

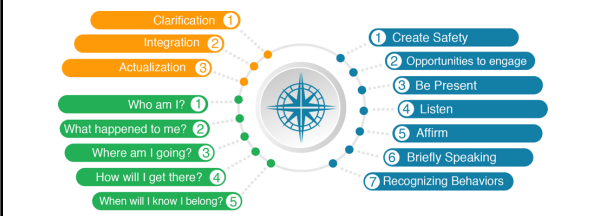
 357 Model®

Healing Losses through Strengthening Relationships

Part Eight—Supporting Youth-Driven Decision-Making



Core Components of the 3-5-7 Model®



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Section 1: Decision-Making Guided by the 3 Tasks

Clarification: Life Events and Separations

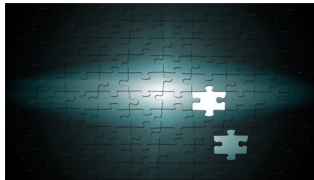
- Exploring who they are
- From uncertainty to identity
- Exploring events and making sense of them
- Expressing feelings and thoughts about their losses
- Increasing abilities to cope with life events



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Integration: Relationship Development

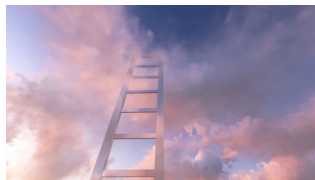
- Engage in exploring relationships; past, current, future
- Expands capacity to make sense of hurtful relationships
- Gives meaning to all parenting relationships
- Shows ability to have reciprocal positive peer relationships
- Verbalizes possibilities for future parenting relationships



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Actualization: Safety, Belongingness, Well-Being

- Visualizing relationships of permanency
- The sense of feeling safe
- The feeling of belongingness
- A claiming of identity with a family
- Embracing independence and adulthood



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The Work of the 3 Tasks: Guided and Directional

Professionals

- Develop effective engagement skills
- Engage children and youth using activities
- Monitor grieving and relationship building work
- Comfort grief in real time and model the process of building relationships

Caregivers

- Create a safe space, through nurturing responses and predictability
- Teach and reinforce social skills
- Provide opportunities to explore interests
- Comfort grief in real time and model the process of building relationships

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Section 2: Child Welfare System Approach

Patterns of Power and Decision-Making

- Power-over decision-making
- Urgency that does not align with healing work
- System perspective and priorities
- Limiting self-determination



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Participant Handouts

Whose decision is it?

- Child welfare professionals decide...
 - Services and supports offered to children and families
 - Changes to permanency goal
- Courts decide...
 - Type and frequency of visits
 - Termination of parental rights
- Families decide...
 - How they will support children in healing their relationships and pursuing their interests
 - Willingness to learn and practice trauma-informed parenting strategies
- Children and youth decide...
 - Who is important to them
 - Where they feel safe
 - The thoughts and feelings they share with others
 - What future goals to pursue

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The Type Pyramid

Wong, N., Zimmerman, N., & Parker, E. (2010). A Typology of Youth Participation and Empowerment for Child and Adolescent Health Promotion. *American Journal of Community Psychology*, 46, 100-114.

Adult Control

Vessel

- Lack of children and youth voice
- Adults have total control

Symbolic

- Children and youth have voice, but no power
- Adults have most control

Pluralistic

- Children and youth have voice and active role
- Children and youth share power and control with adults

Independent

- Youth have active role
- Little to no guidance from adults

Autonomous

- Children and youth have total control
- Without consent of adults

Youth Control

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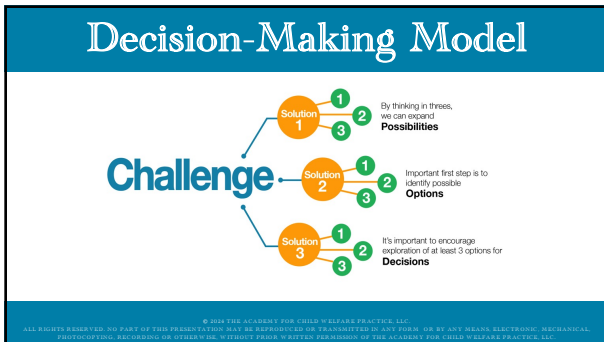
Overcoming Barriers to Shared Decision-Making

Barrier	Solution
<ul style="list-style-type: none"> • Bias that youth cannot make good decisions • Belief that youth cannot handle or understand difficult information • Adult fears about negative outcomes 	<ul style="list-style-type: none"> • Teach decision-making skills and allow for practice making decisions • Align how you share information with the child's developmental age/capacity • Recognize that taking risks and learning from mistakes is part of the process

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Section 3: Decision-Making Model




- ### Decision-Making Steps
1. Identify the problem, challenge and/or decision to be made
 2. Identify possible solutions/options
 3. Explore outcomes/consequences for each identified solution/option
 4. Select a possible solution/option from those identified
 5. Evaluate decision
 6. If not solved, repeat process
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| Participant Handouts

