

**OCFS Child
Welfare/Child
Protective Services
Common Core
Curriculum**

Module Two

(October 10, 2012)

Confronting Effectively in Child Welfare

Purpose To develop participants' understanding of and ability to use confrontation within the professional casework relationship so interviews, assessments, planning, and change-supporting activities can be effective and child, youth, and family behavior can be influenced.

Rationale Child welfare workers enter the lives of families when their children's needs for safety, permanency, or well-being are not being met. In such situations, caseworkers must engage families in the professional casework relationship so that, together, they reach mutual understanding on any changes necessary to meet the needs of children and the likely consequences of failing to do so. During the course of working with families to achieve desired change, workers must bring families face-to-face with different types of information in the form of facts, awareness of strengths, understanding of consequences of actions, recognition of capabilities or limitations for performing the required actions, or incongruities, for example, between what the person says he/she wants and what the actions "say." While each type of information can contribute to progress in the case, some can prove very challenging for workers and families. Conveying such information to others is the skill of *confrontation*. It's necessary to understand that this skill involves a whole system of behaviors—before, during, and after the confrontation itself—and can include any number of things that the person needs to become aware of. When the skill of confrontation is used effectively it can bring about the "break-through moment" for the change needed to achieve the ultimate purpose of the casework relationship: safety, permanency, and well-being for children.

Learning objectives

Participants will be able to:

Cognitive

- define the term *confrontation*
- describe the purpose and process of confrontation
- distinguish the types of confrontation that can be used in casework practice to resolve inconsistencies, maintain an

honest relationship between themselves, families, and colleagues, and influence needed change

Affective

- feel comfortable using confrontation as a part of child welfare practice
- value the use of confrontation in creating the conditions for change

Operative

- utilize the system of confrontation within the context of professional casework
- demonstrate the ability to confront parents and youth to address inconsistent information or incongruent behavior, limitations, strengths, and capabilities

Materials

PowerPoint slides, CONFRONTING EFFECTIVELY IN CHILD WELFARE, RELATING TO THE WORK, WHEN YOU SEE THESE WORDS, CONFRONTATION, DECISION POINTS, NEEDS, STAGES OF THE PROFESSIONAL CASEWORK RELATIONSHIP, EXAMPLE OF CONFRONTING STRENGTHS, EXAMPLES OF CONFRONTING FACTS AND INFORMATION, EXAMPLES OF CONFRONTING CAPACITY FOR ACTION, EXAMPLES OF CONFRONTING INCONGRUENCIES, EXAMPLES OF CONFRONTING LIMITATIONS, EXAMPLE OF STRATEGIC USE OF OTHER SKILLS, WELTS AND BRUISES, WHAT TO CONFRONT, SUMMARY; handouts, A SYSTEM OF CONFRONTATION, ABOUT HECTOR, SIGNS THAT YOU ARE EFFECTIVELY MANAGING YOUR AUTHORITY, CONFRONTATION VIGNETTES: ROLE DESCRIPTOR: MAYRA SVENKO, ROLE DESCRIPTOR: CLARRISA CHASE, ROLE DESCRIPTOR: KAREN GOLD; worksheets, RECALL A TIME, RECALL ANOTHER TIME, OBSERVER FEEDBACK FORM; trainer's support, ROLE DESCRIPTOR: CARLOS RAMOS, CONFRONTATION VIGNETTES – TRAINER'S KEY; poster, PRINCIPLES OF PARTNERSHIP.

Time

180 minutes/3.00 hours

Learning Process

Relating to the work

Display the PowerPoint slides, CONFRONTING EFFECTIVELY IN CHILD WELFARE and RELATING TO THE WORK.

Explain:

- We've said that in order to conduct assessments and arrive at appropriate decisions, workers need a full and accurate understanding of a family's strengths and needs.
- Sometimes, however, the information provided by family members or gathered through the workers' observations is inconsistent or contradictory.
- Additionally, workers may become aware of family members' actions or limitations that threaten children's safety, permanency, or well-being.
- Some parents/caretakers are unaware of their own ability to take actions to protect their children and promote their well-being.
- When used effectively within the casework process, confrontation is a skill that helps caseworkers bring these issues to the attention of family members in order to help them understand what needs to change and what strengths they have that will help them to make progress toward the child welfare outcomes.

Recalling confrontation

Instruct participants: "Individually complete the worksheet, RECALL A TIME."

Suggestion: Give participants an opportunity to share one or two of these experiences with a colleague, if they feel comfortable doing so.

Discuss:

- How did you feel when someone in a position of authority (or someone you respect) brought some of these issues to your attention?
- Was your relationship with the person affected by this experience? In what way?
- Did the person demonstrate any of the interpersonal skills that we've discussed so far and core conditions during this exchange? Did this influence the quality of your experience?

Instruct participants: “Individually complete the worksheet, RECALL ANOTHER TIME.”

Suggestion: Give people an opportunity to share one or two of these experiences with a colleague.

Discuss:

- How did you feel when you found it necessary to bring one or more of these issues to someone’s attention?
- Was your relationship with the person affected by this experience? In what way?
- Did you use any of the interpersonal skills or core conditions during this exchange? Did this influence the quality of your experience?

Instruct participants:

- Return to the first worksheet, RECALL A TIME, and check any of the items on the worksheet that you experienced as being a confrontation.
- Now do the same with the second worksheet, RECALL ANOTHER TIME.

Ask: “Which, if any, of these items did you check?”

Comment: People rarely initially see these issues/terms as the heart of confrontation, as we are using them here.

Defining confrontation

Display the PowerPoint slide, WHEN YOU SEE THESE WORDS.

Ask: “When you see these words, is there a general label you would assign to them, i.e., ‘this is a list of...’?”

State:

- These are actually the types of issues that belong under the label of “things we confront in child welfare.”
- These are issues that are helpful to point out to parents and caregivers when the issues have a bearing on their children’s safety, permanency, and well-being.

Example: (Strengths) “Mrs. Whitmire, you demonstrated great personal strength during the past year by working long and hard to make sure your kids have always had food, clothes, and shelter.”

- Also, you might need to bring up one or more of the items to a teenager whose behavior is creating a non-CPS safety or a non-CPS risk issue.

Example: “Marissa, I hear you say that you do not think that school is worthwhile and how unhappy you are there. You do have some choice, but not attending school is not one of them. It is the law. So, there are legal choices to address this problem, such as your father petitioning the court to order you into a program that focuses on getting kids to school. It could involve the probation department. And, there are other choices, too, such as working with me, your dad, and the school to get a class schedule and some help with peer tutoring that can help you get caught up so it doesn’t seem like such a lost cause. You probably have made decisions in the past when you didn’t like any of the choices. So tell me, how did you make those decisions? How did they turn out?”

