

THE PREVENTION REPORT

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A Letter from the Director: Sustaining The Family Centered Reform Agenda Amidst Transitions and Transformations

by: Marc Mannes, Ph.D., Executive Director

Well, I've done it. For the many of you I have not yet met, this means that I have left the U. S. Children's Bureau and life in Washington, D.C., to become the Executive Director of the National Resource Center for Family Centered Practice (NRC/FCP) and take up residence in Iowa. During this period of professional and personal transition, I am comforted in knowing I will be maintaining working relationships with friends and colleagues across the country and continuing to help implement strong family centered approaches in child and family services throughout the nation. The sense of continuity serves to temper the natural unsettledness accompanying a new job and a new home.

I am not alone in experiencing transitions and transformations. Our entire field is caught up in the throes of real and potentially enormous alterations. All of these alterations serve to accentuate the differences between system **reforms** and system **changes**. **Reforms** are the transitions and transformations like-minded people with long experience in the field are promoting, whereas **changes** are the ones being advanced by others, who may have a dramatically differ-

ent viewpoint from yours, or they may be presumptive reforms seemingly out of anyone's control.

It is hard not to be anxious about a number of the changes we confront, since they raise serious questions with enormous stakes for our professional work as well as the lives of the kids and adults we serve. Many successes in the field of family centered practice that we can point to with a sense of pride now appear to be in jeopardy. We must deal with the transitions and transformations we face by sustaining the family centered reform agenda in ways that are both meaningful and appropriate. Let me briefly mention some major areas which I believe need to receive continued emphasis as part of the ongoing reform effort.

The first, managed care, may be an area in which change needs to be reconstituted as reform. In the stampede to managed care, how do we make sure family centered principles don't get trampled? Reconciling the value base underlying family centered initiatives with the tenets of managed care remains a challenge. A great deal of good can come out of applying certain managed care

concepts to child and family programs and practices. A culturally sensitive articulation of criteria determining entry into the system of services, refinements in diagnostic technology along with a greater specificity of practice protocols guiding the pathway through the system of care, and a clearer delineation of appropriate service outcomes, could do an enormous amount to advance our endeavors. Managed care can stimulate a burst of creativity around developing new services which blend and build on the insights acquired from providing

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day treatment services, therapeutic foster care, and intensive family preservation services.

On another front, critics of family preservation, although their arguments contain some faulty assumptions and misreading of fact, will undoubtedly find new ammunition in the recently released 1993 iteration of the National Incidence Study (NIS-3) which suggests increasing rates of child endangerment and harm. Some will look at the upward trend in the child abuse and neglect data and argue for system responses exclusively emphasizing child protection. Obviously, focusing on safety is essential; but it is insufficient. Sustaining the reform agenda means that greater vigilance and action ensuring safety for children in extreme cases must be augmented by a greater commitment to preventive services which will allow us to help more children and families even earlier. This means strengthening and expanding our commitments to community-based child protective services reform, an approach strongly articulated by the National Advisory Council on Child Abuse and Neglect.

Major legislative changes will also challenge the family centered practice agenda. While the federal child welfare system was not significantly altered during the last Congressional session, the transformation of AFDC into TANF (temporary assistance to needy families), signalling a change from the social welfare state to state-based social welfare, has enormous implications for all of us. Let's face it, the entitlement status of AFDC, which effectively guaranteed ongoing income maintenance, has always been a factor in child welfare decision-making. Now income support will be temporary, and how this will effect and influence case workers, supervisors, policy makers, and judges' decisions remains to be seen. Alternative routes to securing income support for families will yield surprising, unintended consequences for the child welfare services system.

There is reason to believe that children who are poor because they live with parents who are poor, and African American children and youth, will likely turn out to be overrepresented to an even greater degree than they already are in the child welfare system. Can and will states respond to this

plausible scenario and do more than simply find employment for parents? Even well-educated, economically and socially accomplished parents find themselves in a constant struggle to juggle work and family demands. How well will the vast majority of TANF recipients do? Will TANF parents receive the family development assistance they will undoubtedly need so they can retain a job and create a healthy home environment for their offspring? Will state workers receive the training they need to be more than employment counselors? Family centered services and supports must be provided to families during the time period they are receiving financial support from TANF. In order to sustain a reform agenda, family support needs to be viewed not just as a service families access on a voluntary basis, but also as an essential ingredient of the child welfare and income support systems.

And what happens down the road? No one should lose sight of the fact that TANF is being initiated in an economy approaching full employment, when the minimum wage jobs TANF parents will inevitably fill are in abundant supply. We need to think about what will happen to families when the economy eventually falls into recession, at which time many of these jobs are likely to be among the first to disappear. Here, again, a reconceptualization and repositioning of family support will be critical.

Another aspect of the reform agenda addresses the need to stay the course with the many organizational reform initiatives already underway. Ten state agencies will have the opportunity to take advantage of waiver authority granted to the Children's Bureau and conduct demonstration projects and reform programs and practices associated with title IV-B and IV-E of the Social Security Act. Many reform initiatives to be found in states' Five Year Child and Family Service Plans (CFSP) are currently being implemented across the country. All of this work is augmented by numerous existing state initiatives, as well as innovative, foundation sponsored projects designed to improve delivery systems and direct services.

One of the most significant cumulative effects of these reforms has been to spawn numerous types of family centered partnerships. State and local government alliances,

public agency and community collaboratives, interagency consortia, and public agency and social work education linkages have emerged in response to a growing awareness of the practical necessities of building connections and working together. Suspicion and wariness are gradually giving way to acceptance and trust. Many of these inter-governmental and interorganizational relationships, however, are still at a very fragile phase of development and will require care and attention to reach a mature stage and reap promised benefits. These partnerships involving joint strategic and operational planning, the blending of funding streams, and the integration of services, are essential to institutionalizing reforms. It is hoped that they will have sufficient time, obtain continued underwriting, and receive technical assistance to succeed, demonstrate their impact, and reveal a rich variety of implications. The NRC/FCP and others with acumen and sensitivity need to help sustain these partnerships.

A third element of the reform agenda involves participating even more adeptly in the significant portion of ongoing reform work which will be legislatively driven at the state and county level. Places like Sacramento, Albany, Des Moines, Annapolis, Tallahassee, Santa Fe, and county seats throughout the country now take on even greater strategic importance.

A recent publication of the State Legislative Leaders Foundation entitled, *State Legislative Leaders: Keys to Effective Legislation for Children and Families*, makes a series of recommendations to child and family professionals for addressing legislative-based reforms.

- * Be certain legislative leaders know how children and families in general, as well as special needs populations, are doing. Don't assume that they should know.
- * Make detailed information available to legislative leaders about policies and programs that have been demonstrated to be effective and/or successful.
- * Engage in the hard work of forging a shared child and family agenda. Build

consensus around a clear legislative agenda.

- * Build a legislative agenda sensitive to the political realities of the legislative body, while framing the agenda independent of party affiliation and political ideology.
- * Build a constituency within the general public around the legislative agenda addressing children's issues.

Family centered policies and programs

will continue to be developed by state legislatures, county boards and city councils. A more astute sensitivity and responsiveness to political diversity will result in constructing broader networks of relationships. This will reinforce the concept that family centered issues are modern day examples of what the founders of this nation meant when they spoke of the common good.

Efforts sustaining the reform agenda are expressions of the will and purpose of pro-

fessionals and citizenry committed to family centered work. The entire staff of the NRC/FCP is excited by the prospects of collaborating to discuss, analyze, craft, and implement policies, programs, and practices which secure our accomplishments and continue our progress.

Training in Today's Environment

by: **Barb Christensen, Director of Training, National Resource Center for Family Centered Practice**

Organizations, agencies, and communities are living in an environment of change in both the philosophical "approach to" and the "delivery of" services to families. One of the challenges facing administrators in all aspects of service is how to support staff with the education and skills to deliver quality service with limited financial resources. Historically, training has been one of the first areas cut in constrained budgets. However, with increased expectations in terms of accountability and competency, the demand for technological ability, and the push for collaboration across agencies, training and skill development of staff is no longer a luxury item but a necessity. Changes in organizations might be best approached by the same model that we are now using with families, which is to empower and support change rather than demand compliance. Staff education and development is an important step in empowerment and support and should be an integral part of a planning process that reflects the mission and long range strategic growth of an organization.

Training is a dual challenge. The challenge for those providing training is how to meet the specific needs of an organization within budget constraints and to assist the organization in viewing training as an ongoing long term integral part of organizational growth and development. The challenge for consumers of training is to define the desired outcomes of training and articulate these to the training provider, as well as securing adequate funding through multiple resources.

For too long, training providers have approached consumers of training as we have historically approached families. We have produced a cookbook of trainings with the implication that the consumer is deficient in skills and knowledge and needs our expertise. In addition, we have often assumed that a "generic" training would fit all regions of the country as well as being culturally sensitive. This is an inadequate method of delivering a training component. Training providers must approach consumers from a strengths based family centered perspective, beginning with assessment.

Assessment includes not only the demographics of an organization and community, but a clear picture of the desired outcome of training. If the desired outcome is not clear, a technical assistance approach may be the most productive initial step. One technical assistance day with staff/administration to define and develop the training curriculum may mean the difference between the desired outcome and just another outlay of money that staff do not implement nor see as meeting their needs. Training curriculum components must include not only the initial content but long range training plans in order to continue to support and develop the desired outcome.

In addition to the technical assistance piece, an evaluation component is a critical step that is often left out. Evaluation needs to include more than the initial impression of the training experience. If the benefit of the

training is to be documented, the original desired outcome must be measured in terms of application of new information/skills and the barriers to implementation. With this evaluation component, training can become an important piece in long range planning for an organization, both structurally and philosophically, as well as a documentation of the impact of training in order to secure future funding. Increasingly, competency testing is being requested as an evaluation component. This must be carefully designed to reflect assimilation and application of knowledge.

