

Chapter 1 : Engaging the Family CHFS Online Manuals -

"YADON" I Spy - Several months prior to the family reunion, we put a call out to all the family to submit family photos - both old and new. These were all reduced down to 2" x " size and printed in color on regular copy paper.

Back to results What is this? Who is this for? How to use this exemplar to improve practice? How effectively do we use current available data about levels of poverty in our community to help us involve parents in decision making? In what ways could this be developed further? Are parents involved school improvement planning? How well are parents involved in reviewing school policies and procedures? Are parents involved in the recruitment of senior staff? Are appropriate family learning programmes arranged in collaboration with parental needs? What evidence do we have that family learning is improving the life chances of the families involved? Are outcomes for children improving as a result of their participation in family learning? How do we know? Are outcomes for children improving as a result of parental involvement in decision-making? Explore this resource Did you know? Understanding Barriers KB What are the outcomes of effective family engagement? The following infographic provides an evidence based summary of the outcomes which can arise from engaging effectively with families. Engaging with families poster 3. This is a major contributing factor to patterns of social mobility and poverty. Supporting vulnerable families KB Supporting the home learning environment Parents play a critical role in promoting academic success through parent-school involvement, stimulation of cognitive growth at home, and promotion of values consistent with academic achievement, and this is another area where the gap between the most and least advantaged may be obvious. Supporting the home learning environment KB Social, Emotional and Behavioural Support The important role of social-emotional learning in school success is an expanding body of educational and psychological research. Looked After Children and their carers KB Funding - Know your project Many of these projects can benefit from external funding, as well as support from the wider local community. This guidance will help schools and partners find out what funding is available, helping to ensure a project has the very best chance of success.

Chapter 2 : Engaging Families | Behavioral Health Evolution

Family newsletters are a fun way to keep in touch. In a world of rapid social media updates, sometimes it's nice to receive all the information of your family's goings-on in one place.

Collaborative problem-solving will require that parents, educators, specialists, and administrators work together to determine appropriate resources and supports as well as specific information-sharing practices that facilitate parental engagement. An ongoing challenge for every educator is to develop and enhance skills that will offer students the best possible learning experiences and opportunities, in school, at home, and in community settings. It is therefore essential that every effort be made to ensure that ongoing and effective communication and partnerships be established and maintained with parents. Parents as Partners in Response to Intervention Early childhood models of Response to Intervention RTI , such as Recognition and Response see " A Model for RTI in Pre-K " for information , are designed to help educators in collaboration with parents to respond effectively to the learning needs of all young children, ages , including those who are experiencing problems with early learning and those who may be at-risk for learning disabilities. At first glance, it may seem difficult to engage parents in the different components of the Recognition and Response system. With minimal additional planning and a bit of flexibility, parents can be helpful in supporting the implementation of any number of the core components of Recognition and Response such as systematic observation, screening and recording data, monitoring progress, and helping to implement effective teaching practices. Key Findings about Parent-School Partnerships Here are two studies that offer insight into the benefits of parent-school partnerships: Researchers at the University of Oxford found that children whose parents participated in the Peers Early Education Partnership a program geared towards supporting families of children ages "made significantly greater progress in their learning than children whose parents did not participate. The authors describe how everyone within the school community can benefit when parents and teachers work as partners. Some families, however, must deal with challenging circumstances e. And the challenges do not always emanate from outside of the classroom! Amy was a new teacher and was especially eager to make sure parents felt at ease about leaving their child with her on the first day of school. In an effort to show that she was "in charge" she tried to do everything herself. Despite her best efforts, a number of children began crying, and sizeable group of parents many visibly concerned about getting to work on time congregated at the classroom door. While a certain amount of tension and anxiety is to be expected at times like this, careful planning can go a long way to help everyone feel more at ease. Sharing some particular details about your special talents and interests can lessen any "stranger" anxiety and make parents feel more at ease. Invite parents to complete a brief questionnaire. Not only can parents be an invaluable source of information about their own children, but they can bring special interests and talents to share with the entire school community. You may want to ask parents to fill out a questionnaire on the first day of school or invite them to take it home and return it at a later date. Some questions to ask might include: Would you be interested in being a "guest" in our classroom? Could you be a story reader? Help with an art project? Is there a special topic that you would like to see incorporated into the curriculum? What is the best way to reach you during the day? What is your availability during the day? Some additional suggestions for building productive parent partnerships are: Trying to do everything yourself can cause extreme exhaustion, frustration, disappointment and even resentment. Create a photo album of your class in action. Notes from parents, permission slips, money due, and supplies have a way of finding their way to the bottom of the bag! Encourage and remind parents to do the same. Provide a "dialog notebook" or "daily diary" for each student. For parents whose schedules do not allow for visits to the school building, this offers them a way to stay involved, avoid feelings of guilt, and share regular and timely feedback. Henry, presented himself on the first day of school with a big smile and a thousand questions! During the course of the first few days of school he made frequent appearances, called and left messages, and wrote notes to the teacher, aides, and school administrator. Tips on How Teachers Can Maintain Parental Interest and Involvement Here are some ideas for supporting ongoing parental interest and involvement that many early childhood educators have found to be successful: Make the most of drop-off and pick-up activities.