Ancillary instruction: Display the PowerPoint slide, DECISION POINTS, and highlight the decision point, “Is change necessary?”

- Throughout this training, we have referred to your role as an agent of change.
- We use the word *confrontation* as a kind of shorthand for approaching individuals and families about things that need to change, such as behaviors that are incongruent with their stated goals, or strengths they might not be aware of that will help them complete a task.
- It’s not that using confrontations magically achieves the outcomes of safety, permanency, and well-being, but in using this skill you can address the little things that, taken together, help families make progress.

Ancillary instruction: Display the PowerPoint slide, CONFRONTATION.

- The overall purpose of confrontation is to help parents, children, and youth change what they think, feel, or do about something.
- In child welfare, confrontation *always* occurs in the context of a professional casework relationship.
- It is an important skill utilized in concert with the other interpersonal skills and core conditions; it is not a separate event that occurs in a vacuum.
- When effectively confronting a parent, it is important to also use the skills of reflection, concreteness, and attending.

Example: “Mrs. Whitmire, you sound discouraged about making progress and you said that’s because it’s hard to find an affordable, reliable babysitter for Shannon. I hear you, and I want to point out some strengths that you have available, too. Your sister wants to help, and having a close relationship with your sister is a real strength. There’s a reason she loves you and wants to be involved with you and your kids.”

- Properly managed, confrontation is an important tool to maintain parent/child/families' engagement and motivation.
- However, if confrontation is improperly managed and aggressive in any way or doesn't, for example, address the needs of both children and parents, it could cause parents/children to respond defensively or to disengage. This is why strategically utilizing this skill in the context of all interpersonal skills is necessary.

Anticipating confronting
in child welfare

Discuss:

- What types of situations or behaviors do you anticipate having to confront when you start/continue working in the field?

Example:

- A parent and child give conflicting accounts of how a child was injured.
- A parent states he will accept services for his substance abuse problem but fails to follow through on the referral.
- A teenager is depressed and believes that he is worthless and no one cares what happens to him.
- A parent with a chronic illness has become too physically incapacitated to care for her children on her own but doesn't recognize the extent of her impairment.

Ancillary instruction:

- Record participants' responses on the flipchart.
- Display the PowerPoint slide, NEEDS.
- What needs of parents might be stimulated during confrontations of these issues?
- What needs of children might be stimulated during confrontations of these issues?
- What feelings do you anticipate having when you confront parents?
- What needs of yours related to these feelings might be stimulated during confrontations of these issues?

Ancillary instruction: Acknowledge the validity of their anticipation and that their further experience in this program and the ongoing support of their agencies will help them in using this necessary skill successfully.

Explain:

- While confrontation of any of these issues may stimulate both parties' feelings and needs, it's important not to make confrontations in child welfare personal.
- Our goal is not, for example, to catch parents in lies or trip them up so we can say "gotcha!"
- We focus our confrontations on *behaviors and situations*—versus the individual person—for the purpose of creating the conditions for change, not to satisfy our own needs.
- Although confrontation may produce positive change, as many of us have experienced, it can also be painful, resulting in further harm to us, including to our relationships with one another.

Display the PowerPoint slide, STAGES OF THE PROFESSIONAL CASEWORK RELATIONSHIP.

Ask: "How might the professional casework relationship be affected by a confrontation of the issues we've identified?"

State:

- When workers do not confront others in an effective manner (i.e., one that accomplishes the purpose of the confrontation), parents or youth may choose not to engage at all or even disengage from the relationship.
- If this occurs, individuals may not share information that is needed to make important decisions or participate in actions to protect children or provide for their well-being.

Example: If a worker ineffectively confronts a parent about her not providing medical care for her child with a serious injury, the parent may refuse to share additional needed information with the worker or to accompany the child for a medical evaluation. The child then becomes more upset because an unfamiliar worker is now taking him to the emergency room, without the comfort of his mother, and the mother perceives that the worker is taking her child away against her wishes and is out to "get her."
- In situations like this, the worker now will have to work very hard to engage the mother for the purpose of assessing child safety and implementing a safety plan.
- If the parent concludes that you are not working to support the family and/or are not trying to empower the parent to provide for the child's needs, the parent or child will disengage (either passively or demonstrably). They might

comply but not be invested in taking action or changing their behaviors to meet goals and/or outcomes.

- The parent in this example needs to be fully engaged and involved; if she is not, the service plan might not be implemented and the “decision to continue” could end up being the parent’s doing only the minimum necessary to satisfy court mandates.
- On the other hand, if the confrontation were successful and the parent heard the worker caring about her and her child, helping her find ways to meet her child’s needs and supporting her in making changes, it is more likely that the parent will consistently make efforts to remain engaged and to make changes.

Introducing a system of confrontation

Refer participants to the handout, A SYSTEM OF CONFRONTATION.

Explain:

- We said that the definition of confrontation includes the primary purpose of confrontation to be change in one’s *behavior, thinking, or feeling*.

Example:

- A change in behavior could be enrolling in a substance abuse treatment program and quitting drinking.
- A change in thinking could be recognizing that an 11-month-old child is not capable of controlling her bowels and therefore cannot yet be potty trained.
- A change in feeling could be a parent feeling safe in a new apartment after having left a violent relationship.
- In child welfare cases, this change must occur in the caretakers, youth, or families as a whole.
- This system of confrontation includes five areas that workers can target to promote change.
- The first is *strengths*, which are important to confront when they can be used to maintain engagement, create safety interventions, and/or to develop meaningful service plans.

Ancillary instruction: Display the PowerPoint slide, EXAMPLE OF CONFRONTING STRENGTHS.

Example: “Ms. Hudson, I recognize that things are very stressful and difficult right now. I also want to point out some of your strengths that I’m hearing. You are really focused on meeting your

children's needs. You took Eliza to the doctor and filled her prescriptions immediately after our last visit. You've enrolled William in the early intervention program. I'm also impressed that you're using a behavior chart now and timeouts to help your kids develop discipline."

- Resources, capabilities, and/or competencies that have helped the family member in the past could be accessed to solve current problems.
- Strengths may lie anywhere in the family member's feelings, needs, beliefs, behaviors, capabilities, and self-concept.

Ancillary instruction: Tell participants that we will learn more about assessing strengths in Module Three.