The assessment, the actual training, and the evaluation component demand that organizations become active partners rather than passive recipients when purchasing training services. Consumers should expect a clear definition of the philosophy behind the training provider and its areas of expertise, and should ask for references from previous consumers. In addition, consumers of training should expect that training providers be flexible and willing to discuss and design a training agenda that not only meets the needs of the organization in terms of knowledge/skill development but creatively provides the best training options available within the budget constraints of the organization.

The National Resource Center for Family Centered Practice has been providing training, technical assistance, informational services, and evaluation since the late 1970's.

In recent years, we have developed our training philosophy to better meet the needs of the consumers. Our philosophy is a strength approach based on respect for the organization's definition of the problem and desired outcomes, recognizing multiple truths, and modeling organizational mission principles. It is meant to guide the integration of theory and principles into practice by

- 1) empowering change vs. compliance,
- 2) securing the acquisition of knowledge and skills while assisting with the reduction of institutional barriers,
- 3) decreasing dependency on experts through "training of the trainer," and use of informational services.

While traditional methods (trainer and group of participants from an organization) of training remain valuable, cost constraints have pushed organizations to be creative and look to additional methods of supporting needed skills for staff. Several examples of training options that have been successfully implemented by states, organizations, and communities follow:

1. Use of the fiber optic network. While it may not be as ideal as having a "live body," if done well with sufficient planning, training over the fiber optic network can be very effective. It accomplishes the training of a large group of participants in a short period and virtually eliminates the expense of travel and lodging for staff. A recent project in Canada provided training to approximately 300 line staff in the same three days. One trainer provided a three-day case management training to a live studio audience with 10 additional sites throughout the province watching on the network. The success of this training was enhanced by a "training of the trainers" prior to the primary training. These trainers were then placed at each of the sites to act as facilitators, in order to answer questions and support small group work. Questions were faxed to the primary site during off-air breaks, and time was allotted on-air for answering them. Variety was accomplished by staggering on- and off-air time, achieving a balance of didactic and small group work. The province now has video taped copies of the training which they are using to train new staff and as review and

ongoing support of the knowledge/skills presented.

2. Pooling of resources. Organizations have begun to search out other groups with similar needs within a geographic location in order to pool training funds and share the cost burden. This has several advantages beyond dollar savings: 1) it provides an environment for collaboration; 2) it provides a networking environment; and 3) it creates a common language among multiple providers.

3. Cross training. Closely related to the above, organizations have been looking at pooling resources with agencies who in the past have not been viewed as partners in a particular knowledge base. Police, schools, juvenile justice, community support systems, court personnel, and contracted providers, to name a few, have begun to join forces in the acquisition of knowledge, development of common language, and collaboration of mission and team effort. Outcome evaluations from this type of training have been very positive.

4. Initial outside training with follow-up by local expert/providers. While it may be the best use of training funds to obtain the services of an outside training organization to provide the initial input of knowledge and skills, many agencies and communities with the help of the training provider have located local consultants to provide ongoing support. For example, if an organization received a three-day training in family centered assessment and case management, it has been useful to bring in a local consultant, e.g., a family therapist, to do one-month case staffings to keep the skills reinforced. This is much less expensive than bringing in an outside expert on an ongoing basis, integrates multiple providers, fosters communication and collaboration, and reinforces learning.

5. Training of the trainers. Most states and organizations have a pool of qualified personnel who would benefit from a "training of the trainer" program. Such a training provides extensive skill development and evaluation in developing the skills of training and can incorporate the development of training modules on areas of knowledge/skills that the consumer defines as the desired outcome. The obvious advantage of using internal trainers is that the training can be reproduced on an

ongoing basis within the state/organization/community rather than relying on outside resources. Trainers from a region can also usually address cultural /environmental issues with more expertise than outside sources.

6. Conferences/institutes. Sending personnel to conferences has many advantages in terms of networking, and is often used as a reward for excellent service to an agency/institution. Conferences also give the participant access to new knowledge in the field on a broad spectrum of topic areas. However, traditionally they do not provide extensive skill building or knowledge, as the sessions are usually too short. The National Resource Center provided an opportunity for an alternative to the traditional conference last summer by offering a training institute with the choice of one-, two- or three-day trainings on a wide variety of topic areas. Participants reacted very favorably to this concept as the advantages of networking, getting away from the office, and gaining new knowledge, remained constant, with the added benefit of enough time for skill building. A second institute, "Managing Change Through Collaboration," is planned for March 3-5, 1997, at the Chicago Hilton. The Center's Training Institute will thereafter be held annually in various regions of the country. For the Center, this approach will be a productive replacement of the summer institutes conducted in Iowa City in past years.

The above represents just a beginning in exploring the possibilities for training opportunities. The most important ingredients remain: an adequate assessment of an organization's needs; consideration of budget; and an evaluation and training plan that reflect the ongoing mission and direction of the organization in terms of training outcomes. With collaboration and creative thinking, a training component can remain a viable part of an organization's budget and vision, helping to maintain the most skilled and capable staff for the benefit of children and families. An environment of change does not have to mean that critical pieces of growth and development are left out. Empowerment of staff through knowledge and skills can only benefit all concerned.

Family Development: A Training Agenda For Family Centered Practice Across Systems

[This article is a compilation of short pieces written by Center staff and training consultants, program administrators, and frontline staff. It is intended to present an introduction to the nature and the scope of the Center's Family Development Certification program].

by: John Zalenski, National Resource Center for Family Centered Practice, and Bonnie Mikelson, Consultant/Trainer for the National Resource Center

In its fullest sense, "family development" describes the growth, progress, and challenges of diverse families over the course of a life cycle. Family development embraces the full range of events and circumstances of a family's life. These areas include:

- Extended family history, with emphasis on a family's cultural experience
- Marriage/divorce and significant relationships
- Infant, child, and adolescent developmental opportunities/challenges
- Educational achievement
- Health and mental health status/concerns
- Work and career issues
- Safety requirements both in the community and at home
- Personal goal-setting capabilities, and the organizational skills needed to make a plan work
- Social networks necessary to knit all of the domains listed above into a cohesive and resilient life

These, and no doubt other areas as well, are critically important to all families. No two families are alike, however. For some families, history and experience, education, work, a network of professional services and supportive personal relationships, and good fortune (not to mention good insurance) all combine to create a secure and stable pattern of family development. Other families are more vulnerable. Inadequate resources and supports in any of the areas mentioned above will place a family at greater risk of serious distress leading, potentially, to welfare dependency, substance abuse, allegations of neglect, or just a familial "failure to thrive." In combination, gaps in the network of supports and services available to families can become debilitating. For example, minimum wage work, a single income, an emo-

tionally taxing child, a crowded child care setting, and a family history of depression can strain a family. Add to this a layoff, a violent argument with a spouse or boyfriend, a repossessed car, or a shortage of groceries caused by the decision to keep the car out of repossession, and you may bring that family to the breaking point. At that point multiple service systems may become necessary, resulting in costly expenditures to remediate what were, at one point, avoidable crises, soluble problems, approachable developmental challenges. And make no mistake in calculating these costs. They are not measured by financial resources alone. Although it is difficult, if not impossible, to measure the highest cost to families caught in such a nexus of crisis is to the human spirit.

In order to respond to families whose circumstances are vulnerable, and who face the risks posed by a strained network of supports or other challenges, The National Resource Center for Family Centered Practice created, in the mid-1980's, the Family Development Program. The Family Development Specialist certification training provides workers in numerous settings with a core set of family centered practice approaches useful to support families across systems. Workers include professionals and paraprofessionals. They learn substantive family development strategies from a family systems perspective. Areas of emphasis include:

- interviewing and family assessment skills
- goal setting and planning for the family's future
- community services coordination
- responding to chemical dependency and domestic violence
- personal empowerment strategies
- community and professional develop-

ment techniques.

This training offers an integrated, cross systems, family centered approach to any human service staff working with vulnerable families.

Family development training originated with the work of Iowa Community Action agencies' practice with low income families. The focus of this work was to raise families capacities to become, and remain self-sufficient. In the late 1980's, the Mid Iowa Community Action Agency (MICA) began to implement the family development approach, and in the process initiated a request to the National Resource Center for Family Centered Practice (at that time the NRC for Family Based Services) for a family development training curriculum. Funded, originally, by the Iowa Community Action Association, the curriculum addresses the need of family development workers to organize their developing practice, clarify their strength-based philosophy, and increase their skills and understanding for motivating families to make the changes necessary to become self-sufficient.

Since these early beginnings with Iowa's community action agencies, Family Development training has expanded to include workers from many different programs:

- FaDDS (the Family Development for Self Sufficiency Program, Iowa's groundbreaking program for working with families at risk of welfare dependency)
- Headstart, pre-school and at-risk programs
- JOBS and other employment and training programs
- housing and homeless programs

- public health nursing and homemaker health aide services
- residential family workers
- single and teen parent programs
- public school at-risk services
- state welfare services

Current interests in family development suggest further application of the Family Development strategy in contemporary welfare reform programs, in child care centers (as well as resource and referral agencies), and with school personnel.

As this list of organizations and agencies using the Family Development approach suggests, the model is not content restricted. The Center's family development approach teaches a way of thinking and a framework for work with families — in almost any area — at the same time as it affirms the strengths and skills workers already demonstrate. This makes the approach valuable for enhancing the professional practice of organizations and staff who find themselves facing demands to move beyond individual-centered practice. For example, income maintenance workers who once focused on determining eligibility for entitlement benefits under the AFDC program may very well soon possess increased professional discretion under the many state applications of TANF. They will likely find themselves at critical access points to community-based systems of support and services focused on skill-building with a goal of economic self-sufficiency. Similarly, child care workers who have focused on child development in the day care or preschool environment will increasingly have to see the links between child development opportunities and constraints, and the family system which supports them. Family Development can assist workers to accomplish this professional growth efficiently and effectively.