Greet with enthusiasm and when possible, acknowledge their arrival in some special way. Share a detail or two. Try to plan activities such as informal breakfasts, picnics, class trips and fairs featuring educational books and toys throughout the school year. Eliciting ideas for these events from parents may encourage them to be more involved in developing and planning. Be sure to consider whether parents have preferences about when during the day or evening these activities should take place. Whether in person parent-teacher conferences, , through printed materials flyers, newsletters, school bulletin boards or online school Web sites, group or individual e-mails , try to make frequent contact with parents. And be sure to ask parents whether the information being shared is useful and how it can be improved, both in terms of content e. Celebrate achievements through work sampling. Encourage peer networking among parents. A good way to start building parent networks is by creating a parent contact list. Be sure to include teachers, aides and other relevant school personnel. Eliciting help from a few parent volunteers may be especially helpful as this will encourage them to take ownership of this activity. Identify and make useful resources available to parents. Some parents will need reassurance and guidance about behavior management. Some will have concerns about motor skills or language development. A few will have questions about signs of risk for learning disabilities, and others will want guidance about how to cultivate special skills and talents in their children. Try to be prepared to lead parents to these and other types of resources, either through a lending library in the school, through local agencies or via helpful resources on the Web. Invite parents into the classroom. Whether parents are invited to be silent observers or to help with activities, these visits can be most helpful and enjoyable. And think about how special a parent will feel receiving a note from the class thanking them for their visit!

Hard Conversations

There are going to be times when early childhood professionals and parents will engage in stressful conversations. Sometimes these conversations are triggered by issues that are programmatic such as scheduling extra time for a child to learn and practice skills, reminding parents to return forms, sending in extra clothes, or being on time for pick up at the end of the day. Most of the time parents and educators are reluctant to say or do things that create conflict, and when it comes to the best interest of our children parents and teachers alike , we often see all parties ready to engage in a "good fight. Some teachers, on the other hand, wonder why parents are so protective of their child even when concerns are raised about their progress. In a brief conversation at the end of the school day, Ms. Be a good listener. As important is the way that you listen to what parents have to say. They often provide much more information than was asked of them, and offer cues about whether they need more information about a particular issue and whether they are prepared to hear what you need to say. For some parents, conversations with school personnel can be stressful, regardless of whether the discussion is about "good news" or concerns about learning. Try to deliver your message in more than one way, offering examples whenever possible. And ask the listener to confirm what they have heard and what they understand the implications of your message might be. Having parents re-tell the major points in their own words can be a very helpful strategy to engage parents as partners and to avoid misunderstandings. This will set a positive tone and help even defensive parents feel as though you appreciate the "good" in their child. In more cases than not, parents and teachers share the same impressions about strengths and weakness. The challenge is often how to initiate a conversation without pointing fingers at anyone about being overly sensitive or unnecessarily concerned. She is very caring and plays well with the other children. We understand her wants and needs most of the time, except when she gets excited. When this happens her words are sometimes difficult to understand. Early childhood educators spend a lot of time with students in different settings playtime, circle-time, meals, etc. Try to look for patterns in these anecdotal records as they can provide clues to what might be interfering with learning. Jared loves to play with cars and often chooses this as a free-time activity. He enjoys sharing his toys with peers, but as just before lunch, he seems to get moody, sometimes preferring to play alone. At these times, when approached by other children, he tends to ignore them and on several occasions has used foul language and even pushed them away. This behavior can persist until lunchtime, but is rarely seen during rest time and in afternoon play. Allow time for parents to process hear, feel, think and respond. Rossetti, in his book titled *Communication Intervention: Birth to Three*, has referred to the delivery of difficult news to parents about their child as "a loaded gun fired at the heart. Be sure to provide opportunities for parents to process and understand your concerns. Some helpful tips include: Try