- Confronting strengths also tends to strengthen the professional casework relationship by building trust and efficacy.
- The second type, *facts and information*, includes discussions about:
 - ✓ the needs of children.
 - ✓ the rights and responsibilities of parents.
 - ✓ the role of child welfare.
 - ✓ the role of the court.
 - ✓ the steps in the casework process.
 - ✓ available supports and services.
 - ✓ description of how the behavior and/or conditions in the home are affecting the safety, permanency, and well-being needs of the children.
- Myths, deficits in knowledge, or misinformation may be negatively affecting the parent's ability to meet his/her child's or youth's needs.

Ancillary instruction: Display the PowerPoint slide, EXAMPLES OF CONFRONTING FACTS AND INFORMATION.

Example: "At 2 years of age, Zeke is too young to understand that the newborn baby cannot be his playmate. He needs you to tell him what he can and can't do with the baby."

- The *Child Development Guide* is a useful tool for effectively and respectfully confronting parents and caretakers with *facts and information*.

Example: "Let's look in this guide to see what Zeke is capable of at

2. You'll notice that one of the tasks for his age is becoming aware of limits. What are some things you could say or do to help Zeke understand some limits about interacting with the baby?"

- The third type of confrontation is the *capacity for action*, which is the person's natural ability to learn new things, acquire new skills, and meaningfully address problems. Research shows that when family members experience our belief in them that they can change, the chance that they will increase.

Ancillary instruction: Display the PowerPoint slide, EXAMPLES OF CONFRONTING CAPACITY FOR ACTION.

Example:

- "You got Joanie to day-care every day last week, even though you had transportation problems on Tuesday and Wednesday."
- "Terrance, I noticed the great progress report hanging on the fridge. You're really trying hard in school and it's paying off!"
- These first three types of confrontation are generally not as threatening to the needs of the confrontee as the next two. This is why, whenever possible, we should favor these types early in our interaction with others.
- These first three types of confrontation are also the ones we recommend using with all children, except older adolescents (i.e., those generally over the age of 15), as their cognitive abilities and self-concept may not be formed enough for them to be able to understand or process confrontations of incongruence or limitations.
- The last two, *incongruencies* and *limitations*, may be seen as primarily negative, revealing areas where something is impeding the investigation/assessment, or the implementation of plans, or where additional resources may be needed to solve problems.
- The fourth type of confrontation focuses on *incongruence*. This means making the family member aware of discrepancies, or inconsistencies, between his/her words, between words and behavior, or between actions and inactions that compromise his/her ability to promote positive outcomes, such as safety, either directly or indirectly.

Ancillary instruction: Display the PowerPoint slide, EXAMPLES OF CONFRONTING INCONGRUENCIES.

Example:

- “Mr. Parsons, you said you would put safety bars over the windows last Tuesday, but you haven’t done so yet.”
- “Rosa, you’re 16 now. I hear you say that you want your parents to treat you like an adult. But I also noticed that when you don’t get your way with them, you throw a temper tantrum, as a younger child might.”
- The fifth type of confrontation refers to *limitations*—the unmet needs or lack of skills or abilities that prevent the individual from solving problems.

Ancillary instruction: Display the PowerPoint slide, EXAMPLES OF CONFRONTING LIMITATIONS.

Example:

- “Mrs. Magavero, it’s okay to ask for help to read these forms. There’s a lot of technical information in them and they could be hard to understand.”
- “Bouda, I know, as a 17-year-old, it may be scary for you to think about living on your own soon, especially since you’ve had difficulty with the independent living skills program you’ve been going to.”
- Remember, these last two types of confrontation may be appropriate to use with older teenagers, if you assess that the youth is able to comprehend the incongruence or limitation you are confronting and you assess that the youth’s self-concept is well formed.

Example:

- It would be appropriate to confront a 17-year-old parent about his limitations related to financially supporting his child, as you are aware that he is developmentally on target and is capable of understanding the confrontation. He also has high self-esteem, so you are not concerned about damaging his self-concept through the confrontation.
- It would not be appropriate to confront a 17-year-old in foster care about her limitations related to her independent living plan if you know that she has a history of depression and is currently experiencing symptoms.

Ancillary instruction: Remind participants that the *Child Development Guide* is a helpful tool when assessing the youth in all domains (physical, mental, emotional, moral, and social).

- In characterizing the five different types of confrontation, we can see that the first three types are generally positive, suggesting aspects of the family member’s character, coping

skills, or strengths that can be accessed to improve case outcomes.

- Additionally, if the current type of confrontation you've attempted is not effective in achieving its targeted purpose, either another type of confrontation or even other interpersonal skills should be utilized instead.

Ancillary instruction: Display the PowerPoint slide, EXAMPLE OF STRATEGIC USE OF OTHER SKILLS.

Example: After confronting a mother with the number of visits she has recently missed and information about what it means for her children's permanency (i.e., a confrontation of facts and information), the mother becomes angry and tells the worker to leave her home, stating, "Do you have any idea of why I've missed those visits? You have no idea what I've had to deal with in the last two weeks. My father is in the hospital and I have to be with him right now!" The worker recognizes the confrontation did not achieve its purpose and instead reflects the mother's feelings of anger and of being overwhelmed, as well as her need to be with her father while he is ill. This diffuses the mother's anger. The worker is then able to utilize effective questioning to gather information about the mother's experience of her father being ill and how it is conflicting with her ability to visit her children.

- This is what we mean by the strategic use of skills. You know what skill to use, when to use it, and how to use it to achieve the intended purpose. You also need to know when to use skills alone and in combination.
- While a confrontation in and of itself won't promote change, the different types of confrontation can have an impact upon the different conditions for change.

Recalling the experience of confronting someone else

State:

- As our experiences tell us, the act of confronting is not automatically effective because we did it.
- Effectiveness is dependent on how we prepare to do it, what we choose to confront, as well as how we do it.

Ancillary instruction:

- Tell participants to read the *When Confronting* section of the handout, A SYSTEM OF CONFRONTATION, and evaluate whether either or both of their experiences of confrontation referenced on the worksheets, RECALL A TIME and RECALL ANOTHER TIME, might have been more effective had these points been followed.
- Refer to the poster, SIX PRINCIPLES OF PARTNERSHIP.

- We want to stress that these principles are not inconsistent with the skills of confrontation and are continuously observed while simultaneously using the skill of confrontation.
- For example, people who stop abusing alcohol or drugs need first to recognize that they have a problem. The recognition creates discomfort. It might come from within or it might come from external forces, such as a boss, friends, family, the caseworker – someone telling the individual that their alcohol or drug use is affecting their health or family relationships, or job functioning. This is confrontation.
- Our communications need to convey a willingness to listen and understand, and we need to remain open and transparent even when we need to have difficult conversations and confront something that is inhibiting progress for the family. Confronting people with facts and discrepancies in information will be effective if it is done while withholding judgment.