At the same time, the family systems emphasis of Family Development training lends itself well to building and sustaining linkages between families, neighborhoods, and larger systems. This means that the approach adapts to the requirements of a cross systems training agenda, providing an integrative practice approach — a common language of families — for diverse partners within community collaboratives or other

multidisciplinary team efforts.

The systemic principles organizing Family Development, focused on the patterns of interaction and relationships within families and between families and communities, are effective in helping a broad range of families seeking self sufficiency across many domains: financial, emotional, physical, and spiritual. Workers benefit from knowledge of the family dynamics involved in areas of special concern—substance abuse or domestic violence, for example—which may be serious barriers to change for many families, locking them into cyclical patterns with life-long implications. As workers increase their understanding of and respect for the challenges involved in dealing with these obstacles to a family's progress, they become more skilled and more effective in getting families the specialized help they need. They develop the ability to work with families respectfully and nonjudgmentally, two attributes critical to successful helping relationships. Participants in Family Development training typically are open, excited, and eager to share in the learning process. Through exercises, coaching, and group work, participants experience the process whereby knowledge is modelled into practice.

The systemic approach and its integrated way of thinking about families and personal relationships often impact participants in the training personally as well as professionally. Trainees frequently comment that the training has not only helped them in their work, but has been valuable in their own lives. The training teaches the effective use of the practitioner's self in creating partnerships with families, through self-exploration and group discussion of weaknesses, biases, and individual and agency diversity in dealing with families. As workers participate in the training, they become strengthened by this group process, as well as trained in substantive content and skill areas. This, to a degree, magnifies the impact of the Family Development training. There's a high probability that family development workers will themselves feel supported and energized by their training, rather than burdened by new professional responsibilities. This will augment the fact that they are more equipped to strengthen families, contribute

to resiliency, and enhance the skills needed to achieve constructive futures.

**Barb Serr, Program Administrator
Job Training Division
Job Service North Dakota**

Job Service North Dakota is an umbrella agency that administers numerous federally-funded and state-funded job training programs, along with public job placement, job insurance, and labor market information programs.

The agency is supported by 12 regional and district offices, five satellite offices on Indian reservations, and staff at 10 university and college campuses. In addition, outreach staff make scheduled visits to 66 Job Information Centers located in towns with populations of 1,000 or more.

The Job Service North Dakota One-Stop Career Center Delivery System is linked through a statewide computer network. Common registration, eligibility determination, assessment, employability/service strategy plan development, and case management allow clients to be concurrently or sequentially enrolled in various programs maximizing services and resources available to assist in reaching employment goals. Through this approach, all programs and resources administered through Job Service North Dakota are integrated. Staff in the local offices are cross trained to provide maximum service options for our clients.

Sixteen staff members, located throughout the state, received certification as Family Development Specialists in May 1996. The training took place between July 1995 and April 1996. Training for another 22 Job Service North Dakota staff occurred in September 1996. All of these staff members work with assessment and case management. Family Development training is one way Job Service North Dakota is preparing for the future in which Job Service workers will see greater opportunities to help families achieve self-sufficiency. The training gives our staff the tools necessary to effectively work with clients to bring about change in their lives. As federal budgets decrease, the need for efficient use of staff resources and funding makes it increasingly important

to help clients find lasting solutions to employment difficulties.

North Dakota is currently moving toward a seamless service system joining employment and training services provided by Job Service and the state human services and education systems. As these linkages become reality, the professionalism produced through training such as Family Development will enhance the services needed to help people move from welfare dependency to economic independence.

Leo Locker
Family Development Specialist
Devils Lake Job Service Office
Bismarck, ND

~~Three staff~~ members in the Devils Lake office have received certification as Family Development Specialists. The training introduced us to a number of methods to use in helping clients (see the first section of this article). We use these techniques at different levels of intensity and depth as warranted by the needs of clients and our work environment. We no longer try to solve problems for clients. Instead we offer assistance that enables them to develop their own solutions.

An example of this is the technique called the Miracle Question Sequence. Using it simplifies allowing clients to reveal what is really on their minds. We also use the Genogram and Ecomap sequences, techniques for exploring patterns within family relationships and for mapping a family's support networks. The Pessimistic Sequence, a strategy to effectively confront fears, is very helpful in desensitizing job applicants conditioned to being afraid of negative responses to their interview.

Sometimes we feel like travel guides for clients on their trip through a problem, making their way through the hunt for a job, or exploring a career decision. They are empowered in their efforts because these techniques let them be responsible for their behavior, future and happiness.

The Family Development Specialist training, conducted by Viivi Shirley, has helped us immeasurably by making it easier to

delve into family situations. Before learning about the importance of the intra-family situations, we didn't discuss family dynamics — unless a client volunteered information. Now we delve into it comfortably and constructively using the Genogram or Miracle Question Sequence. Both methods open the way for our clients to understand and articulate the real barriers in their lives. Soon, we can support them to become solution seekers rather than problem sufferers by coaching them in the skill of applying solutions. This is a real change for many families. Some of them have never openly and honestly discussed their real family and social circumstances without having presumptuous advice pumped at them.

Much of this has to do with skills acquired through the training. As family development practitioners, we have become more sensitive to personal circumstances which may have led to the present difficulties in our clients' lives. We have become more aware of how other family members affect what our clients dare to do. We feel more confident about making referrals to specialized clinical services after we have touched on difficulties that require greater help. In numerous ways, the Family Development approach has become inseparable from our practice with families.

A Case Study

A client I will call Ann was in my office in August, 1996. Noticing a motivational saying I have displayed, she said, "I'm one of the people on the second line now." The second line reads, "People who make things happen." Ann is a former third liner: people to whom things happen. She sometimes still gets stressed out by small things, but now with a bit of gentle, circumspect nudging, she is able to develop her own solutions to the stressors. She now *knows* she has the power to make things different for herself. She no longer waits for us to give her the answers. Ann has an entirely different outlook on life. This is obvious to everyone who knows her. She is no longer afraid to succeed. Succeeding at the challenges she sets for herself has become her way of life.

One indicator of the changes in Ann is that we now enjoy her visits to our office. She is a pleasure to work with. In learning

these new ways of living she has not forgotten the black hole out of which she has climbed. But rather than pitying herself and her three children, she is using those memories to improve the future. In 1997 Ann will graduate from college with a pair of two-year degrees. Her plans are to get a job and say good-bye to welfare forever. The three of us who are Family Development Specialists on our staff have worked extensively with Ann. Her accomplishments using the Family Development model have made believers of all of us.

Deb Solden
Southwest JOBS Program Administrator
Grant Co DSS

Local programs in Grant County, Wisconsin have reflected policy at the state and national level. Until quite recently, contemporary social welfare policy has limited the provision of "human services" to programs in specific categories. Services addressed getting people a job (Employment and Training), determined eligibility for financial assistance (AFDC), or responded to developmental needs (social services and education). The pendulum of social policy is now swinging back to an earlier historical period. Increasingly, finding and holding a job is viewed as a primary answer to the social distress of the poor and vulnerable members of our population.

To make this a valid and constructive approach, to accomplish true welfare reform, requires a change in how we view the range of social services. Employment and Training (E&T) programs must be conceived as developmentally oriented human services programs. Families in need of E&T services routinely face circumstances such as frequent periods of unemployment, emotional or physical abuse, teen pregnancy, dropping out of high school, community or domestic violence, juvenile delinquency, and family breakdown. These circumstances contribute to, or in some cases may even cause, chronic unemployment problems. Dealing with these problems requires effectively linking E&T services with those provided by the county Department of Social Services.

Research and experience have shown us

that the vast majority of welfare recipients have children in single-parent households. As welfare reform measures move these parents into the workforce, children will be at substantially greater risk of maltreatment. Supplementary services will have to be accessed and coordinated in order for this new system to work. Innovative and creative ways are needed to support families in becoming self-sufficient, while ensuring that children are residing in a safe and secure environment. Responsibility for making this happen will become part of the domain of conventional E&T programs.

One approach to making this new system more viable is the Family Development model. With assistance from the National Resource Center for Family Centered Practice, the Family Development model was implemented in Southwest Wisconsin in 1994 for the "harder to serve" families. Family Development Specialist certification training was provided by the National Resource Center to the nation's first integrated group comprised of staff from JOBS (Job Opportunities and Basic Skills), JTPA (Job Training Partnership Act), Job Service, and county Economic Support staff. In part through the integration accomplished by the Family Development approach, coordinated family-centered services assist individuals to become self-sufficient while building family strengths.

The day Clinton signed The Personal Responsibility and Work Opportunities Act, putting an end to "welfare as we know it," was important nationally, but it was somewhat anticlimactic locally. The legislation ending the AFDC entitlement and replacing it with time-limited work-based programs paying a participation stipend had been anticipated.

First, Wisconsin had enacted Wisconsin Works (W2) welfare replacement legislation four months earlier, anticipating virtually every major provision in the national legislation. Furthermore, Southwestern Wisconsin had both the state and the Feds beat by a good dozen years. Our five-county JOBS Consortium has been successfully modeling welfare reform programs for the state since 1984. Elements of W2 successfully tested in our five counties include wel-

fare diversion, Work First, the simulated work week, self-sufficiency ladders, and Job Centers. These and other programs led to an 80% reduction in AFDC cases between January 1987 and July 1996.

We support the basic philosophy and goals of W2. However, we believe that W2 does not go far enough in strengthening fragile families and promoting self-sufficiency. The Family Development approach helps to extend our ability to promote success for our most vulnerable families. Programs have been directed at segments of our population which have the following characteristics: 1) they aren't working, 2) they don't have decent housing, 3) they are not providing for the financial needs of themselves and their families, and 4) they are not meeting the developmental needs of their children.