not to be defensive if parents lash out upon hearing "bad news. Remember that there may be other circumstances at work or at home that affect their reaction. Organize your thoughts before sharing them with parents. It may be a good idea to confer or even role play with a colleague before initiating a conference with a parent. Be clear about your availability to help. Suggests times for follow up and offer to include others in the discussion as needed. Elicit ideas from parents about ways to provide support for their child. Review information with parents and help them to appreciate their role as partners in gathering and sharing information, supporting skill development, monitoring progress, and ongoing decision-making. Make parents aware of helpful resource such as books, videos, DVDs, pamphlets and Web sites. Directing parents to information about "sensitive" issues can help them to increase awareness of important topics and even develop some level of acceptance, making it easier for them to partner with you and take positive action. Be prepared to hear good news and bad. And remember that child development is a moving target. Your efforts and willingness to be a flexible, well-informed and enthusiastic partner will make your relationships with parents a success.

Chapter 3 : What to Write in an Engagement Card | Shutterfly

Engaging the Family In , MBGH completed a series of focus groups with employees and their spouses in an effort to uncover the aspects of employer-sponsored health and wellness programs that are most and least important to them.

Julie Holliday Wayne of Wake Forest University School of Business, who headed a project to find the linkage between spouse perceptions and employee satisfaction and firm loyalty. These indicate why engaging the family of an employee is critical for the organization. History of Family Engagement The concept of engagement of the family is in no way a new phenomenon. Many companies give housing quarters to its employees. Companies offer medical treatment or reimburse expenses not just for its employees but the family as well. Going a step further, some organizations have schools for the children of its employees or recreational facilities and other benefits at no or lower costs. Typical activities by companies Today companies have various initiatives to try and engage the family of the employee. In many cases family members are encouraged to perform and involve themselves on the annual day. During Rewards and Recognition programs, the spouse is persuaded to come along with the employee to the podium and the spouse is awarded in addition to the employee. Children of employees are invited for summer camps and achievements of children are awarded. Family members are invited to contribute to the company magazine. In addition, top performing employees are rewarded with a trip with families to a tourist location or vouchers for club or hotel. Towards the next orbit: It is imperative that an organization goes beyond the standard welfare methods of engagement and drives certain practices which directly impact the profits of the company. Many companies are trying to involve the family of the employee in various stages of the employee life cycle, with excellent results. Recruitment and Retention A leading BPO hiring a substantial number of women realized that many women recruits who are working in a BPO for the first time quit in a short period. Analysis revealed that the main reason was the concern of her family about the safety of a young girl during night shifts. Anxious parents often convinced their wards to quit the job the moment she got another day-shift job. To deal with this issue, the organization decided to send a company representative to visit the home of every newly recruited woman and brief the family regarding safety measures and other precautions taken by the company for its female workforce. This initiative was highly appreciated by many families. India Inc takes staff motivation to the source mentions how Communications major, Ericsson, broke the tradition of having bosses hand over promotion letters, instead mailed them directly to the family, and appreciates and acknowledges the contribution of the family in ensuring that the employee is able to deliver exceptional results. The reason is that a cooperative and considerate family would help the employee tide over the inevitable inconveniences and rough spots. When the company has to separate employees, the company should recognize that the family members would also be an important stakeholder during the separation and their concerns would be more than just the money. In many cases, the family of the workman is known to literally force the workman to be present at work. Such initiatives save the company the nuisance of Industrial Relations issues and conveys to all workmen the level of care and compassion the company has for its employees. Touch during Special Days or Times Facilitating an employee to make a special day really memorable goes a long way in connecting the employee and his or her family to the organization. A leading BFSI company encourages holiday on birthday and anniversary, with the option of advancing or postponing the holiday within 10 days of actual birthday or anniversary to facilitate an extended weekend. Leaves during exams of children, paternity leaves and workshops to handle parental stress during exams are other initiatives to connect with employee and family when they need help. Driving Other Strategic Initiatives The family of an employee can be used to drive various initiatives. During summer camps or other camps, various targets or future direction of the company can also be communicated or reiterated through the children of the employees. Family members can be involved in CSR activities and other company activities. In April during a strike, auto maker Toyota sent letters to families of striking employees to persuade their sons to come back to work, pointing out the various benefits the company has offered. Safety initiatives may be driven through the family of employees. For example, children of employees can be asked to write slogans or design a poster about safety, and the same