Confronting effectively

Explain:

- Now, we're going to demonstrate the system of confrontation with a parent and then you will practice it with family members.

Ancillary instruction:

- Display the PowerPoint slide, WELTS AND BRUISES.
- Tell participants to individually read the handout, ABOUT HECTOR.
- Remind them that, in a *system of confrontation*, it's very important to consider the conditions of the confronter and confrontee as part of their preparation.
- Invite a few participants to share their own feelings, perceptions, values, and beliefs in response to the parent as a result of seeing the slide and reading the vignette.
- Provide feedback, emphasizing the importance of conveying the core condition of respect, if needed.
- As the trainer who is going to portray the worker in the upcoming demonstration, describe your condition/preengagement anticipation, i.e., your perceptions, feelings, needs, values, experiences, beliefs, etc., as you prepare to interview the parent of this child and their implications for your strategic use of skills.

- Tell participants that each worker will do this differently in the field and that it's important to always check in with yourself before you start the process.
- Display the PowerPoint slide, WHAT TO CONFRONT.
- You will recall that there are five types of confrontations detailed on the handout, A SYSTEM OF CONFRONTATION. We've listed them on this slide.

Discuss:

- What should the purpose be of our use of confrontation with this father?
Comment: The purpose should be to arrive at mutual understanding with Mr. Ramos on the seriousness of his son's injuries and the need to seek immediate medical evaluation.
- Which of these confrontations would be most useful in the *process* of responding to this father?
Comment: A confrontation of *facts and information and strengths* would be most useful to begin to respond to the parent's statements. The father is denying any knowledge of how the injury to his child occurred.
- What other interpersonal skills and/or core conditions might advance the process involving this confrontation?
Example: Reflection to demonstrate the worker is understanding the father as well as conveying respect, empathy, and genuineness.

State: "Here is an example of how we might use the skill of confrontation, along with the other interpersonal skills, to respond to this father."

Ancillary instruction:

- The trainer portraying the father should prepare for the demonstration using the handout, TRAINER'S ROLE DESCRIPTOR: CARLOS RAMOS.
- The trainer enacting the role of the worker is to model the entire process as outlined in the handout, A SYSTEM OF CONFRONTATION. For example, the trainer in the role of worker should respond to the parent with a brief statement of confrontation that presents facts and information, yet also reflects his feelings and needs.

Example:

- Mr. Ramos, based on the bruises and welts on your son, the pattern mark of the injuries, and the fact that the injuries are on his buttocks, which are easy to cover with clothing, I believe the injuries were caused by someone.

These welts and bruises could not have been received accidentally and he needs immediate medical attention. Sometimes the parents I work with are afraid to be honest about how injuries on their children were received. I'm wondering if maybe you're feeling this way."

- As the "father" hears the "worker's" confrontation of facts and information, he gets angry because the caseworker doesn't believe him about how his son was injured.
- The worker then reflects the father's feelings and explains that it is important to get Hector the care that he needs as well as to establish how he was injured.
- The father calms down slightly and continues to speak with the worker.
- Eventually, the father agrees to get his son immediate medical attention.

Suggestion: If time permits, consider injecting some additional realism into the simulation by having the worker confront the incongruence between how the parent explains the injury and the worker's perspective. Then the worker invites the parent to actually view the welts and bruises together. While the worker and parent leave the training room, the third trainer conducts a brief group discussion prompted by such questions as: "How well do you think the worker is achieving the purpose of this interview?" "What would you be feeling and needing if you were in this worker's position?" "What feelings and needs are you perceiving in Mr. Ramos?" When the role-players return, the simulation picks back up for a few more minutes while the parent and caseworker discuss what was learned during their fictive trip to view the child's injuries and then decide to get the medical attention the child needs.

End the simulation.

Discuss:

- Do you think the use of this system of confrontation achieved its purpose? If so, how?
- What signs did you see that the worker was effectively managing his/her authority?

Ancillary instruction: Remind participants of the handout, SIGNS THAT YOU ARE EFFECTIVELY MANAGING YOUR AUTHORITY.

Comment: As result of the worker's confrontation of *facts and information* and the reflection of feelings and content (self-concept: responsible) when the father responded angrily and defensively, the father agreed to have his son undergo an immediate medical examination. The worker then confronted the father's *strengths*

related to his love for his son and his responsibility as a parent, which helped strengthen the professional casework relationship.

Practicing
confrontations

State: “Now, let’s practice implementing the process described on the handout, A SYSTEM OF CONFRONTATION, with parents and children.”

Ancillary instruction:

- Break participants into triads.
- Tell them to read the handout, CONFRONTATION VIGNETTES.
- Point out that the first thing they should do is determine the purpose of the confrontation, i.e., what information should be provided to this parent in order to change his or her behavior, thinking, or feeling in relation to the child welfare issue(s) in the vignette.
- The next thing they need to do is to consider the conditions of both the person being confronted and the one doing the confronting. For the purposes of the upcoming simulation, they should note their own feelings and preengagement anticipation as the person doing the confronting in response to reading the vignette and preparing to meet with the parent or child.
- Refer to the PowerPoint slide, WHAT TO CONFRONT, and tell participants to identify the specific type of confrontation that they are going to utilize, given the facts in the scenario, as well as what other skills they are likely to need to utilize.
- Tell participants to take a turns implementing the system of confrontation for Vignettes 1, 2, and 3. For each vignette, one person should enact the worker role, one should enact the family member role, and the third person should be the observer. Each member of the triad must take one turn in each role.
- Each enactment should take between 5 and 10 minutes and include use of the other interpersonal skills and core conditions in addition to featuring a confrontation of at least one of the five types of confrontation described in the handout, A SYSTEM OF CONFRONTATION.
- Those in the family member role should refer to the appropriate ROLE DESCRIPTOR to help them prepare to portray the individual.
- Those in the worker role should prepare a confrontation in response to the information on the vignette, also considering their preengagement anticipation, the overall goals of the interview, and the need to utilize interpersonal skills and core conditions.

