

Accentuate the Positive



When to use Accentuate the Positive:

- anytime...whenever you see any skills or strengths related to work with families, staff, and/or program during interactions with staff
- to support the skill set and capacity of staff
- to boost oxytocin and build trust

How to use Accentuate the Positive:

<p>Step 1:</p>	<p>Observe: for a skill or strength related to work with families, staff, and/or program</p> <p><i>A team member has developed some unique ideas about engaging families on creative outreach.</i></p>
<p>Step 2:</p>	<p>Affirm: joyfully describe the skill or strength you have seen or heard</p> <p><i>“Caitlyn, what an amazing set of outreach activities you have put together. The creation of the origami diaper with ‘is it time to change our visit to another day or time’ was successful with several of your families that were on outreach!”</i></p>
<p>Step 3:</p>	<p>Share the impact: Tell the staff how their strength or skill is of benefit to the families they serve, co-workers, or the program</p> <p><i>“Families with some reluctance to connect have re-connected with you and in doing so, they have opened their doors for possible support and change! What a difference this may make in their lives!”</i></p>

How you know it is successful:

- observe for pride or pleasure in your staff
- observe staff considering or thinking about what you have shared

Strategic Accentuate the Positive



When to use Strategic Accentuate the Positive:

- to increase a behavior you want to see more of
- to support the skill set and capacity of staff performance

How to use Strategic Accentuate the Positive:

<p>Step 1:</p>	<p>Identify the concern that you want to focus on. Determine what behavior you would like to see more of</p> <p><i>A staff person has such passion for her work; however, she tends to do too much for families. She tells parents what to do rather than learning more about what the parent wants or supporting them to make their own decisions.</i></p>
<p>Step 2:</p>	<p>Observe for this behavior during interactions with staff</p> <p><i>This week, she stepped back from giving advice, and used Problem Talk to ask the parent what would be best for the family.</i></p>
<p>Step 3:</p>	<p>Affirm: joyfully describe the skill or strength you have seen or heard</p> <p><i>“Elisa! Look at how you were able to catch yourself from giving advice and use Problem Talk with Maria to help her think about what would work for her family.”</i></p>
<p>Step 4:</p>	<p>Share the impact: Tell the staff how their strength or skill is of benefit to the families they serve, co-workers, or the program</p> <p><i>“Supporting Maria with Problem Talk so she can determine the best course of action for her family is a great way to help her feel capable and empowered to move toward change. Well done!”</i></p>

How you know it is successful:

- observe for pride or pleasure in your staff
- observe staff considering or thinking about what you have shared
- observe staff doing more of the behavior addressed by the SATP

Feel: Name & Tame



When to use Feel: Name & Tame:

- to encourage staff to increase their emotional vocabulary and become more comfortable with introspection
- to assist staff in developing the capacity to share their feelings in supervision and how they could impact the work
- to assist staff in self-regulation, critical to being present for families

How to use Feel: Name & Tame:

<p>Step 1:</p>	<p>Notice when the staff may be experiencing a strong emotion (body language, wording, energy shifts, and/or tone of voice that may indicate emotional content)</p> <p><i>You notice that the Family Support Specialist's face is red and her tone of voice is loud and sounds angry.</i></p>
<p>Step 2:</p>	<p>Share what you notice with the staff member, ask what they might be feeling, if they share an emotion skip step 3 and move on to step 4</p> <p><i>"You seem to be having a strong feeling about this paperwork. What are you feeling or experiencing?"</i></p>
<p>Step 3:</p>	<p>If staff struggles to identify their emotion, share with curiosity what you think the staff might be feeling or experiencing and continue to observe for any energy shifts, which may indicate hidden emotions or triggers</p> <p><i>"Are you feeling overwhelmed and anxious about getting all these things accomplished?"</i></p>
<p>Step 4:</p>	<p>Hold the space, and allow some time for the staff to process and explore the feeling. Allow staff to talk about their feelings in a way to make sense of them. Practice silence and presence. If the feeling is strong, validate it... notice how powerful this feeling is for them and hold the space until the staff is ready to move on.</p> <p><i>"Paperwork requirements can be really frustrating. This is important for you."</i></p>



How you know it is successful:

- Staff may look away as they are considering what they might be feeling, often there are more than one feeling connected to a particular situation.
- If you name the feeling successfully, staff may pause and look away or tear up. If this happens, just be present. Hold staff by being silent and emotionally available