Decision-Making Step #1:
Identify the problem, challenge and/or decision to be made


- Describe from youth's perspective, not yours
- Do not try to re-frame the issue
- Remember your priorities may not be the youth's priorities



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Decision-Making Step #2: Identify possible solutions/options


- Beware of "either/or" thinking
- Always look for at least three options
- Do not make the decision in this step, include all options, even if it is an unlikely choice



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Decision-Making Step #3:
Explore outcomes/consequences for each identified solution/option

- Look for three outcomes for each option identified
- Stay neutral and factual when talking about possible outcomes

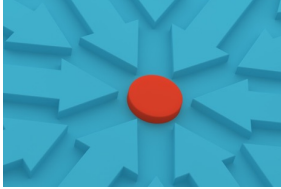


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Decision-Making Step #4:
Select a possible solution/option from those identified

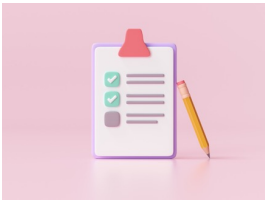
- Provide guidance and support
- Avoid trying to convince or sway the youth, this might mean you are making the decision
- Trust the process, allow the youth to make the decision



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Decision-Making Step #5: Evaluate the decision


- Did what you predict for the outcome happen, or did something unexpected occur?
- Did the decision choice solve the problem or meet the need?
- How did you feel about the outcome of the decision you made?
- If you could make the decision again, would you do the same thing or would you do something different?



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Decision-Making Step #6: If not solved, repeat process

Learning comes in reflecting on what happened and using that experience to help with the next decision



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Decision-Making Practice



- Think about a decision you need to make
- Allow your partner to support you walking through the decision-making steps

Partners


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Section 4: The 3-5-7 Model® Coaching Process

What is coaching and why is it important?

“Most skills needed by successful practitioners can be introduced in training but really are learned on the job with the help of a coach.”



Source: Core Implementation Components, Dean L. Fixsen, Karen A. Blase, Sandra F. Naoom and Frances Wallace, Research on Social Work Practice, September 2009 19: 531-540.

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How does coaching help?

- Enhances intentional application of the 3-5-7 Model® to avoid practice drift
- Provides a forum for sharing ideas, exploring youth and family dynamics and developing strategies for problem-solving and decision making
- Allows participants to have an outlet for stress and support with balance between personal and professional life
- Supports use of the 3-5-7 Model® with fidelity

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Structure of Coaching Sessions

- Monthly virtual sessions scheduled for a regular time determined by the organization
- One or two staff present a case, 3-5-7 Model® coaches help apply concepts of the model to each case
- Staff not presenting participate as observers, allowing them to add to their own application knowledge



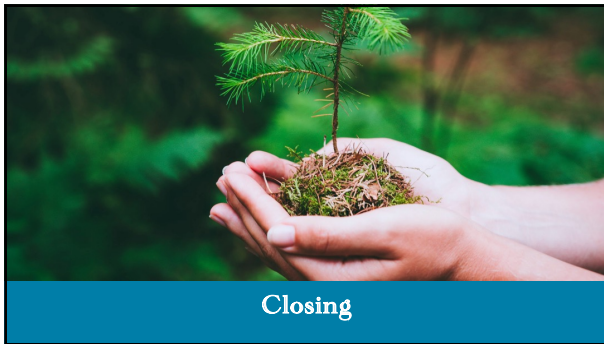
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Sample Topics in Coaching

- Follow-up Questions from Training
- Ways to Get Started with Youth
- Overview and use of 3-5-7 Model® Skills Development Guide
- Overview and use of 3-5-7 Model® Readiness Continuum
- Review of Case Consultation/Coaching Form submitted for discussion of situations in practice
- Debriefing of Use of Activities in engagements with children, youth and families

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| Participant Handouts



Putting it all Together

- Overview of the 357 Model®
 - Review of the components of the 357 Model®
 - Grief Cycle, Attachment Cycle
- Storytelling
 - Storytelling as a healing action
 - Positive Interaction Cycle
 - Skills to support storytelling
- Activities for Engagement
 - Examples of activities that support Clarification, Integration and Actualization
 - Themes that emerge from activities
- Using the Tools of the 357 Model®
 - Readiness Continuum
 - 357 Model® Workbook
 - Skills Development Guide
- Clarification
 - Sensitive Information
 - Real time response to needs of children, youth, and families
- Integration
 - Exploring Lived Experiences with young people and the meaning of their relationships
 - Family Systems: Rebuilding Relationships through Positive Interactions
- Actualization
 - Expanding knowledge of the relationships between placed young people and their caregivers not “one size fits all”
 - Stability versus commitment
- Decision Making
 - Proactive engagements
 - Empowerment decision making

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Take-Aways

- What ideas impacted you?
- What did you hear that was most helpful?
- What will you do next to apply something that you have learned?



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| Participant Handouts

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