- When the “worker” is ready, tell the triads to conduct the simulation.
- Tell the participant(s) in the role of the observer to complete the worksheet, OBSERVER FEEDBACK FORM.
- When each simulation is complete, tell the “family member” to give the “worker” any suggestions related to what the worker could have said to increase the effectiveness of the interview, including the confrontation. Then have the observer share his/her feedback.
- Participants should all enact the worker role once, cycling through Vignettes 1-3.
- Circle amongst the triads, providing feedback and support as needed.
- When all small groups are done with their simulations in their triads, elicit examples from the large group of:
 - ✓ effective use of the system of confrontation for Vignettes 1-3
 - ✓ how awareness of their “conditions” influenced their ability to engage the person being confronted
 - ✓ what other interpersonal skills and core conditions were used
- Utilize the CONFRONTATION VIGNETTES: TRAINER’S KEY to support your discussion of the most useful type of confrontation for each vignette.
- Commend participants who correctly identified the most useful type of confrontation for the vignette. If they did not correctly identify the most useful confrontation, elicit why they chose the type of confrontation they did and discuss whether or how it was applicable to the vignette.

Explain:

- You’ve just implemented the system of confrontation, which included giving people feedback about their strengths and capacity for action, providing important information, and addressing incongruencies or limitations that could undermine the achievement of safety, permanency, or well-being.

Example:

- Confronting incongruence might increase the parent’s present discomfort.
- Confronting capacity for action might help a parent imagine a preferred alternative future and/or strengthen efficacy.
- Confronting strengths might help a parent feel greater emotional security.

- Confronting with information might influence a parent’s internalization of responsibility.

Ancillary instruction: Tell participants that we will be exploring how to promote change in later activities.

- Confronting can be a difficult but still necessary task to promote the parent’s ability to change.
- We’ll continue to practice the process of confrontation in later simulations.

Summary

Display the PowerPoint slide, SUMMARY.

Discuss: “What did you learn about each topic on this slide?”

Ancillary instruction: Use this question to engender a brief review of the topics covered in this activity as outlined in the lecture points below.

Conclude:

- Confrontation in child welfare is a necessary skill to employ in order to advance the professional casework relationship and promote the safety, permanency, and well-being of children.
- We confront in order to change one’s *behavior, thinking, or feeling* about a particular circumstance.
- There are five types of confrontations, including focusing on both the family member’s strengths and acknowledging any limitations.
- Success is dependent on *how* we confront, i.e., how well we embed our confrontation in the context of the professional casework relationship and use the interpersonal skills and core conditions as the vehicle through which we express the confrontation.
- Success is finally measured by whether the confrontation helped family members understand their situation, including what needs to change, and make progress toward achieving the child welfare outcomes.

Transition statement: We have strengthened your ability to use confrontation in your work as child welfare caseworkers. We will be concentrating on this skill throughout this course. Our next activity will provide you with an opportunity to integrate many of the concepts and skills covered so far in the program.

PowerPoint slide

Confronting Effectively in
Child Welfare

PowerPoint slides – Relating to the Work



Recall a Time

Recall a time when someone in a position of authority or a person you respected brought at least three of the following issues to your attention, related specifically to your performance at work (preferably) or at school or home. Jot down who brought the issue to your attention and a few words that capture the incident and/or your feelings at the time.

1. Your strengths, particularly those strengths that you could use to help yourself solve a problem or dilemma.
2. Facts and information that challenge you to change your perception about something important.
3. Your capacity for action, as demonstrated by your ability to solve a challenging situation in the past.
4. An incongruity between what you've said and done and what you committed to say/do.
5. A limitation, such as a lack of resources or capability to implement an important plan.

Recall Another Time

Recall a time when you brought at least three of the following issues to someone's attention, related specifically to their performance at work (preferably) or at school or home. Jot down a few words that capture the incident and/or your feelings at the time.

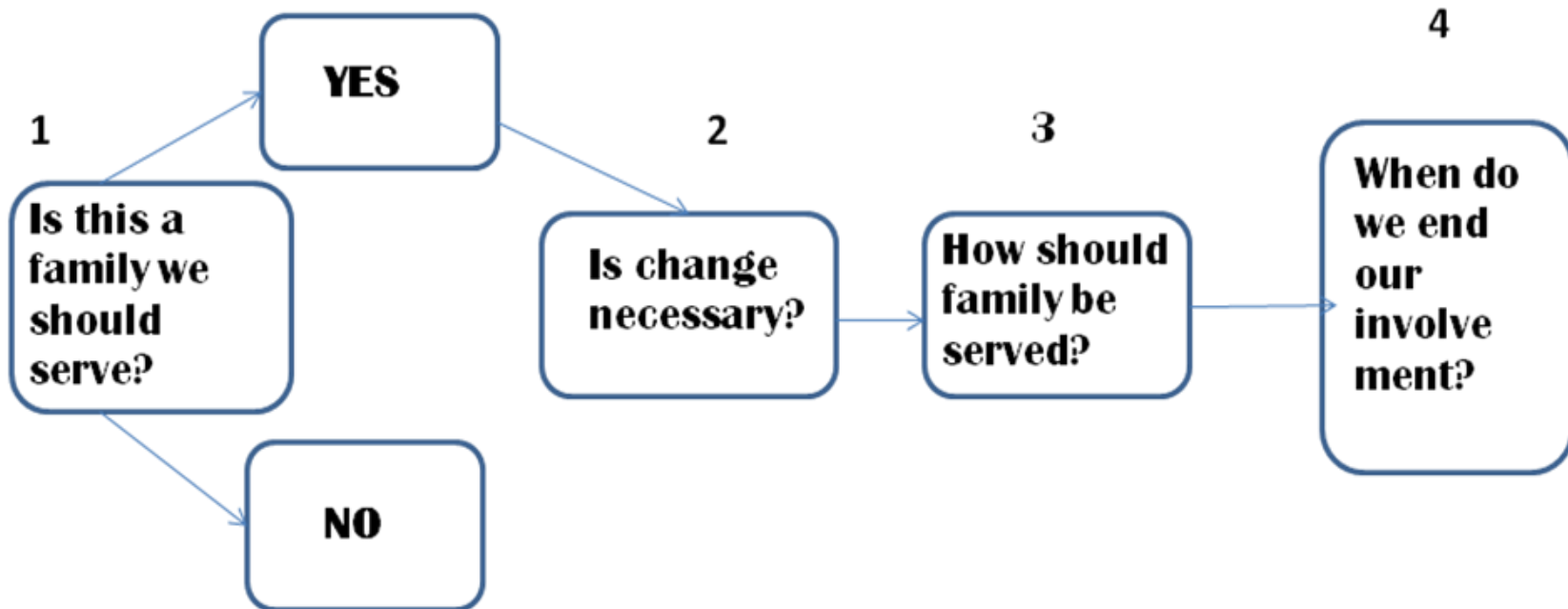
1. The person's strengths, particularly those strengths that he or she could use to help solve a problem or dilemma.
2. Facts and information that challenge the individual to change his or her perception about something important.
3. The person's capacity for action, as demonstrated by his or her ability to solve a challenging situation in the past.
4. An incongruency between what the individual has said or done and what he or she committed to say/do.
5. A limitation, such as the other person's lack of resources or capability to implement an important plan.

