

 3-5-7 Model®

## Healing Losses through Strengthening Relationships

Part Four—Using the Tools of the 3-5-7 Model®



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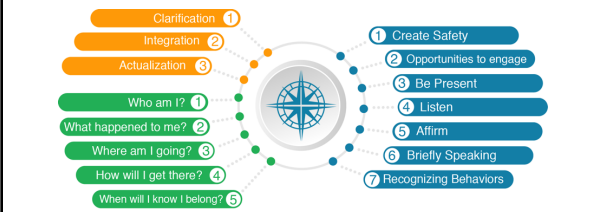
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### Core Components of the 3-5-7 Model®



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### Section 1: Selecting Activities with Intention

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## Getting Started

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## Readiness Continuum

- IDENTITY
  - Sense of Self
  - Understanding Story
- LOSS
  - Painful Feelings
  - Coping Skills
- ATTACHMENT
  - Building Trust
  - Perceived Safety in Relationships
- RELATIONSHIPS
  - Parents/Adults
  - With Peers
- SENSE OF BELONGING

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## Identifying Task-Related Needs

**Break Out Groups**

- Call to mind a youth that you are working with.
- Review the descriptions on the tool, noting which of those align with the characteristics of that youth.
- Talk with your group members about which of the tasks the youth you are thinking about seems to be navigating.

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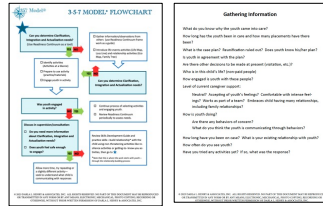
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## Determining the Starting Point



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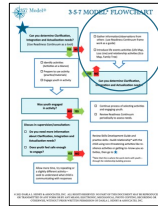
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## What if the needs are not clear?

- Continue to get to know the child/youth
- Use activities such as:
  - Life Maps
  - Loss Lines
  - Eco-maps
- Gather more information



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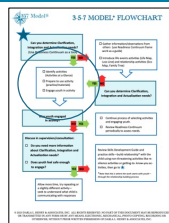
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## Selecting Activities

1. Identify potential activities
2. Prepare to use selected activities
3. Engage youth in using the activity



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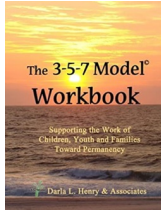
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## Participant Handouts

### 3-5-7 Model® Workbook: Activities at a Glance



Activities At a Glance		The 3-5-7 Model® Workbook	
When Age 0?	Getting to Know You (3)	P. 01	
When Age 1?	Self-Reflection (3)	P. 02	
	Discovery (3)	P. 03	
	Relationships (3)	P. 04	
	Being Resilient (3)	P. 05	
When Age 2?	Relationship (3)	P. 06	
Understanding Me	OK, Not Okay, I Feel Better (3)	P. 07	
	What's My Story? (3)	P. 08	
	What's My Story? (3)	P. 09	
When Age 3?	Relationship (3)	P. 10	
Supporting the Staff	Relationship (3)	P. 11	
What's My Story?	Relationship (3)	P. 12	
What's My Story?	Relationship (3)	P. 13	
When Age 4?	Relationship (3)	P. 14	
Supporting the Staff	Relationship (3)	P. 15	
When Age 5?	Relationship (3)	P. 16	
Supporting the Staff	Relationship (3)	P. 17	
When Age 6?	Relationship (3)	P. 18	
Supporting the Staff	Relationship (3)	P. 19	
When Age 7?	Relationship (3)	P. 20	
Supporting the Staff	Relationship (3)	P. 21	
When Age 8?	Relationship (3)	P. 22	
Supporting the Staff	Relationship (3)	P. 23	
When Age 9?	Relationship (3)	P. 24	
Supporting the Staff	Relationship (3)	P. 25	
When Age 10?	Relationship (3)	P. 26	
Supporting the Staff	Relationship (3)	P. 27	
When Age 11?	Relationship (3)	P. 28	
Supporting the Staff	Relationship (3)	P. 29	
When Age 12?	Relationship (3)	P. 30	
Supporting the Staff	Relationship (3)	P. 31	

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### Identifying Task-Related Needs



#### Break Out Groups

- Think about the youth(s) your group talked about previously.
- Recall the determination made earlier about location on continuum.
- Identify possible activities that could be used.