Using tools from the Family Development Specialist training, JOBS, Economic Support, and Social Work staff are collaborating to develop Integrated Family Service Plans for families these agencies serve jointly. Where appropriate, tasks assigned by Social Workers are counted as assigned JOBS hours. This is critical for the provision of family-centered services and will assist in the protection of children in families subject to cuts in their AFDC checks due to non-participation in the work program.

Families are society's way of nurturing and protecting children, and all policies must be judged in light of how well they strengthen the abilities of both parents to care for their children. Individuals and families, parents and children, are part of various communities devoting resources of many kinds to their success. W2--in fact, any welfare reform effort--needs to enhance the way communities support individual efforts to achieve self-sufficiency. Prevention and early intervention are the answers for "hard to serve" families who rely on the service system for disproportionate amounts of time.

The families remaining on the welfare rolls need a different approach than can be provided by the traditional E&T community. We shall continue implementation of the Family Development model along with W2. This will be especially critical as coun-

ties such as ours, which have already drastically reduced AFDC caseloads, attempt to meet the mandate to end welfare as we know it.

With counties in an oversight role, Southwestern Wisconsin will continue to develop its fully integrated service delivery system. "It is one thing to read about Family Development and yet another thing to experience". (FDS Trainee)

SCHEDULED FAMILY DEVELOPMENT SPECIALIST TRAINING--1997

Des Moines, Iowa

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Bloomington, Illinois

February 24-27 & March 24-27, 1997

Cincinnati, Ohio

Late Spring-Early Summer, 1997

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June 9-11, July 14-16 & August 25 & 26, 1997

Other Family Development Opportunities available from the National Resource Center include:

Technical Assistance--for agencies or states developing, restructuring, or implementing family development programs.

Advanced Family Development training--This class will build skills for Family Development practitioners.

For more information regarding registration for any of the above classes or for scheduling a class at your location, write or call:

Sarah Nash
National Resource Center/FCP
The University of Iowa
School of Social Work
112 North Hall
Iowa City, IA 52242-1223
(319) 335-2200

The Court Improvement Project: Current Status

by: Pamela Mohr, Associate Research Professor, University of South Carolina Law School

Between October of 1994 and August of 1995, forty-seven states and the District of Columbia took their initial steps in the nationwide Court Improvement Project. This is, in brief, a four-year, federally funded program administered by the United States Department of Health and Human Services' Children's Bureau, designed to help state courts better manage cases involving child abuse and neglect. In the first phase of the program, states were given one year's funding to assess their courts' management of child welfare cases and to formulate a written plan for improvement. In the second stage, jurisdictions will have three years to implement the court reforms that they have identified.

Each participating jurisdiction has provided the American Bar Association with an oral report as to its status in this project. This article provides a brief synopsis of those reports and offers some suggestions for the road ahead.

CURRENT STATUS OF THE COURT IMPROVEMENT PROJECT

All participants are currently either involved in or have recently completed the assessment phase of the program. This phase involves 1) the collection of information on states' treatment of procedures such as removal of children from the home, termination of parental rights, reasonable efforts, and the adoption process, and 2) the subsequent analysis of that information to determine the states' particular strengths and weaknesses in conduct of abuse and neglect cases. In some states, the studies are conducted by court administrative personnel. In others, outside groups have been hired.

How Far Along in the Assessment Process Are States?

Many states seem to be running a bit behind schedule with this program. In all cases, the first year has either passed or will soon pass, but most are still in the midst of the information gathering phase, and very

few have yet drawn up a plan for improvement. Nine states and the District of Columbia are still taking the initial steps in their studies, such as drafting questionnaires and making arrangements with contractors. Only Colorado, Kentucky, New Mexico, and Rhode Island have entirely completed their assessments.

How Are States Collecting Information?

Virtually all participating jurisdictions have conducted or intend to conduct intensive site visits to a representative sample of courts. The number of sites that states plan to observe ranges from less than four to more than twenty-five. Most states, however, have visited or plan to visit between four and eight courts.

Interviews constitute the most important part of each state's site visit procedure. Judges top the ranks of authorities to contact when gathering information on the abuse and neglect system, with thirty-two states interviewing them while on site. Clerks, agency officials, guardians ad litem, and parents' attorneys are also popular figures for interview. Agency attorneys, court administrators, and Court Appointed Special Advocates (CASAs) have each been questioned by between eight and fifteen states. Finally, a small number of states have interviewed foster parents, biological parents, and members of tribal councils. According to the most recent reports, foster care review board personnel have been or will be interviewed in ten states; Arizona, Delaware, Florida, Michigan, Mississippi, Nebraska, New Jersey, New Mexico, Utah and Washington.

The other principal means of information-gathering in the Court Improvement Project is the distribution and compilation of surveys. The primary recipients of these questionnaires are quite similar to those most frequently interviewed during site visits: judges, agency workers, guardians ad litem, parents, attorneys, and CASAs. Interest-

ingly, the survey procedure has provoked a somewhat more creative implementation than the site visit program. For example, a few states have distributed surveys to such wide-spread recipients as public defenders, tribal social workers, bar associations, adoption agencies, teens in care, and former foster children. Eighteen states have reported that they have sent or intend to send surveys to foster care review boards. These states include Arizona, Alaska, Colorado, Delaware, Florida, Georgia, Iowa, Kentucky, Mississippi, Montana, Nebraska, New Jersey, New Mexico, Oklahoma, Oregon, South Carolina, Tennessee, and Utah.

Some jurisdictions have sought information from sources beyond surveys and site visits. For example, many states are using input from focus groups made up of foster parents, biological parents, foster children, or other relevant parties. Across the nation, about forty focus groups are currently at work on this project. Also, eight jurisdictions are using computer records to supplement their data, one state is using information from the citizen review group's annual report, and two others have held public hearings on the systemic management of abuse and neglect cases.

Who Is on the Advisory Committees?

A wide variety of individuals have been placed on the Advisory Committees which will design the states' plans for court improvement. Judges are members of virtually all such boards. Guardians ad litem/children's attorneys, agency personnel, citizen review boards and state attorneys general are also well represented. A small but significant number of states have utilized the expertise of representatives from bar associations, foster parents, juvenile court administrators, parents' attorneys, and child advocacy groups. Finally, between one and four states each have included Supreme Court judges, court clerks, law school representatives, public defenders, foster children, attorneys general, advocates for the mentally

impaired, victim witness personnel, psychologists, representatives from the Committee for Hispanic Children and the League of Women Voters, and hospital or law enforcement personnel on their advisory boards.

Common Issues, Problems, Solutions

A number of states have raised common issues and problems. The financial limits and time constraints of the Court Improvement Project have been a primary source of difficulty. Linguistic and organizational differences between various agencies and offices have also caused problems in many jurisdictions. Participants found that the information collected in case files varied greatly from court to court within the same state. Data were often missing, and even whole files frequently could not be located.

Most jurisdictions report that participation by professionals and community is sufficient, but could be increased. Project managers should make every effort to increase "buy-in" to the assessment process by judges, court personnel, agency staff, legislators, attorneys, and others. Such participation simultaneously facilitates access to people and court records and increases the likelihood of these professionals' accepting change during the implementation phase.

Because of the "make it happen" power held by politicians, it is particularly desirable to involve the legislature in this project. Currently, half of the participating jurisdictions have not involved the legislative branch in the assessment process at all. Twelve jurisdictions said they had legislative representation on their Advisory Board, but that the legislator was often too busy to come to the meetings. Many jurisdictions reported that they want to involve their elected representatives but do not have any idea how to get their participation. Producing a newsletter to the legislature, and making oral and written presentations to the legislature, are suggested as useful means of drumming up legislative support.

States' Plans for Improvement

The jurisdictions which have reached the improvement-plan drafting phase (Colorado, Kentucky, New Mexico, and Rhode Island), have identified their primary problems as lack of technology, insufficiency of judicial

training, absence of communication between parties involved in child abuse cases, and lack of effective court recording.

These states have come up with several specific ways of improving their child welfare litigation systems. Some common suggestions were education-related, such as the provision of special training for juvenile court staff and the creation of a topic-specific bench book for judges. The vast majority of the suggestions, however, centered on the elimination of wasted time. Proposals included providing physical facilities for meetings, equipped with computers and phones so that parties can work while they wait to appear in court; modifying calendaring so that court schedules minimize delays; computerizing the docketing procedures; developing a specialized, centralized data-collection system; and making the use of similar forms and orders by court systems consistent throughout the state. As more states complete their plans for court improvement, the diversity of these suggestions can be expected to grow rapidly.

HOW CAN YOU HELP?

To become involved, start by contacting the administrative office of the court in your state. Find out where your state is in the process and ask what you can do to assist. Your jurisdiction may already have a representative from the Foster Care Review Board on its Court Improvement Project Advisory Board. If not, you may want to suggest that such a representative be appointed. If you are unable to obtain a direct representative on a board, contact someone you know who is a board member and inform them of your areas of concern. Get a copy of your state's report when it is issued and give feedback. Lobby your legislature or judiciary to make reforms happen. Your participation in the Court Improvement Project will be of great value to all concerned.

The ABA Center on Children and the Law will continue to provide periodic updates about the status of states' participation in the Court Improvement Project. To receive a copy of these updates, and any available information about your state, contact Eva Klain, ABA Center on Children and the Law,

740 15th Street, N.W., 9th Floor, Washington, D.C. 20005; (202) 662-1681/fax: (202) 662-1755.