PowerPoint slide – When You See These Words

- » Strengths
- » Facts and Information
- » Capacity for Action
- » Incongruence
- » Limitations

PowerPoint slide – Decision Points

Decision Points



PowerPoint slide – Confrontation

Confrontation is the process of bringing a person or a group together with information for the purpose of creating the conditions for change in behavior, thinking, or feeling.

PowerPoint slide – Needs

- »» Growth
- »» Autonomy
- »» Self-esteem
- »» Affiliation/Love
- »» Security
- »» Survival

PowerPoint slide – Stages of the Professional Casework Relationship

1. Preengagement Anticipation of the Other
2. Engagement
3. Mutual Understanding
4. Taking Action
5. Decision to Continue

A System of Confrontation

What is confrontation?

Confrontation is the process of bringing a person or a group together with information for the purpose of creating the conditions for change in behavior, thinking, or feeling.

Confrontation:

- ➔ Involves facts, observations, or patterns which parents are made aware of in order to stimulate change in some aspect of their feeling, thinking, or behavior.
- ➔ Must be designed to strengthen the conditions for change.
- ➔ Empowers an individual or groups to be more responsible.
- ➔ Informs the individual or group about the effects of current behavior.
- ➔ Can point out inconsistencies or discrepancies between what's been said and what's been done.
- ➔ Can be used to highlight:
 - ✓ parent's skills, competence, and strengths.
 - ✓ parent's capacity for constructive change.
- ➔ Demonstrates active concern, empathy, and worker commitment to the relationship.
- ➔ Requires a synthesis of the skills of attending, questioning, and reflecting.

What should occur prior to confrontation?

1. Determine the purpose of the confrontation, e.g., to examine the effects of a parental behavior on child well-being, or as part of the process for strengthening/clarifying present discomfort and establishing a preferred alternative future.
2. Consider conditions:
 - ➔ the person confronting: own feelings towards parent, time necessary to deal with content of confrontation, etc.
 - ➔ the person being confronted: is reasonably open to and trusting of worker; is hostile, severely depressed; etc.
 - ➔ environment: who is present, level of interference, etc.

A System of Confrontation

Note: Since human behavior and environment are complex and continuously changing, workers need to exercise their judgment in individual confrontation situations. Adjustments or modifications in the worker's behavior will have to be made in conjunction with the three conditions. For example, instead of confronting a hostile or hysterical parent with his/her inconsistencies or limitations, consider using reflections until the person regains self-control. Also, you may postpone a potentially threatening confrontation if you are angry, upset, do not have ample time, etc.

What should you confront?

1. **Strengths:** defined as the resources, capabilities, skills, talents, hopes, values, beliefs, and competencies of the parent that could help solve problems

Example: "You have shown a lot of strength in caring for Samantha, who has some significant physical disabilities. You have learned how to supervise and care for her when other parents might have given up. It tells me how much you care about her."

2. **Facts and Information:** defined as misinformation or lack of understanding that creates barriers or incongruence in the development or implementation of service plans

Example: "Mr. Williams, since the time your children were placed in foster care, it has been, and continues to be, our joint responsibility to work together to reunite your family. We agreed that one of the most important parts of the plan to accomplish that is for you to visit the children every Saturday and spend quality time with them. In the last month, though, you've only visited them once."

3. **Capacity for Action:** defined as the parent's ability to pursue new courses of action or attempt changes

Example: "Ms. Sanderson, you got your daughter to day-care every day last week, even though you had transportation problems on Tuesday and Wednesday."

4. **Incongruence:** defined as discrepancies between the parent's words, words and actions, or actions and inactions

Example:

- "You said you wanted to attend mental health counseling, yet you have not kept any of the appointments that have been set up for you."
- "Last week you said you wanted to be a responsible mother to your children. Now you're saying that you are still a child yourself and you want to party and hang out with your friends and not have to deal with the day-to-day responsibilities of caring for them."

A System of Confrontation

5. **Limitations:** defined as the parent's lack of resources or capability to successfully implement some or all of the changes necessary to achieve the child welfare outcomes

Example: "I have seen what a struggle it is for you to complete the requirements of the Temporary Assistance application process, including getting the landlord statement and income verification turned in."

When confronting

1. Confront only behaviors, not the person's motives.
2. Be specific, concrete, and descriptive but not judgmental.
3. Be direct and constructive.
4. Be clear of own feelings and position.
5. Use a modulated, steady tone of voice, good posture, steady eye-contact, etc.
6. Be firm but not defensive or argumentative.
7. Attend to the experience of the person being confronted.
8. Reflect, reflect, reflect.

After confronting

1. Observe the reaction of the person being confronted. Do the emotions parallel the intended behavior? For example, will the parent actually take the child for medical treatment when the parent believes the child's need is really an attack on the parent, not the child's medical need?
2. Establish an agreement around the confronted issue and guidelines for maintaining the new behavior.

A System of Confrontation

3. Check the result of the confrontation. For example, did the parent take the child for his or her medical treatment?
4. If there is no movement, then think about another confrontation or another approach, e.g., shifting focus from a parent's lack of social support to an inability to form new relationships.

Note: The successful confrontation, one through which the parent changes behaviorally, is most probable when the content of the confrontation focuses on strengths and incongruence.

PowerPoint slide – Example of Confronting Strengths

“Ms. Hudson, I recognize that things are very stressful and difficult right now, and I want to point out a couple of strengths I'm hearing. You are really focused on meeting your children's needs. You took Eliza to the doctor and filled her prescriptions immediately after our last visit. You've enrolled William in the early intervention program. I'm also impressed that you're using a behavior chart now and timeouts to help your kids develop discipline.”

PowerPoint slide – Examples of Confronting Facts and Information

Example 1:

“At 2 years of age, Zeke is too young to understand that the newborn baby cannot be his playmate. He needs you to tell him what he can and can’t do with the baby.”

Example 2:

“Let’s look in this guide to see what Zeke is capable of at 2. You’ll notice that one of the tasks for his age is becoming aware of limits. What are some things you could say or do to help Zeke understand some limits about interacting with the baby?”

PowerPoint slide – Examples of Confronting Capacity for Action

Example 1:

“You got Joanie to day-care every day last week, even though you had transportation problems on Tuesday and Wednesday.”