Explore & Wonder



When to use Explore & Wonder:

- to increase a staff member’s empathy and ability to read and interpret parental cues/behaviors
- to maintain curiosity about how trauma may be impacting a parent’s behavior
- to address chronic situations (consistent issues that work plans do not seem to impact)
- to build self-awareness and self-observation skills

How to use Explore & Wonder:

Step 1:	Describe the interaction or practice you are concerned about—just facts (no tone of voice). Offer full silence before moving to the next step to allow for reflection. <i>“I notice that conversations about sexual abuse with families seem to be missing from your documentation.”</i>
Step 2:	If the staff member does not respond, explore what they think might be going on. If the staff member does respond, no need to explore. <i>“What do you think is happening for you around this tough topic?” (if needed, staff may provide additional information or be defensive)</i>
Step 3:	When staff member’s interpretations/perception/response appear to be inconsistent with what you believe might be happening, state what you think might be going on. <i>“I wonder if there is more to that... and perhaps talking about sexual abuse might be uncomfortable for you?”</i>
Step 4:	Ask the staff member what they think about your thoughts and curiosity. <i>“What are your thoughts?” (if needed; staff may respond, and may still seem to be defensive)</i>
Step 5:	Offer an opportunity to think together to come up with a plan to move the issue towards resolution.

“Let’s take some time to think about how together, we might be able to support you in asking the right questions and still support your worries.”

How you know it is successful:

- Staff think about it such as eyes averted, furrowed brow, or a pause in response
- If you do not notice thinking, wait and follow up at next supervision

Problem Talk



When to use Problem Talk:

- to assist staff in clarifying a problem
- to encourage staff to process all aspects of a problem without offering advice
- to expand staff thinking related to a particular family/experience
- to assist staff in moving from survival or defensive brain (brain stem) into a positive limbic (emotion), and into the cortex (thinking brain)

How to use Problem Talk:

Step 1:	<p>Ask open-ended questions using “Who, What, When, Where, & How” questions</p> <p><i>A Family Resource Specialist named Lou has come into supervision telling you that she has had some trouble connecting with a parent who has canceled 3 attempted visits to complete the FROG Scale.</i></p> <p><i>Potential Problem Talk questions include: “How did you present your role? What was the parent’s response? What did the parent say when she canceled? How have you responded? How does this impact you? What might be happening for this parent?”</i></p>
Step 2:	<p>Allow for silence so that staff may think and process all of the ramifications of each question (without providing advice)</p> <p><i>Lou shares that she is frustrated the parent may have no intention of meeting with her and is not comfortable telling her. The parent has shared conflicts with other appointments and things that have to be taken care of such as getting the car to the repair shop. Lou commented on how the parent always answers the phone when she calls.</i></p>
Step 3:	<p>Summarize the conversation when staff have fully clarified the problem</p>

“Clearly this parent has some connection to you as she has answered all your calls and shares other things going on for her and her family. What a great idea to call and just check in to see how things are going this week and not try to reschedule again right away! What a nice approach to convey how you care and are thinking about her.”

How you know it is successful:

- Watch for internal thinking processes and allow for silence and response from staff when you notice this happening
- Follow up at next supervisory session

Normalizing



When to use Normalizing:

- when staff share concerns that are not supported by research or experience
- when you want to share new information or research to enhance the staff relationships with co-workers and/or families

How to use Normalizing:

<p>Step 1:</p>	<p>Identify the common belief that staff may have about a family or a circumstance</p> <p><i>Family Support Specialist is upset about a Dad in a family that has full control of all decisions made and how the Mom has to run everything by him.</i></p>
<p>Step 2:</p>	<p>Normalize it</p> <p><i>“There are many cultures that have a matriarchal or patriarchal structure that is unique. Many staff have struggled with this, as it is so hard to integrate.”</i></p>
<p>Step 3:</p>	<p>Share current research or information</p> <p><i>“What we do know is that the research is clear: supporting and reinforcing the culture of each family is the only way to deliver services. In fact, encouraging all family members to participate in visits and be present can make a big difference in connecting all family members to the services offered by HFA.”</i></p>
<p>Step 4:</p>	<p>Check in to see if this new information makes a difference</p> <p><i>“What do you think? How can we think about including dad during home visits?”</i></p>

How you know it is successful:



- Staff responds with understanding and/or thinking
- Staff are willing to consider and/or integrate the information