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- * Actual state experiences and challenges in implementing managed care
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For more information, contact:

Ms. Mickey Shumaker
Phone: (303) 792-9900
FAX: (303) 792-5333
e-mail: mickey@amerhumane.org

MARK YOUR CALENDAR

March 3, 4 & 5, 1997

Join the National Resource Center for Family Centered Practice for:

Collaborating to Manage Change

Chicago Hilton Hotel & Towers
Michigan Ave, Chicago, IL

Participants in our August '96 Training Institute in Kansas City were very positive about the opportunity for longer sessions, enabling them to leave with both knowledge and practical skills. Again in March, we will be offering a broad spectrum of one-, two- and three-day training choices in order to meet the needs of administration, supervisors, line staff, community organizations and providers, and family support organizations, to name a few. An effort has been made to bring culturally diverse perspectives to the training to heighten awareness, expand thinking and give participants quality training on relevant issues. All sessions will focus on application of concepts, skill development, and integration into day-to-day practice.

General Training Topics

- Case Management
- Youth Development
- Parent Involvement
- Supervision of Family Centered Practice
- Violence and Effects on Children
- Children and Grieving/Loss
- PATCH Approach/Community Centered Practice
- Working with the Courts
- Kinship Care/Permanency Planning
- Family Support
- Welfare to Work: Training for JOBS
- Collaboration
- Intensive Family Services
- Managing Change Through Innovation
- Conflict Resolution/Parent-Teen
- Working with Substance Abuse
- Managed Care and Child Welfare
- Advanced Family Development
- Getting Fathers Involved
- Strategic Marketing for Non-Profits
- Implications of Welfare Reform/Public Relations
- Outcome Measures
- Family Group Conference

In addition, there will be three plenary sessions on: Community Involvement/Assessment; Over-Representation in the Child Welfare System; and an invited presentation by Carol W. Williams, Associate Commissioner, Children's Bureau. Don't forget all that Chicago has to offer (jazz, blues, theater, Bulls, shopping, museums) as well as the networking and learning possibilities of a training conference that bridges family support, children welfare and the community. **For more information or to receive a registration brochure**, contact Sarah Nash at the National Resource Center for Family Centered Practice, The University of Iowa, School of Social Work, 112 North Hall, Iowa City, IA 52242-1223; Phone (319) 335-2200; FAX (319) 335-2204.

DON'T MISS THIS !!!!!

The Patch Project of Linn County, Iowa Named Finalist in 1996 Innovations Awards Program

The Patch Initiative, sponsored by the Linn county Decategorization project of Linn County Iowa, has been named one of 25 finalists in the 1996 Innovations in American Government Awards program by the Ford Foundation and the John F. Kennedy School of Government at Harvard University. Working with the Linn County decategorization project and the University of Iowa School of Social Work, the National Resource Center for Family Centered Practice will continue to build on its long standing interest in developing the potential of the Patch approach through consultation and training, conferences and presentations, and diverse publications. This Patch Page is a contribution to that effort. Here you will find current information on the development of Patch nationally and internationally.

The "patch" in the program's title refers to a limited, well-defined geographic area served by a local human services team. Initiated in 1991 and patterned after a program in the United Kingdom, Linn County's Patch Project combined three innovative approaches to helping children and families at risk: the Patch team, pooled funding sources, and community-centered social work.

Patch ties a team of partners—such as housing staff, public health practitioners,

family support workers, and juvenile court personnel—to a specific neighborhood or community to make them more responsive to the people living there. Because the Patch team is closely connected to a community, it is able to ask neighbors familiar with a troubled family to help the team build a relationship with the family.

Funding is the second key component of the program. Eighty-five percent of the Patch budget comes from Linn County Decategorization, which pools traditional categorical funding streams into a single flexible child-welfare fund and uses a comprehensive community planning process to distribute funds. The remaining 15 percent of funds come from private sources.

Finally, the Patch initiative follows a community social work model that requires a commitment to partnership. Clients, neighbors, and others join forces with the social worker in providing social services. Neighborhood "partners" work with families living in a one- or two-block radius; and "neighborhood councils" participate in the management and governance of Patch family resource centers, where Patch teams are based and families are served.

"The finalists are restoring public faith in

government and its capacity to make a critical difference in people's lives," said Susan V. Berresford, president of the Ford Foundation. "They are a national resource for solving some of our most urgent public problems." More than 80 percent of the programs that have received Innovations Awards since 1986 have been replicated or significantly expanded.

Considered to be among the nation's most prestigious public service prizes, Innovations Awards honor programs and policies that represent creative, highly effective government efforts to meet public needs. This year is the tenth anniversary of the program.

For more information on the Innovations in Government Project or the Patch approach, contact:

John Zalenski, Ph.D.
National Resource Center/FCP
Phone: (319) 335-2200
E-mail: john-zalenski@uiowa.edu

or

John Brandt, Chair
Linn County Decategorization Project
Phone: (319) 398-3543

Innovations in Social Services

Friday, March 14, 1996
Iowa City, Iowa

Sponsored by:
The University of Iowa School of Social Work
National Resource Center for Family Centered
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Linn County Decategorization Project
The Patch Project
Child and Family Policy Center
American Humane Association
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John F. Kennedy School of Government,
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Featured Speaker: Lisbeth Schorr
Author of *Within Our Reach: Breaking the
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Conference brochure will be
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an event in celebration of
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The End of the Beginning (of Reforming Children and Family Services)

by: John Zalenski, Ph.D., National Resource Center for Family Centered Practice

*"This is not the end. It is not the beginning of the end. But it is the end of the beginning."
(Winston Churchill)*

Services for children and families are in a state of change and transition for a lot of reasons. The politics of family life and children's well-being, ever more drastic conceptions of the meaning of "fiscal constraints," the effects of multiple initiatives — from managed care Medicaid projects to welfare reform — on the child welfare service system, not to mention the challenges facing many fragile partnerships for community systems development, all contribute to a feeling of unease and uncertainty about the future of vulnerable children and families in our society. While there may be a temptation to look for a "new" response to our current situation, a more resilient response may be to identify those resources that focus and strengthen current work towards systems of community services that are responsive to the growing needs of families. Here are some key resources to help you do just that.

Charles Bruner, Douglas Nelson & Otis Johnson (1996). *Realizing a Vision for Children, Families, and Neighborhoods: An Alternative to Other Modest Proposals*. National Center for Service Integration, c/o Child and Family Policy Center.

This paper takes as its point of departure the growth of a "tale of two trends" in child and family well-being: growing prosperity for a small percentage of families, worsening prospects, across almost every indicator of child and family well-being for others—especially children of color and especially children residing in neighborhoods in which the most basic social investments are being neglected. In an era of apologetics about the needs of vulnerable families, the authors confront this trend head-on. They make it clear that we know what it takes for children to succeed at the high levels necessary to sustain social well-being in our rapidly developing and very complex society and economy. It takes social values and social policies that allow families time and resources to nurture and support themselves and each other. It takes an economy that provides sustaining work. And it takes effective public service systems to promote the health, safety, and general welfare of all citizens—not merely the select few. Further, we have learned that community based services and supports that are flexible, focused on the assets of families, and tied closely to the needs of particular localities embody the kind of practices capable of producing resilient communities. At the same time, however, we remain within the lock-step pattern of a policy making system that continues to emphasize services that are

fragmented, reactive, and focused on deficits and dysfunction. The only response to this is the investment and redeployment of substantial resources to make strengthened communities a reality. Achieving this will take a national agenda, the communication across social boundaries of a national vision of a society that relies on the potential of all its members to achieve prosperity and well-being. The formulation put forth here clears the head and sharpens the senses.

Francine H. Jacobs & Margery W. Davies (1994). *More Than Kissing Babies? Current Child and Family Policy in the United States*. Auburn House. ISBN 0-86569-224-6.

This volume brings together a series of case studies of significant family policy issues in the U.S. since 1980. The collection applies a consistent framework to the family policy under consideration: 1) are policies family-centered? 2) do they provide economic support or care giving support? 3) are they targeted or universal? 4) are they treatment oriented or prevention oriented? 5) do they emphasize private solutions or public approaches? Proceeding from this framework, the collection addresses family support, child care and family leave issues, homeless families, the impact of AIDS, and it considers the impact of race, class and gender in child and family policy. These case studies examine the substance of family policy development in this country, and they make us aware of what is at stake in all of our efforts to create a society that actually works for families.

Lela B. Costin, Howard Jacob Karger & David Stoesz (1996). *The Politics of Child Abuse in America*. Oxford University Press. ISBN 0-19-508930-8.

Often, the direct engagement of families through casework or program development shapes both the problems we face and the limited options with which we are able to face them. It can be very useful, however, to view the process of policy formation on a broader scale. When we do this, when we look at the social dynamics of policy development, we are vividly reminded that social problems are not "given" by consensus, "captured" by research, and "resolved" by the application of knowledge and social value fused within standardized intervention techniques. The policy making process is fractious and contradictory involving diverse players with multiple agendas. Politics and apocryphal stories, news media coverage of sensational events, advocacy groups and professional associations—sometimes even families and community residents— all participate in the creation of a loosely structured "paradigm" intended to manage if not solve social problems. In this volume Costin and her co-authors offer a sharply critical analysis of this process as it has played out in the development of child welfare policy. The analysis includes the role of "Mary Ellen," the child of legend who launched a movement of child savers in the 19th century by revealing that children of that era needed to be protected with animal cruelty restrictions. It addresses the rise of the "child abuse industry"—the set of therapeutic and legal professional interests structured around the psychological model of child abuse. It

contributes to the current wave of family preservation “backlash” by constructing this effort to support families and build stable homes for vulnerable children as a kind of reckless panacea by propaganda. The book structures this discussion by detailing the development of a series of “paradigms” used to frame the child abuse problem. The analysis however constrains its solution. The deeply rooted contradictions uncovered in child welfare can only be resolved, in their formulation, by a monolithic “Children’s Authority” set up to treat abuse as a public health problem. Unfortunately, how this entity would be exempt from the very processes to which it is proposed as an alternative are not addressed. The whole treatment, however, does put fire in the belly.