Example 2:

“Terrance, I noticed the great progress report hanging on the fridge. You’re really trying hard in school and it’s paying off!”

PowerPoint slide – Examples of Confronting Incongruencies

Example 1:

“Mr. Parsons, you said you would put safety bars over the windows last Tuesday, but they are not there.”

Example 2:

“Rosa, you’re 16 now. I hear you say that you want your parents to treat you like an adult. But I also noticed that when you don’t get your way with them, you throw a temper tantrum, as a younger child might.”

PowerPoint slide – Examples of Confronting Limitations

Example 1:

“Mrs. Magavero, it’s okay to ask for help to read these forms. There’s a lot of technical information on them, and they could be hard to understand.”

Example 2:

“Bouda, I know, as a 17-year-old, it may be scary for you to think about living on your own soon, especially since you’ve had difficulty with the independent living skills program you’ve been going to.”

PowerPoint slide – Example of Strategic Use of Other Skills

A worker confronts a mother with facts and information about missed visits and what it means for her children's permanency.

The mother replies: "...You have no idea what I've been dealing with. My father's in the hospital; I have to be with him right now!"

The worker recognizes the confrontation did not achieve its purpose and reflects the mother's feelings and her needs to be with her father.

This diffuses the mother's anger and they are able to discuss how the father's illness conflicts with the mother's ability to visit.

PowerPoint slide – Welts and Bruises



Source: “The Visual Diagnosis of Child Physical Abuse” from the American Academy of Pediatrics and the C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, University of Colorado School of Medicine and Health Sciences Center.

About Hector

12-year-old Hector Ramos called a local Kids' Helpline after getting the number during a school assembly that covered a wide range of topics, including what to do if you're being bullied or if someone is hurting you. He told the counselor at the Helpline that last night his dad had beat him on the butt with a belt because he hadn't done a good enough job on his chores. He said that it hurt to sit and he wondered if there was anything he could do. After he gave his name, he changed it and whispered to the Helpline counselor that he shouldn't have called and asked the counselor to please not get him in trouble. He sounded frightened and hung up when she tried to discuss what she had to report about the call to the local authorities, or to gather more information about whether this has happened before so they could talk about how he might be able to protect himself. However, Hector's phone number and address came up on the Helpline's tracking system so she was able to make a report to the Statewide Central Register.

When the CPS investigative worker arrived at the Ramos house, the father, Carlos Ramos, answered the door. The worker introduced him/herself and explained that s/he was concerned that Hector may have been injured. Mr. Ramos appeared surprised and denied any knowledge of this. The worker asked to see Hector and Mr. Ramos somewhat reluctantly called his son. The worker asked permission to speak with Hector privately. Mr. Ramos asked, "Why should I allow my son to be alone with you, a stranger?" Mrs. Ramos joined the discussion at this point and the worker further engaged them in why s/he was there and needed to observe Hector. Eventually, the parents agreed. While meeting in the next room with Hector, he told the worker that he had injuries on his bottom and that he is "too scared" to say how he received them. The worker asked whether he would be willing to just show the injuries to his parents, and he agreed. Hector showed the injuries to his mother, father, and the worker. After talking with Hector, his mother and father, and viewing Hector's injuries, the worker concluded that the injuries were likely inflicted, based on the pattern of the welts and bruises and the fact that they were on his buttocks, though no conclusion about how the inflicted bruises were made at this point. Hector needs immediate medical attention.

PowerPoint slide – What to Confront

- » Strengths
- » Capacity for Action
- » Facts and Information
- » Incongruence
- » Limitations

Trainer's Role Descriptor: Carlos Ramos

You are portraying Carlos Ramos, the father of 12-year-old Hector.

When you were a boy, your father used to beat you half to death. It makes you sick sometimes when you realize you're doing the same thing to your son, but you can't stop yourself when he gets mouthy or surly or won't comply with a simple request, like to take out the garbage. You always mean to just hit him once, just to teach him a lesson, but it gets out of hand. He was wearing jeans when you hit him last night so you didn't think it was all that severe, and you haven't actually looked today.

Life's gotten way, way worse since you lost your job when the plant closed last year. You're just always so worried and stressed. You don't know how the family is going to survive when the unemployment checks stop coming. You know it's not Hector's fault, but he's always needing something—new sneakers, more food, even money to go rent a video game. Where are you supposed to get that from?

A friend of yours had his kid taken away after a bad beating, so you know that CPS can do that and it scares you. You love Hector and don't want the state to take him. Also, you don't believe how you raise your kid is really anyone else's business. But you told Hector he better never tell anyone, because it would break his mother's heart—maybe even kill her—if the government people were to come in and take him.

And yet, here they are! How did they find out?

You wish things were different.

Confrontation Vignettes

After reading the vignette below, identify the purpose of your confrontation, assess your “confronter” condition/preengagement anticipation, decide which type of confrontation would be most useful, and consider any other interpersonal skills and core conditions you think would be necessary to respond effectively.

Vignette 1

You are a preventive worker who has been working with Mayra Svenko, a mother who, along with her three children, is living in a domestic violence shelter. Mayra’s former companion was recently arrested and subsequently released after he assaulted her and she pressed charges. Workers at the shelter assisted Mayra in seeking an order of protection from her former companion. You are meeting with her today to discuss her plans for permanent housing, as the shelter can only accommodate the family for a few more weeks and they have been calling you and asking you to “expedite” her plans.

Confrontation Vignettes

After reading the vignette below, identify the purpose of your confrontation, assess your “confronter” condition/preengagement anticipation, decide which type of confrontation would be most useful, and consider any other interpersonal skills and core conditions you think would be necessary to respond effectively.

Vignette 2

You are a foster care worker who has been working with a family in which a 13-year-old girl, Clarissa C., is alleged to have been maltreated by her Uncle (“Uncle Joe”). Clarissa has lived with her aunt (who is her mother’s sister) and uncle for the past three years, since her parents were killed in an auto accident. Clarissa recently confided in a teacher at school that things were getting progressively more uncomfortable at home. Upon hearing the details, the teacher called the SCR. After a CPS investigation, Clarissa was placed in a foster home.

Clarissa said she told the teacher that things were getting worse because Uncle Joe scared her and made her feel “skanky.” He upset Clarissa by saying “creepy things” since she started developing breasts, e.g., “Girl, you look too hot to go to school.” Clarissa also stated that he came into the bathroom when she was fixing her hair in the morning and he peeked into her bedroom when she was changing. She said that he kissed her on the lips, hugged her longer than seemed right, and had “icky” pictures of naked ladies on his computer, when he knew she’d be the only one to see them. When she told him to stop, he said she had a dirty mind and to shut up. The morning she finally confided to her teacher, he had entered the bathroom while she was in the shower and said he *had* to brush his teeth. She was scared. Her aunt wasn’t home.