may be pasted near the machines in which the employee works in order to reinforce the safety culture. The idea was that the driver knows that if a female member of the family were physically present, she would not allow him to drive at high speeds; also the driver is subconsciously reminded that someone is waiting for him at home. Companies offer various training to spouses of their employees to ensure that they are also able to develop certain skills and be gainfully self-employed. In many companies, items like candles, phenol, soap and books are purchased from Mahila Mandals in which the spouse of the employees are trained to make the items. This ensures that the womenfolk are employed and additionally, the company can procure such items at below-market rates. The comments of workplace consultant Bruce Tulgan of New Haven, Conn regarding Parents day can be extended to engagement of the entire family – these are "one part recruiting, one part corporate culture and one part retention strategy. This is a contributed post. The statements, opinions and data contained are solely those of the individual authors and contributors and not of People Matters and the editor s.

Chapter 4 : Family Engagement | ESCnet

"We want every family to be engaged in their child's education," Jaya said, "Not just the predictable ones." Jaya is the principal of a middle school that I recently visited.

See other articles in PMC that cite the published article. Abstract Differences between child welfare¹ and non-child welfare² involved families regarding barriers to child mental health care, attendance, program satisfaction, and relationship with facilitators are examined for a multiple family group service delivery model aimed at reducing childhood disruptive behaviors. Although child welfare¹ involved caregivers reported more treatment barriers and less program satisfaction than non-child-welfare-involved families, no significant differences exist between groups on average total sessions attended and attendance rates over time. This study presents preliminary data related to differences between child welfare¹ involved and non-child welfare² involved families regarding perceived barriers to MFG treatment participation, program satisfaction, relationship with facilitators, and attendance rates. Furthermore, this article discusses how the MFG model exemplifies engaging practices for child welfare¹ involved families, as well as how the model fits within the context of child and family rights. Literature Review Children involved with child welfare services frequently manifest elevated rates of emotional and behavioral difficulties Burns et al. While partly due to the deleterious effects of child maltreatment English, , child mental health difficulties are also likely to develop in response to stressors typically experienced by families involved in the child welfare system e. Department of Health and Human Services, Child welfare¹ involved families also typically suffer from multiple, co-occurring stressors, which hinder initial engagement and retention into treatment. Finally, stigma and negative perceptions about seeking care may cause ethnic minorities, who are disproportionately overrepresented in child welfare populations ACF, , to avoid traditional mental health services Alvidrez, ; Snowden, Consequently, families involved in the child welfare system are more likely to report a greater number of barriers to attending child mental health service appointments compared to non-child welfare² involved families. Consequently, service models designed to overcome barriers to initial and ongoing service use are sorely needed. The MFG service delivery model to reduce childhood disruptive behavior disorders has been specifically designed to address treatment barriers and promote positive service experiences for low-income, urban, minority families. Therefore, the MFG model may be particularly suited for engaging and retaining child welfare¹ involved families into care. Consequently, this study addresses the following research question: Among those offered MFGs, how do child welfare and non-child welfare² involved caregivers differ regarding 1 perceived barriers to treatment participation, 2 satisfaction with MFGs and relationships with group facilitators, and 3 MFG treatment attendance? Methods This study presents analyses of preliminary data from a larger effectiveness study that examines the impact of MFGs on families with children aged 7³–11 years old meeting diagnostic criteria for oppositional defiant disorder and conduct disorder. Between October and October , families were recruited from 13 community child mental health clinics within a large, Northeastern urban area. In some families, more than one child was enrolled. Youth and family members were randomly assigned to either 1 MFG intervention group plus other clinical services deemed necessary by clinic providers e. Institutional review board approval was obtained. Consisting of a series of weekly group meetings with six to eight families, the MFG model melds group therapy, family support, systemic family therapy, and behavioral parent training to target family factors consistently implicated in the onset and maintenance of childhood behavioral difficulties e. Developed in collaboration with urban, minority parent consumers of child mental health services, MFG curriculum content further addresses additional factors i. Furthermore, the MFG model targets many of the logistical and perceptual barriers to accessing child mental health services by offering child care, transportation expenses, dinner, and a nonstigmatizing group setting, which normalizes family struggles. Frequent phone contact between sessions addresses any obstacles to participation, supports parenting skills, encourages homework completion, and reminds families to attend the next session. Finally, MFGs are co-facilitated by study site clinicians and at least one parent advocate with personal experiences navigating the child mental health system. Children