George H.S. Singer, Laurie E. Powers, Ardis L. Olson (1996), Redefining Family Support Innovations in Public-Private Partnerships: Paul H. Brookes Publishing Company. ISBN 1-55766-217-7.

Let’s get our feet back on the ground. This collection of resources touches on the most current and interesting developments in the field of family centered practice. At the same time, it builds connections between family centered practice in the disabilities arena (rooted in the implementation of part H), in the child welfare arena, in the mental health sector and in the voluntary family support sector. For this reason it makes a substantial contribution to efforts at creating a cross-systems dialogue with family centered practice at its core. Particularly helpful in this area are chapters focused the development of measurements and standards in family centered practice, as well as an entire section of the book addressing the application of family support across populations. The section includes individual chapters on: aging families, primary prevention, child abuse and neglect, complex medical needs, adult mental health, wrapping services around an SED population. The final section of the book looks at the role of family support within current public policy innovations.

Malcolm Bush, Sidra Goldwater and Sean Zielenbach (1995). Building Community: Developing Human and Economic Resources. Increasing Returns: The Economic Development Potential of Social

Service Programs. Vol. 1. Woodstock Institute.

John Kretzmann, John McKnight, & Nicole Turner (1996). Building Community: Developing Human and Economic Resources. Rediscovering Local Associations and Their Powers: Tools and Methods. Vol. 2. Woodstock Institute.

Malcolm Bush, Anna Maria Ortiz, & Ann Maxwell (1996). Building Community: Developing Human and Economic Resources. Tracking the Dollars: State Social Service Spending in One Low-Income Community. Vol. 3. Woodstock Institute.

John P. Kretzmann, Malcolm Bush, & Stanley J. Hallett (1996). Building Community: Developing Human and Economic Resources. Reforming Human Services: Community Perspectives. Vol. 4. Woodstock Institute.

**Woodstock Institute
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We are all growing familiar with the language of community based services systems. At the same time we are only beginning to become aware of the implications we will have to confront in order to make such systems an effective reality. There are many, from technical challenges to resource allocation issues. Holding a very important place among these will be the requirement to rethink the design of service systems, changing our understanding of the relation between social services, economic development, public investment, and community development. This series of monographs can make a substantial contribution to the needed remake of our thinking. At the heart of the matter is a holistic, or ecological vision of community functioning. Conventional conceptions tend to divide community into distinct domains of activity. Briefly, this leads to a conception of community in which social services are seen as distinct from economic activity. Resources are expended through service providers, often professionals from outside the community, who “treat” clients. The full expectation for that resource is expended in the intervention. A

new vision of community would make more of that resource. Human services, in this formulation, represents a major community investment, and that investment must be maximized within the community at which it is targeted. This means local control of services. It means a coordinated system of services that depends on a high percentage of residents employed by that system. It means services that assist with the kind of family development that increases employability. It means earned income to support local businesses. It means a stabilized community capable of attracting capital investments. In this community system, treatment is merely one of many consequences of social services investment. There are many implications that can be spun from this revision of community. This series focuses on some of the most important, from strategic uses of social service programs, to using the powerful tools of citizens associations, to tracking funding from programs through communities, to linking these elements into an effective and overarching community perspective.

Rebecca Stone (1996). Core Issues in Comprehensive Community-Building Initiatives. Chapin Hall Center for Children at the University of Chicago. (773) 753-5900

Comprehensive Community Initiatives (CCI’s) are currently investigating a wide variety of approaches to revitalizing communities. They proceed from the assumption that people and social life are complicated, that the challenges people face cannot be reduced to a single attribute, and that multi-layered problems require solutions equal to the intricacy of the problems. Another implication of this point of view is that solutions will inevitably be locally defined, because in the interaction of unique people, places, and situations, unique needs will be created and equally unique responses required. This volume takes up the challenge posed by CCI’s by collecting a variety of responses to key issues. Sections within the volume address theories of neighborhood change, explore visions of community, address neighborhood governance, capacity building, economic development, and the challenges of evaluation. The volume addresses many critical issues.

Materials available from the National Resource Center for Family Centered Practice

PRINTED MATERIALS

AGENCY-UNIVERSITY COLLABORATION IN PREPARING FAMILY PRESERVATION PRACTITIONERS (1992) \$6.00

This collection of papers from the Second University Educators Conference on Family Preservation explores issues on the effective relationship between family preservation practice and academic training.

ALTERNATIVE MODELS OF FAMILY PRESERVATION: FAMILY-BASED SER- VICES IN CONTEXT (1992) \$49.75

A brief history and review of the research on family-based services. Based on data from the NRC's multistate study, analyses of family-based services with different client populations and modes of service delivery are presented. Separate chapters focus on child neglect, physical abuse, sexual abuse, delinquency/status offenses, and services in rural areas, in the office setting, and under public/private auspices. Complementing the statistical models are descriptive case studies of the programs, families, and their social workers.

ANNOTATED BIBLIOGRAPHY: FAMILY CONTINUITY (1993) \$5.00

This publication, the result of a collaboration of the National Foster Care Resource Center, and The National Resource Center on Family Based Services, provides annotations of resources focused on "Family Continuity," a new paradigm for permanency planning for the 1990's.

ANNOTATED DIRECTORY OF SELECTED FAMILY BASED SERVICE PROGRAMS (1994) \$25.00

Descriptions of 370 family-based service programs across the country, including information on program goals, background, services, client characteristics, staff, funding and contact person.

BEYOND THE BUZZWORDS : KEY PRIN- CIPLES IN EFFECTIVE FRONTLINE PRACTICE (1994) \$4.00

This paper, by leading advocates and practitioners of family centered services, examines the practice literature across relevant disciplines, to define and explain the core principles of family centered practice.

CHARTING A COURSE: ASSESSING A COMMUNITY'S STRENGTHS AND NEEDS (1993) \$4.00

This resource brief from the National Center for Service Integration addresses the basic components of an effective community assessment.

CHILDREN, FAMILIES, AND COMMUNI- TIES--A NEW APPROACH TO SOCIAL SERVICES (1994) \$8.00

This publication from the Chapin Hall Center for Children presents a framework for community-based service systems that includes and builds upon community networks of support, community institutions, and more formal service providers.

CHILDREN, FAMILIES, AND COMMUNI- TIES: EARLY LESSONS FROM A NEW APPROACH TO SOCIAL SERVICES (1995) \$5.00

This is a street level view of the experience of implementing a system of comprehensive community-based services. Another report in a series on the Chicago Community Trust demonstration.

CHRONIC NEGLECT IN PERSPECTIVE: A STUDY OF CHRONICALLY NEGLECT- ING FAMILIES IN A LARGE METROPOLI- TAN COUNTY:

EXEC SUMMARY: (1990) no charge
FINAL REPORT: (1990) \$15.00

A research study examining three groups of families referred for child neglect: chronic neglect, new neglect, and unconfirmed neglect. The report presents descriptive data about these groups of families, changes over time and differences between the three groups. The study was conducted in Allegheny County, PA, and funded by OHDS and the Vira I. Heinz Endowment.

COMMUNITY RESPONSE TO HOMELESS- NESS: EVALUATION OF THE HACAP TRANSITIONAL HOUSING PROGRAM

EXECUTIVE SUMMARY (1996) no charge
FINAL REPORT (1996) \$8.00

An evaluation of a HUD-funded demonstration project of the Hawkeye Area Community Action Program (1990-1995). This project provided transitional housing and supportive services for homeless families with the objectives of achieving housing stability and economic self-sufficiency. Data include back-

ground information from participants obtained through structured interviews, and self-sufficiency measures at intake, termination, and six month follow-up to evaluate progress in housing, job, education, and income stability.

COST EFFECTIVENESS OF FAMILY- BASED SERVICES (1995) \$3.00

This paper describes the data and cost calculation methods used to determine cost effectiveness in a study of three family preservation programs.

CREATING CULTURES OF FAMILY SUP- PORT AND PRESERVATION: FOUR CASE STUDIES (1993) \$3.50

This document explores issues relevant to the effective integration of family preservation and family support programs called for in new federal legislation.

DEVELOPING LINKAGES BETWEEN FAMILY SUPPORT & FAMILY PRESERVATION SERVICES: A BRIEF- ING PAPER FOR PLANNERS, PROVID- ERS, AND PRACTITIONERS

(1994) **no charge**

This working paper explores the connections in policy, program design, and practice needed to enhance the chances for success of linked programs.

EMPOWERING FAMILIES: PAPERS FROM THE FOURTH ANNUAL CONFER- ENCE ON FAMILY-BASED SERVICES (1990) \$10.00

A collection representing the second published proceedings from the annual Empowering Families Conference sponsored by the National Association for Family Based Services. Major sections address Programs and Practices, Program Issues, and Practice Issues--reflecting new and continuing developments in family-based services.

EMPOWERING FAMILIES: PAPERS FROM THE FIFTH ANNUAL CONFER- ENCE ON FAMILY-BASED SERVICES (1991) \$10.00

A collection representing the third published proceedings from the annual Empowering Families Conference sponsored by the National Association for Family Based Services. Five major sections--Training and Education, Research, Practice Issues, Program and Practice Issues, and Program and Policy Issues.

EMPOWERING FAMILIES: PAPERS FROM THE SIXTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1992) **\$10.00**

A collection representing the fourth published proceedings from the annual Empowering Families Conference sponsored by the National Association for Family Based Services. Major sections address Diversity, Research, and Expansion in family-based services.

EMPOWERING FAMILIES: PAPERS FROM THE SEVENTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1993) **\$10.00**

This is the latest collection of papers from the NAFBS conference in Ft. Lauderdale. Chapters address family empowerment and systems change, child protection and family preservation, determining outcomes for community-based services, and wraparound services for SED youth.