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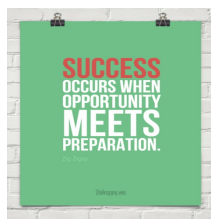
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### Using Activities in Your Work

- Be knowledgeable about a variety of activities
- Ensure continuity over time with youth
- Allow child/youth to direct the activity
- Use activities to connect experiences and reflect feelings



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## Introducing the Idea



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## Resilience Activity

"In my work with you, I am trying to help you reach a place where you feel like you belong. Part of getting there is to help you explore your feelings about the events of your life and help you make decisions about how people fit into your life. I want to help you use your strengths on this journey. I believe that you are whole, not broken. While you may have been hurt and confused, you are not damaged. This is called resilience."



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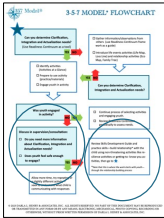
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## What if the youth does not seem engaged?

- Consider if you need more information about Clarification, Integration, Actualization needs
- Allow more time for the activity or adapt the activity to better fit the need
- Consider ways you can change your approach to increase youth engagement



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## Section 2: Awareness of Our Skills

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### 7 Skill Elements

7  
SKILLS

- 1 Create Safety
- 2 Opportunities to engage
- 3 Be Present
- 4 Listen
- 5 Affirm
- 6 Briefly Speaking
- 7 Recognizing Behaviors

- Establishing the perception of **SAFETY**
- Providing **OPPORTUNITIES** to **EXPLORE** feelings and life events
- **BEING PRESENT** to the individual
- **LISTENING** to the stories
- **AFFIRMING** perceptions and feelings
- **BRIEFLY SPEAKING** in response to questions, comments, and reactions of individual
- **RECOGNIZING** and **ACCEPTING** that current **BEHAVIORS** reflect **GRIEF RESPONSES**

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### Skills Development Guide

357 Model<sup>®</sup>
Skills Development Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Disestablishing the perception of SAFETY			
Strength	Neutral	Opportunity to Grow	
Is successful at using "strong" process to start session	Makes an attempt to "join" with youth at start of session	Does not "join" - begins with own agenda for session content	<input type="checkbox"/>
Process environment during time with youth is free of distractions	Is unable to eliminate interruptions during session (e.g. phone calls)	Is unaware that the meeting setting does not support the youth's perception of safety, stress, and discomfort of photos	<input type="checkbox"/>
Keeps time for appointments and schedules next appointment	Keeps time for appointments but next appointment OF is late but schedules next appointment	Is not on time AND does not schedule next appointment	<input type="checkbox"/>
Acknowledges youth's reaction to late arrival in session as goal	Makes excuses for late arrival, places more emphasis on explaining late arrival	Ignores youth's reaction to late arrival, does not apologize for late arrival	<input type="checkbox"/>
Demonstrates evidence of continuity of contact with youth from weekly contact	Demonstrates limited evidence of continuity of contact with youth	Demonstrates no continuity of contact with youth	<input type="checkbox"/>

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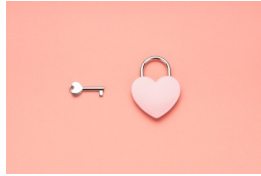
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## Keys to Engagement: The 7 Skills

**“We cannot “fix” kids and families; it is their work to do.”**



Excerpted from Henry, D. L. (2010). *The 3-5-7 Model: A practice approach to permanency. Stories of hope & healing for children, youth and families.* Kearney, NE: Morris Publishing.

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Closing

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## Coming Up Next

1. Overview of the 3-5-7 Model®
2. How Storytelling Encourages Healing
3. Using Activities to Engage Children and Youth
4. Using the Tools of the 3-5-7 Model®
5. Clarification: Seeking the Answer to Why
6. Integration: Creating Well-Being through Relationships
7. Actualization: Finding Safety in Relational Permanence
8. Supporting Youth-Driven Decision-Making

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| Participant Handouts

The Academy for  
Child Welfare Practice

info@theacwp.org

www.357model.org



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