residing in foster care at the initial assessment period i. Table 1 presents sample demographic characteristics at baseline. Participants in the MFG experimental group were largely low-income, black or Latino, and headed by single-parent, mother-only families.

Chapter 5 : How to Create an Engaging Family History Video

The focus is on engaging with vulnerable families and those living in our most deprived communities with a view to raising attainment and achievement of all and closing the inequity gap in educational outcomes.

The logic model is designed to place into a hierarchical order the principles by which true family engagement and the ultimate development and nurturing of family efficacy can be implemented and measured. The model supports the notion that there is a process to successful family engagement practice. Each of the principles falls into a logical sequence of action. In other words, schools and districts wishing to bring about systemic reform in family engagement should begin at the beginning Principle 1 and follow the model in the direction of the arrows, that being clockwise around the circle. Steve can customize a training program for your school or district that will ensure that every family is engaged in the academic lives of their children which in turn brings about more student learning success. The collective beliefs, attitudes, norms, values, actions, and assumptions of the school organization explicitly embrace and are committed to ensuring the notion of families as a foundational core component to improvement and greater student learning and performance. The culture is reflected in artifacts and organizational practices. Communicate Effectively and Build Relationships Description: There is consistent evidence that effective communication and relationship building creates environments in the schools that are welcoming, respectful, and conducive to family engagement. The school places an emphasis on effective communication with every family and stakeholder within the learning community and seeks to build trusting relationships with every family. A sense of caring to truly collaborate with every family exists as evidenced by numerous mechanisms to allow families to communicate easily and directly with the school. Empower Every Family Description: Families are recognized as essential members of the learning team for each studentâ€™their participation is welcomed, valued, and encouraged by the school. The school understands that families are important and influential resources because they know their children best. The school recognizes the entitlement of families to be consulted and participate in decisions concerning their own children. The school is genuinely inclusive in its approach to decision-making. It recognizes that this type of process creates a sense of shared responsibility among families, students, community members, and educators. Engage the Greater Community Description: The school places a strong focus on building and creating partnerships external to the school. The school recognizes the strengths and talents that exist in the communities that influence student learning and development and seeks to use these to strengthen and support the school, students, and their families. The principle also recognizes that the school can be a focal point for communities to come together and engage in capacity-building and renewal. There is a clear recognition from the school that the greater community plays an integral role in the educational success of the school. The partnerships also have a role to play within other activities, such as community-based learning projects, guest speaker programs, job shadows, apprenticeship opportunities, and tutors.

Chapter 6 : How To Write an Engaging Lawyer Bio

Presenting family history in an engaging, visually appealing way that attracts the attention of relatives and children wasn't always easy. After all, to most people, an old census record with great-grandpa's name was only interesting for a few seconds.

