Or if a probation officer never returns a case manager's phone calls, the case manager may choose not to include him or her in meetings—when such collaboration might ultimately benefit the participant.

Assessment: Case managers need to be aware of personal beliefs, values, judgments, and biases they bring to their understanding of a family, its challenges, and interactions.

Action planning: It is important for the case manager to reflect on what drives the choice of goals for a family. There should be a clear rationale for goals, based on a realistic assessment of a participant or family's strengths and limitations, and on recognition of a participant's right to self-determination. It is common for case managers to have high expectations of their participants and strong desires for their success. While such support may help motivate a participant, it also has the potential to set him or her up for failure by selecting unrealistic goals, or goals that are not of the participant's own choosing.

Documentation for Strength
Case file contents can profoundly influence how practitioners view participants and their families. A narrative case history, or psychosocial, can follow a participant unquestioned for many years. It is therefore essential to learn to create case histories that reflect the principles of strength-based case management. When documenting case notes, case managers should be mindful of the kind of information they are recording about an individual and his or her family members. Case notes and records can be subpoenaed. Too much detail recorded about a family member could be an unintended detriment.

Case managers do not need to record all of the information they collect or every aspect of a discussion with participants in full detail; succinct, discreet notes that reflect goals are best. Progress notes should also reflect a focus on family and strengths. Family members or partners identified by the participant as part of their support network should be included in each progress note. Generally, progress notes should reflect the core concepts of the Bodega Model—concepts such as family systems, partnerships, and strengths.

Below are examples of strength-based, family-focused progress notes:

Met with mother and (adult) son and discussed the steps she has taken to seek employment and housing. Explored son's support of mother and both of their social networks. Son has reconnected with Al-Anon. Completed Section 8 housing application together.

Case manager, participant, and parole officer met to assess participant's goals in the context of parole mandates. Participant is motivated to obtain his GED. He is concerned about how this will affect his drug treatment attendance. Participant is not sure if he continues to need drug treatment. The participant also talked about his social supports—a friend who was recently released and his girlfriend, who is employed as a nurse. Participant has positive relationship with parole officer. Case manager will strive to explore and develop these relationships.

First meeting with Laura. She is in need of assistance with vocational training and locating a 12-step program. Laura identified current supports. She will bring parole officer and sister to next scheduled appointment.

When a participant is involved with probation or parole, progress reports are usually completed by the case manager every 30 days and submitted to the parole or probation officer. The case manager provides information about the participant's attendance, referrals, social networks, and progress.

The progress report also serves as a communication tool to facilitate the collaborative relationship with probation or parole and the participant. Building a strong working relationship enhances the participant's support network and ensures that everyone involved is working from the same information. The reports facilitate a partnership to be sustained over the course of group meetings.

In addition to progress notes, consent forms must be signed by the participant to grant permission for communication between the case manager and any other party—other community-based organizations, parole, or family members not involved in the case management process. The participant should stipulate the purpose of the disclosure, as well as what subjects should not be discussed with the concerned party.

Confidentiality
All participants have the right to confidentiality. This means that participant files should be kept in a locked file cabinet, and charts and other documentation should be protected. The following exceptions to confidentiality prevail:
- Consent to disclose information specified by the participant;
- The participant is a threat to him- or herself or others (i.e., suicidal or homicidal);
- The participant is a victim or perpetrator of child abuse or neglect (i.e., mandated reporting);
- A court order directing disclosure—this is not a request, but an order;
- A report to law enforcement officers concerning a participant's commission of a crime or harm of another;

- Cases of medical emergency involving the participant. An emergency contact should be identified by the participant and kept in the case record. However, proper written consent is not needed to release information to medical personnel when a participant's health is at immediate risk. In this case, disclosure is limited to information necessary to enable medical personnel to respond to the emergency;
- Auditing of records by city or state funding sources.

General Guidelines for Maintaining Confidentiality
Federal law prohibits the answering of any questions posed by law enforcement without a court order. No information about participants, their attendance in programs, or their whereabouts should be provided if a phone call or visit from authorities is received. In addition, it is important to be familiar with state law on the confidentiality of HIV status, immigration status, and warrants (e.g., arrest, bench, and family court).

Documentation
Consent forms are used for any release of participant information. Each participant should be asked to sign a consent form authorizing the case manager to share information with the relevant government partner. These forms should be completed at the time of initial contact or the subsequent meeting. Consent forms should also specify what information should not be revealed. Consents for probation or parole are based on collaborative relationships. The goal of collaborating is to help the participant and potentially increase communication and support between the participant and government agency, rather than merely to report on a participant's progress.

Conclusion
The strength-based methods at the core of this manual can be put into daily practice through training, supervision, and documentation techniques. The approach described in these pages can be fully integrated into an organization through the adoption of family case management techniques, and also by the adoption of new perspectives on standard techniques and practices.

Family Justice Clinical Guide

Chapter Six Exercises

Self-Awareness

Choose one of the participants or families with whom you work and ask yourself the following questions:
- ☐ **Do you like them?**
- ☐ **Are you comfortable with their race, ethnicity, or culture?**
- ☐ **What is it about them that you like or dislike?**

_____
_____
_____
_____
_____
_____

Discussion
We all bring our own personal feelings, histories, and experience into our relationships and daily exchanges. Imagine that you had a difficult evening and come to work the next day upset and angry. How might that scenario affect your patience for working with participant who is needy or who regresses, or whose behavior (e.g., anger directed at you, dishonesty, lack of motivation) challenges you in even the best of circumstances?

One aspect of your job is to avoid letting your own challenges affect your work with your participants and families. One safeguard against this scenario is to consistently self-reflect, asking yourself: What emotions or past experiences am I bringing to this relationship? What emotions or past experiences might the participant bring to the relationship? A participant who has had an unpleasant experience with another government agency may have a negative view of all government agencies and its workers. Yet challenges or impasses in the intervention may be due to something real between you and the participant family. Working hard to understand the complexity of interpersonal relations arms you with an ability to appropriately direct your intervention.

Personal History

Think about someone to whom you are very close. What do you like about him or her? What characteristics do they have that you admire?

_____
_____
_____

What does he or she like about you?

_____
_____
_____

Discussion

This exercise is intended to help you consider your feelings about people and the subsequent way you may relate to them. A perspective on how other people feel about you helps build your own self-knowledge. Positive feelings about other people are often connected to our own values; we tend to admire those who possess similar qualities or qualities we wish we possessed. It is also common for our affection for another person to remind us of those to whom we have felt close during other times in our lives (e.g., a parent, grandparent, mentor, teacher, or childhood friend).

With a greater knowledge of the characteristics you like and dislike, you can consider how you relate to people with similar beliefs, values, or experiences and those with different beliefs, values, or experiences. For example, if you were a victim of child abuse, you would need to consider how that experience could affect your response to a family facing the same circumstances. You may feel critical of the parents and as a result align yourself wit the child rather than help the parents learn new ways of managing anger. It's important to always keep yourself in "check" and get in touch with your emotional response to all parties involved in the case management process.

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