EMPOWERING FAMILIES: PAPERS FROM THE EIGHTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1994) **\$10.00**

This collection presents the best from the national conference. Key issues include reunification practice, family-centered residential treatment, culture and therapy, and a variety of research and evaluation issues.

EMPOWERMENT EVALUATION: KNOWLEDGE AND TOOLS FOR SELF-ASSESSMENT AND ACCOUNTABILITY

(1996) **\$27.00**

This volume derives from a conference of the American Evaluation Association. It addresses the concepts, methods, and tools needed to integrate evaluation into the everyday practices of running programs.

EVALUATING FAMILY BASED SERVICES (1995) **\$25.00**

Major researchers in the field of family based services contribute chapters on all aspects of the evaluation process appropriate to a variety of program models.

FACTORS CONTRIBUTING TO SUCCESS AND FAILURE IN FAMILY-BASED CHILD WELFARE SERVICES:

EXEC SUMMARY (1988) **\$2.50**
FINAL REPORT (1988) **\$15.00**

(Includes the Executive Summary)

Summary and final report of a 2-year federally funded study analyzing social worker characteristics, family characteristics, services provided, outcomes, and the relationship between these factors in eleven family-based placement prevention programs.

FAMILY-BASED JOB DESCRIPTIONS (1986) **\$7.50**

A compilation of job descriptions for family-based service workers (including social workers, supervisors, administrators, family therapists and paraprofessionals) which are currently in use by selected public and private family-based programs throughout the country.

FAMILY-BASED SERVICES FOR JUVENILE OFFENDERS (1990) **no charge**

An analysis of family characteristics, service characteristics, and case outcomes of families referred for status offenses or juvenile delinquency in eight family-based placement prevention programs. In *Children and Youth Services*, Vol. 12, No. 3, 1990.

FAMILY-CENTERED SERVICES: A HANDBOOK FOR PRACTITIONERS

(1994) **\$15.00**

This completely revised edition of the Practitioners Handbook addresses core issues in family centered practice, from assessment through terminating services. Also included are a series of chapters on various topics such as neglect, substance abuse, sexual abuse, and others.

FAMILY-CENTERED SERVICES EMPLOYEES MANUAL, IOWA DEPARTMENT OF HUMAN SERVICES (1985--Rev. Jan, 1991) **\$5.00**

Iowa Department of Human Services family-centered services regulations, which define and structure the Department's preventive services program, and accompanying procedures manual.

FAMILY FUNCTIONING OF NEGLECTFUL FAMILIES: FAMILY ASSESSMENT MANUAL (1994) **\$5.00**

This manual describes the methodology and includes the structured interview and all standardized instruments administered in this NCCAN-funded research study.

FAMILY FUNCTIONING OF NEGLECTFUL FAMILIES: FINAL REPORT

(1994) **\$8.00**

Final report from NCCAN-funded research study on family functioning and child neglect, conducted by the NRC/FBS in collaboration with the Northwest Indian Child Welfare Association. The study is based on structured interviews with neglecting and comparison families in Indian and non-Indian samples in two states.

FAMILY GROUP CONFERENCE (1996) **\$16.00**

This volume offers a complete presentation

of the Family Group Conference, the extended family network child protection model from New Zealand.

FAMILY PRESERVATION AND INDIAN CHILD WELFARE AMERICAN INDIAN LAW CENTER (1990) **\$12.00**

This collection of essays looks at the application of family preservation to Indian Child Welfare. Historical, contemporary, therapeutic, program implementation, staff training, and program evaluation issues are treated. Only available directly from the American Indian Law Center, Inc., Box 4456 Station A, Albuquerque, NM 87196. **NOT AVAILABLE FROM THE NATIONAL RESOURCE CENTER.**

FAMILY PRESERVATION USING MULTISYSTEMIC TREATMENT: A COST-SAVINGS STRATEGY FOR REDUCING RECIDIVISM AND INSTITUTIONALIZATION OF SERIOUS JUVENILE OFFENDERS (1993) **no charge**

This brief manual provides an overview of the multisystemic approach to treating serious antisocial behavior in adolescents and their multineed families. Dr. Henggeler outlines the focus of the approach on the family, the youth's peer group, the schools, and the individual youth, along with the structure of the family preservation program, and the research which documents the program's effectiveness.

GUIDE FOR PLANNING: MAKING STRATEGIC USE OF THE FAMILY PRESERVATION AND SUPPORT SERVICES PROGRAM

(1994) **\$8.00**

This document presents a comprehensive framework for implementing the federal family preservation and support services program.

HOME-BASED SERVICES FOR TROUBLED CHILDREN

(1995) **\$35.00 [includes s/h]**

This collection situates home-based services within the system of child welfare services. It examines the role of family preservation, family resource programs, family-centered interventions for juveniles, issues in the purchase of services, and others.

INTENSIVE FAMILY PRESERVATION SERVICES RESEARCH CONFERENCE; CLEVELAND, OHIO--SEPTEMBER 25-26, 1989; FINAL OR BRIEF REPORT

(1990) **no charge**

Final report of a two-day conference on family preservation services research, co-sponsored by the Bellefaire Jewish Children's

Bureau, the Mandel School of Applied Social Sciences at Case Western Reserve University, and the Treu-Mart Fund. The final report includes the history and definition of family preservation, implementation in child welfare, juvenile justice and mental health systems, review of existing research and recommendations for future research. The brief report focuses exclusively on needed research in the area.

INTENSIVE FAMILY SERVICES: A FAMILY PRESERVATION SERVICE DELIVERY MODEL (1987) \$2.75

Manual providing detailed descriptions of the State of Maryland's Department of Human Resources Intensive Family Services (IFS) pilot projects in eight local departments of social services--including chapters on funding principles, interventions, closure and evaluation. This program was implemented in 1985 and expanded to 14 jurisdictions in 1986.

KEY CHARACTERISTICS AND FEATURES OF COMMUNITY-BASED FAMILY SUPPORT PROGRAMS (1995) \$6.00

This is a thorough review of issues determining the success of Family Support programs.

KNOW YOUR COMMUNITY: A STEP-BY-STEP GUIDE TO COMMUNITY NEEDS AND RESOURCES ASSESSMENT (1995) \$28.00

This is a manual and tool kit for conducting a community needs and capacities assessment. The price includes a computer diskette containing sample forms. Please indicate Mac or DOS version.

LENGTH OF SERVICE & COST EFFECTIVENESS IN THREE INTENSIVE FAMILY SERVICE PROGRAMS SUMMARY REPORT (1996) NC

FINAL REPORT (1996) \$17.00

Report of an experimental research study testing the effect of length of service on case outcomes and cost-effectiveness in three family based treatment programs. Families were randomly assigned to three-month or six-month treatment groups and in one site, to a third group of indeterminate length of service. Various family characteristics, measures of family functioning, and child maltreatment and placement incidents were obtained at intake, termination, and at 6-month and 12-month follow-ups. Surveys of client satisfaction and worker characteristics and practices were also conducted. Costs of services, including IFS and placement costs, were collected for the cost effectiveness analysis. Average cost per family com-

pared to treatment effectiveness indicates the cost effectiveness of different service lengths with different programs and populations. (Funded by OHDS, DHHS, Grant #90CW0964).

LINKING FAMILY SUPPORT AND EARLY CHILDHOOD PROGRAMS: ISSUES, EXPERIENCES, OPPORTUNITIES (1995) \$6.00

This monograph examines opportunities for family support in child care settings.

MAKING A DIFFERENCE: MOVING TO OUTCOME BASED ACCOUNTABILITY FOR COMPREHENSIVE SERVICE REFORMS (1994) \$4.00

This resource brief from the National Center for Service Integration presents the basic components of a program level outcomes based accountability system.

MAKING WELFARE WORK: A FAMILY APPROACH (1992) \$3.15

This is an account of Iowa's Family Development and self-sufficiency Demonstration Grant Program (FaDDS). It describes a family support approach to welfare reform.

MANAGING CHANGE THROUGH INNOVATION: TOWARDS A MODEL FOR DEVELOPING AND REFORMING SOCIAL WORK PRACTICE AND SOCIAL SERVICE DELIVERY (1992) \$7.50

This manual treats the dynamics of the change process in a variety of settings.

NEW APPROACHES TO EVALUATING COMMUNITY INITIATIVES: CONCEPTS, METHODS, AND CONTEXTS (1995) \$12.00

Evaluating coordinated service interventions is a complex process. This volume examines a set of key issues related to evaluating community initiatives.

POST ADOPTION FAMILY THERAPY (PAFT): A PRACTICE MANUAL; Oregon Children's Services Division (1990) \$3.00

Discusses the conception, development and implementation of the PAFT project including positive research findings for 50 at-risk families. Part two describes therapeutic challenges of adoption, intervention techniques, and the treatment model developed by the project.

POST ADOPTION RESOURCES FOR TRAINING, NETWORKING, AND EVALUATION SERVICES (PARTNERS): WORKING WITH SPECIAL NEEDS ADOPTIVE

FAMILIES IN STRESS; Four Oaks, Inc., Cedar Rapids, Iowa (1992) \$4.25

Information about the PARTNERS model for adoptive families with special needs children. Includes a description of support services, screening, assessment, treatment planning, treatment and termination phases of the project, and descriptive statistics of the 39 families served. Part two describes therapeutic challenges of adoption.

PROGRAM BLUEPRINT FOR NEGLECTFUL FAMILIES, Oregon Children's Services Division (1987) no charge

Presents a program model based on recurring evidence about the nature of neglectful families.

PUBLIC-PRIVATE PROVISION OF FAMILY-BASED SERVICES: RESEARCH FINDINGS (1989) no charge

A paper presented at the NAFBS Third Annual Empowering Families Conference (Charlotte, NC) discussing research findings on differences between family-based services provided by public and private providers.