How you go about writing your bio is not as challenging as you may think – as long as you are willing to approach it correctly. Unfortunately, most lawyer bios are CVs written out in paragraph. They have no point and no personality. They fail to tell the reader much of anything aside from education and bar admissions. This is not to say that you cannot include your CV on your site. The best place for it is on your bio page. To include it, upload a PDF version of it to your website and add a link to it on your bio page. But a link is all your CV should be. The 7 Most Important Items to Include in Your Lawyer Bio Now that you know what your bio is not, it is time to learn what to include to make you stand out from the crowd. Your name and title right up front. Do not make folks work hard to find your full name and the role you play. Hiding this information is irritating for prospects; it will cause them to navigate away from your bio or your website altogether. Prospective clients want to see who they might be working with. A poorly taken headshot can hurt you as much as not having a picture in the first place. A summary of what you do for your clients. Walk your prospects through your process. Tell them what it is like to meet with you. Explain what you will do to help them through their specific problem. The more specific you can get here, the better. An explanation of why you do what you do. This gets to heart of why you practice and what gets you energized each day. It does not matter what your answer is as long as it is authentic. Highlights of relevant accomplishments or civic engagements. It is a good idea to have a short list of accomplishments and organizations on your bio page. This can include certifications or special awards that prospects can understand or that relate directly to your practice. This does not mean listing every Martindale Hubbell award or mentioning every county bar association you pay to be part of. A few bits of personal information. You are more than an attorney. Prospective clients like to see you admit that. Tell them what you do in your free time or the fun activities you partake in with your family. A small snapshot of who you are as a person can go a long way. Your direct contact information. List your direct phone line and an email address so prospects can reach you. Offer a downloadable vCard. Offer links to relevant social media profiles, such as your LinkedIn profile or your Twitter account. If you link out to these sites, ensure your profiles are complete and current. Length does not matter. It is all about presentation: Format your bio for online readers. Your About page exists on your website, so you should format it like you do all other pages. Use short, succinct sentences and paragraphs. Use bulleted lists where proper. Use headers to break up longer bios. Finally, remember to include links to other relevant areas of your website, including your contact page. Have someone else proof your bio. Typos on your website quickly eliminate any credibility you have built up. Personality, Please The best thing you can do for your bio is to bring your personality to the forefront. If you are laid back and casual, then your bio should express that. If you use humor in all you do, make sure it comes through in your bio. As long as you are genuine, whatever you care to share will hit the mark. Focusing on personality achieves these goals: Writing in your own voice and sharing things that you are passionate about means your bio will come easier to you. You will complete it quicker and you will be happier with the outcome. You will make more connections by showing who you are and why you do what you do. For law firms with more than one attorney, you can create a standard format for your attorney profiles that allow for their personality to shine through. This bio still has room for improvement. For instance, his practice area concentration is more important than where he went to school, but he lists his concentration last. And he completely lost me with the large blocks of text under the Curriculum Vitae header. The Great Debate I find they spend more time than they need to necessary on this question: Am I a solo attorney? If yes, stop thinking about it and just write your bio and all your website copy, for that matter in first person. If no, move to the second question. Who is my audience? If you are writing for a more professional crowd or for individuals with more education, third person works great. On the other hand, if you focus mainly on injury cases or family law matters, you will want to use first person to make more of a

personal connection. If you find you are still stuck when it comes to getting started on your bio, try starting with one of these options: Fill out a short questionnaire. I have created a short professional bio questionnaire for my clients to use when tackling their own bios. You can use the basics of haiku writing to get you started on the path to a great bio. Nicole Fenten offers up a small Mad Libs exercise in her tips on how to write a compelling About page. You can also download our form to help you write an engaging bio. Keep It Current The last thing you want to do is create a great bio that becomes stale with age. To avoid this, schedule calendar reminders to revisit your bio every three-to-six months. Review your photos, practice areas, years of experience, and any other time-sensitive items to ensure you do not lose prospects. Last updated October 26th, Cari Twitchell has been helping lawyers create web content that attracts and converts their ideal clients since She has an affinity for creating copy that actually sounds like her clients, and loves talking all things marketing, business development and Disney.

Chapter 7 : Family Engagement in Education

Father engagement is a vital and integrated aspect of parent, family, and community engagement work. Head Start and Early Start staff engage fathers as advocates, lifelong educators, and first teachers of their children.

See other articles in PMC that cite the published article. Abstract Despite the efficacy of family-based interventions for improving outcomes for adolescent behavior problems such as substance use, engaging and retaining whole families in treatment is one of the greatest challenges therapists confront. Research evidence for efficacy and effectiveness is also presented. Andrew was referred for treatment by the Probation Officer assigned to his case after his recent release from an inpatient locked treatment facility for sexual offenders where he was receiving treatment following a sexual incident involving two neighborhood boys three and four years younger than him. Andrew had been using alcohol and drugs at the time of the incident. Johnson reported that upon returning home, Andrew has been increasingly distant from his family; he now consistently isolates himself from others. Andrew is also increasingly in conflict with his parents, is performing poorly in school, and has been using marijuana. Johnson worries that Andrew will fall-in with the wrong crowd of peers, and continue a dangerous path toward drug use and delinquency. Johnson both would like to help Andrew but often appear at odds with each other on how to accomplish this goal. Although the focus of the BSFT model is to address drug use and related behavior problems of the adolescent, therapists accomplish this by working relationally with the entire family. Family relations therefore, represent the targets for change in concert with the individual problems associated with these maladaptive family relations. Specifically, the BSFT model aims to strengthen adaptive family interactions, such as the concerns of Mr. Johnson for Andrew; and correct maladaptive patterns of family interactions, such as Mr. As discussed below, the role of social systems is a central tenet of both the BSFT approach and social work. Clinical social workers will find the BSFT approach to be consistent with their systems training and clinical practice. The BSFT model offers concepts that can be useful to the social worker in practice such as the emphasis on repetitive patterns of family interactions. When multiproblem families present for services, the therapist can become overwhelmed by the many urgent issues confronting and overwhelming these families. Attention to repetitive patterns of interactions among family members allows the therapist to attend to family systemic processes common across the many problems confronting a family, without getting lost in the multiplicity of urgent contents. The BSFT model also provides social workers with a set of intervention tools to engage families in treatment, become an accepted member of the family system so that interventions are more easily accepted by the family, tools to create a motivational context for change, and finally tools to change the maladaptive patterns of interactions that do not allow families to achieve their own goals. Often families do not show up to the first intake or therapy session, for instance, or drop before treatment goals are achieved Flicker et al. Based on the structural theory of Minuchin e. To produce behavior change, BSFT therapists work to increase motivation for behavior change, reduce concerns about change, identify adaptive interactions and strengthen them, and identify troubled family interactions and modify them. In the Johnson case for example, Mr. Johnson were often incongruent in their parenting beliefs, preventing them from taking a unified, collaborative stance in supporting Andrew. Their discrepant parenting opinions similarly represented an obstacle to entering treatment. The same intervention techniques, namely joining, tracking and diagnostic enactment, and reframing therefore, were utilized to engage the family into therapy. In this paper we describe how the principles and techniques used in the BSFT approach can be applied by social workers to engaging family members for treatment and provide a detailed case example of how this approach looks in practice. We also provide evidence for the efficacy and effectiveness of BSFT engagement strategies and briefly discuss potential policy implications. As suggested by Bronfenbrenner , we perceive the family as the principal force shaping the way a child thinks, feels and behaves. The BSFT approach recognizes that although the family is the primary context of human development, the family itself is also part of a larger social system and, like an adolescent is influenced by his or her family, the family is influenced by the larger social system in which it exists Bronfenbrenner, Systems and eco-systemic perspectives have long been central to social work theory

and practice Wakefield, A system is an organized whole comprised of separate interrelated and interdependent parts. A family, for example, is a system comprised of individuals whose behaviors and interactional patterns inherently affect each other. The BSFT model is based on the principle that family members are interdependent: The experiences and behavior of each individual family member affect the experiences and behavior of all other family members. A maladaptive family structure is characterized by repetitive family interactions in which family members repeatedly elicit the same unsatisfactory and potentially harmful responses from other family members. In our case example, Mr. Strategy The third essential concept of the BSFT approach is strategy, characterized by using interventions that are practical, problem-focused, and deliberate. Practical interventions are selected for their likelihood to move the family toward desired objectives. As we will see in the Johnson family, addressing the conflict between the two parents was essential to avoid their taking their frustration out on Andrew. Also, of course, confronting the shame that prevented them from talking with Andrew about the sexual incident that send him to jail, was essential to avoid a similar incident re-occurring. BSFT intervention strategies are very deliberate, meaning that the therapist identifies the maladaptive interactions that if changed are most likely to lead to the desired outcomes i. As Figure 1 indicates, though there is a general sequence to their use, the sequence is used continuously during the intervention, and early interventions such as joining are often used frequently throughout the treatment process.

Chapter 8 : Engaging the Family - Communications Toolkit

Engaging Families Family members play an important role in treatment for behavioral health problems. Here are some tips and strategies for getting families involved.

Chapter 9 : Engaging Families - Child Welfare Information Gateway

The Family Engagement Team is an interoffice group dedicated to strengthening the voice of families, by bringing focus to the needs of students so as to allow every student to reach full potential. Learn more about the Team, its inception, and role and activities at the Department.