RACIAL INEQUALITY AND CHILD NEGLECT: FINDINGS IN A METROPOLITAN AREA (1993) no charge

Despite contradictory evidence, child neglect is believed to occur with greater frequency among African-Americans for a variety of reasons. This article describes racial differences among 182 families referred for neglect in a large metropolitan area.

REALIZING A VISION (1996) \$5.00

This working paper positions the progressive children and family services reform agenda within a complex welter of change, and it poses a provocative answer to the question: "Where do we go from here?"

REINVENTING HUMAN SERVICES: COMMUNITY- AND FAMILY-CENTERED PRACTICE (1995) \$25.00

This collection of articles explores aspects of the move towards a community-based service system. The book explores social work, economic development, school-linked services, and community policing. Crossing these different service sectors is a common understanding of community- and family-centered practice.

REPAIR: REASONABLE EFFORTS TO PERMANENCY THROUGH ADOPTION AND REUNIFICATION ENDEAVORS

Executive Summary (1996) \$4.00
Final Report (1996) \$17.00
REPARE, a project conducted by Four Oaks, Inc., in collaboration with the Iowa Department of Human Services, created a family based approach to residential treatment characterized by reduced length of stay, integration of family preservation and family support principles, and community based aftercare services to expedite permanency. The quasi-experimental evaluation, conducted by the NRC/FCP, compared REPARE with the agency's standard residential treatment program. The Final Report describes the conceptual approach and project design, lessons learned from implementation, and evaluation results (including instruments). [Funded by ACYF, Grant #90CW1072].

THE SELF-SUFFICIENCY PROJECT: FINAL REPORT (1992) \$5.00
Final evaluation report of a federally-funded demonstration project in rural Oregon serving families experiencing recurring neglect. Includes background and description of project, findings from group and single subject analyses, and evaluation instruments. (See the Self-Sufficiency Project: Practice Manual below).

THE SELF-SUFFICIENCY PROJECT: PRACTICE MANUAL (1992) \$3.15
This manual describes a treatment program for working with families experiencing recurring neglect, based on a federally-funded demonstration project in rural Oregon. Includes project philosophy and design, staffing, discussion, and descriptive case studies (See the Self-Sufficiency Project: Final Report above).

SOURCEBOOK: ANNOTATED RESOURCES FOR FAMILY BASED SERVICE PRACTICE: 4th Edition (1993) \$5.00
Descriptions and ordering information for selected resources on: family therapy, FBS theory and practice, research and evaluation, legal issues, family-based services management, and training. Lists FBS service associations and program directories. Includes many unpublished materials prepared by social service departments, not generally available in libraries, which can be ordered from those agencies.

STATE LEGISLATIVE LEADERS: KEYS TO EFFECTIVE LEGISLATION FOR CHILDREN & FAMILIES: A REPORT (1995) no charge
This is the report of an eye-opening survey on how far children and family advocates have to go towards building a sustained legislative agenda.

STATE SURVEY ON PLACEMENT PREVENTION & FAMILY REUNIFICATION PROGRAMS: FINAL REPORT (1990) \$5.00
Results of a 1989-90 nationwide survey of state child welfare administrators and specialists regarding the extent to which placement prevention/reunification services have been implemented. Includes data from 37 states. Issues include eligibility requirements, exclusions, costs, service length and availability, state expenditures and state legislation regarding placement prevention and reunification services. Similarities and differences between public agencies and purchase of service programs are featured.

STRENGTHENING FAMILIES & NEIGHBORHOODS: A COMMUNITY-CENTERED APPROACH (1995) \$8.00
This is the final report of the "Patch" demonstration project, a model for community-centered social work practice that is now generating national attention.

STRENGTHENING HIGH-RISK FAMILIES (A HANDBOOK FOR PRACTITIONERS); Authors: Lisa Kaplan and Judith L. Girard (1994) \$25.00
This accessible handbook on family-centered practice addresses the range of issues to be considered in working with high-risk families. Practice strategies are set within the context of the development of family preservation services.

TECHNICAL ASSISTANCE RESOURCE GUIDE (1994) \$3.00
This guide presents a variety of materials important to implementing the family preservation and support services program. Topics addressed include organizational change, program development, community assessment, family-centered practice, cultural competence, and evaluation.

THREE MODELS OF FAMILY-CENTERED PLACEMENT PREVENTION SERVICES (1990) no charge
An analysis that defines and compares family-centered services by identifying three models whose primary goal is tertiary prevention, the prevention of out-of-home placement of children from seriously troubled families, or reunification once placement has occurred. Also examines data from 11 family-centered placement prevention programs that further specifies and compares these models. Reprinted with permission from *Child Welfare*, Vol. LXIX: No. 1, (Jan/Feb 1990).

TOGETHER WE CAN: A GUIDE FOR CRAFTING A PROFAMILY SYSTEM OF EDUCATION AND HUMAN SERVICES (1993) \$11.00
This is a guidebook to a five stage process for creating and sustaining community collaborations.

TO LOVE A CHILD (1992) \$6.00
This book describes the many ways in which responsible and caring adults can contribute to the lives of children: mentoring adoption, family foster care, kinship care and others.

TRAINING MANUAL FOR FOSTER PARENTS (1990) \$12.00
Created by Dr. Patricia Minuchin at Family Studies in New York, the Manual includes a theoretical section describing the rationale, goals, themes and skills, and a training section that describes eight sessions. The activities of the sessions are experiential, including role playing, small groups, simulated cases, and discussions. The sessions are focused on understanding families and on exploring attitudes about families, on the skills of making and keeping contact with biological families, and on the liaison between foster parents and professional workers as they function in the foster care network.

TRAINING RESOURCES: FAMILY CONTINUITY (1993) \$2.00
A bibliography of training resources of the National Resource Center for Family Centered Practice, The National Foster Care Resource Center, The National Resource Center for Special Needs Adoption, and other organizations.

For a detailed description of audiovisual materials, see page 31.

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Agency-University Collaboration: 2nd Univ Educators' Conf Proceedings (1992)	\$ 6.00	_____	_____
Alternative Models of Family Preservation: FBS in Context (1992)	49.75	_____	_____
Annotated Bibliography: Family Continuity (1993)	5.00	_____	_____
Annotated Directory of Selected Family Based Service Programs (1994)	25.00	_____	_____
Beyond the Buzzwords: Key Principles in Effective Frontline Practice (1994)	4.00	_____	_____
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Family Based Job Descriptions (1986)	7.50	_____	_____
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Family-Centered Services: A Handbook for Practitioners (1994)	15.00	_____	_____
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Family Functioning of Neglectful Families: Family Assessment Manual (1994)	5.00	_____	_____
Family Functioning of Neglectful Families: Final Report (1994)	8.00	_____	_____
Family Group Conferences in Child Abuse and Neglect Cases (1996)	16.00	_____	_____
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Key Characteristics and Features of Community-Based Family Support Programs (1995)	6.00	_____	_____
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Post Adoption: Resources for Training ... PARTNERS--Four Oaks (1992)	4.25	_____	_____
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Public-Private Provision of Family-Based Services: Research Findings (1989) [\$.50*]	nc	**	_____
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continued on next page



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REPARE: Reasonable Efforts to Permanency Planning Through Adoption...(1996) Final Report	17.00	_____	_____
Self-Sufficiency Project: ___Final Report--\$5.00/___Practice Manual--\$3.15 (1992)	5.00	or 3.15	_____
Sourcebook: Annotated Resources for FBS Practice--4th Edition (1993)	5.00	_____	_____
State Legislative Leaders: Keys to Effective Legislation (1995)	nc	**	_____
State Survey on Placement Prevention & Family Reunification: Final Report (1990)	5.00	_____	_____
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Circularity & Sequences of Behavior (1992) [price includes s/h]	\$25.00	_____	_____
Family-Based Services: A Speial Presentation (1990) [add \$5.00 for s/h]	\$80.00	_____	_____
Slide Show--			
Home-Based Family-Centered Services: A Basic View (1980)--Rental Only [add \$5.00 s/h]	\$10.00/mo	_____	_____
Audiotapes--			
Empowering Families 1989 Pre-Conference Institute: Research Roundtable			
Audiotape 1 (sessions 1 & 2)	\$6.00	_____	_____
Audiotape 2 (sessions 3 & 4)	\$6.00	_____	_____
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AUDIOVISUAL MATERIALS

CIRCULARITY AND SEQUENCES OF BEHAVIOR (1992) (*includes s/h) **\$25.00***
 This 30-minute training videotape describes the family systems concepts of circularity and sequences of behavior, and then demonstrates how the concepts are utilized in a child protection interview with a family where inadequate supervision of young children is an issue. Useful for training family-centered practitioners in any human services program.

FAMILY-BASED SERVICES: A SPECIAL PRESENTATION (1990) **\$80.00***
 (*Plus \$5.00 shipping)
 Videotape: 24 minutes. A lively introduction

to the history, philosophy, and practice of family-based services featuring interviews with policy-makers, agency administrators, family-based service workers and families who have received services. For use by advocacy and civic groups, boards of directors, legislators and social service workers. A video guide accompanies the taped presentation.

HOME-BASED FAMILY-CENTERED SERVICES: A BASIC VIEW (1980)
 Rental Only **\$10.00/mo**
 An 18-minute, 80-slide synchronized presentation providing an introductory overview; for use by advocacy and civic groups, boards of directors, and policy-makers. Includes an

8-page study guide.

EMPOWERING FAMILIES 1989 PRE-CONFERENCE INSTITUTE: THE RESEARCH ROUNDTABLE--AUDIOTAPE 1: SESSIONS 1 & 2; AUDIOTAPE 2: SESSIONS 3 & 4 (1989) **\$6.00/ea tape or \$10.00/both**
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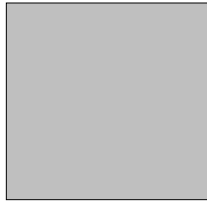
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