Her aunt told CPS that “it’s impossible that Joe would hurt Clarissa. It hasn’t been easy taking a young girl into our house and he’s been very supportive and caring to her. She’s making this up. She lies to get what she wants all the time.”

When you arrive at the foster home today to supervise Clarissa’s visitation with her aunt, the foster mother tells you that Clarissa’s aunt just called and said she couldn’t make it. You find Clarissa sitting quietly on the couch.

Confrontation Vignettes

After reading the vignette below, identify the purpose of your confrontation, assess your “confronter” condition/preengagement anticipation, decide which type of confrontation would be most useful, and consider any other interpersonal skills and core conditions you think would be necessary to respond effectively.

Vignette 3

You are an adoption worker who is conducting a home study with prospective resource parents, Karen and Jake Gold. As you are interviewing them, you learn that Karen has struggled with infertility for the last five years and that is what is motivating her to now consider adoption. She dominates the interview, despite the fact that you ask questions to both her and Jake. He sits quietly through most of the interview, appears bored, and seems unable to be engaged. When you directly question him about his interest in becoming an adoptive father, he says, “I just want Karen to be happy. She’s had to go through so much with trying to get pregnant. If she’s happy, I’m happy. So yes, I want to become an adoptive parent. I’m sure it’ll be fine.” During the rest of the assessment, it feels like you have to coax information out of him. Two weeks later, Karen you to say that she has completed her medical evaluation and gathered all the additional documentation required for completion of the home study. When you inquire if Jake has also had his check-up and gathered the required documentation about his employment, etc., she states, “Oh...well...he has been meaning to, he really can’t wait to be a daddy. I just know he’ll love it once we get a child placed with us. He just hasn’t had the time yet, is all. I’ll be sure he gets everything together for you right away.” Three more weeks have passed since you last spoke with Karen.

Role Descriptor: Mayra Svenko

Vignette 1

You are portraying Mayra, a 24-year-old mother of three who is living in a domestic violence shelter. Your former companion was arrested after he assaulted you and one of your kids and you pressed charges. Workers at the shelter assisted you in seeking an order of protection from him. CPS said your child had been abused and assigned you a preventive services worker who is supposed to help you get back on your feet.

The workers here at the shelter have been amazing. One lady even went with you and helped you every step of the way when you were getting that order of protection. You were so afraid. It's been a hellish seven years, with your former companion running you down in every way imaginable—telling you that you're stupid, that you're a terrible mother, that you can't survive on your own, that you're ugly and no one else will ever want you, and that no one would believe you if you tried to go out and get help. And that was all lies! Here, at the shelter, you've found people who listen to you, help with the kids, tell you to be brave, point out good things you do, and make you feel like your life has value after all.

You wish your mother had left your father. She had the same kind of life as you've had. You thought you were escaping the nightmare when you left home, at 17, to move in with your boyfriend.

These weeks in the shelter have been the most peaceful time you've ever had. But, it can't last. This is supposed to be temporary, and you are supposed to get on your feet and go live in the world. You are meeting with the preventive services worker today to discuss your plans for permanent housing, as the shelter can only accommodate your family for a few more weeks. The problem is, you have no other plans. You don't know where to go or how to live on your own and you're afraid that he'll find you when you leave this place and he'll make your life a living hell again.

Role Descriptor: Clarissa Chase

Vignette 2

You are portraying 13-year-old Clarissa. Three years ago, your parents were killed in a car wreck and you had to go live with your aunt and uncle. They have no children of their own.

When you lived with them, Uncle Joe would freak you out by saying creepy things, especially when you started developing breasts (e.g., “Girl, you look too hot to go to school”). Also, he would come into the bathroom when you were fixing your hair in the morning and peek into your bedroom when you were changing. He would kiss you on the lips and hug you longer than seemed right. You used to see icky pictures of naked ladies on his computer, when he knew you’d be the only one to see them. When you told him you would like him to stop, he said you had a dirty mind and to shut up. One morning he entered the bathroom while you were in the shower and said he *had* to brush his teeth. You were scared. Your aunt wasn’t home. You went to school and told your teacher what was happening.

The teacher you spoke with called somebody and then a lady came and asked a lot of questions and then put you in a foster home. You could have gone back to your own home only if your aunt had been willing to make Uncle Joe leave, but she said, “It’s impossible that Joe would hurt Clarissa. She’s making it up. She lies to get what she wants all the time.” It makes you angry and sad that your aunt doesn’t believe you about this.

The people here are nice to you and have a huge white cat that you like to cuddle with (Mr. Wiffle). The father scares you, but that’s not because of anything he does or says—it’s just that he’s big and he has a loud voice. Today, your aunt was supposed to visit, so you were waiting for her in the living room.

The foster mother just said that your aunt called and said she couldn’t make it. The worker from the agency has just come in. The people from the agency never leave you alone with your aunt, especially since that time when they found her trying to get you to admit you lied (which you did NOT). You feel sad a lot of the time. You miss your parents and the fun you used to have fun with your family. Back then, Aunt Jane was your favorite aunt. Now you’re afraid that she really hates you. You sort of wish you had never said anything.

Role Descriptor: Karen Gold

Vignette 3

You are portraying Karen Gold. You and your husband, Jake, are trying to become resource parents and are hoping to adopt a child. You are from a big family, love children, and have struggled with infertility for the last five years. You always pictured yourself having a couple of children and being a good mom. It's a blow to your self-confidence that you're almost 35 and you still don't have even one baby. That is what is motivating you to now consider adoption. Your husband isn't quite as eager as you are to adopt a child and it's driving you a little crazy that he isn't stepping up to the plate and more eagerly jumping through the hoops this adoption worker keeps setting up for you. In fact, during the home interview, he just sat through most of the interview, appearing bored. When the worker directly questioned him about his interest in becoming an adoptive father, he said, "I just want Karen to be happy. She's had to go through so much with trying to get pregnant. If she's happy, I'm happy. So yes, I want to become an adoptive parent. I'm sure it'll be fine."

That seemed like a pretty good thing for him to say. After all, they let single people adopt babies, so if only one of you is really, really into this, what's the difference? You successfully completed the necessary medical evaluation and gathered all the additional documentation required for completion of the home study. Jake just hasn't had time for his check-up and to gather the required documentation about his employment. You told the worker that he means to and that he really can't wait to be a daddy. You just know he'll love it once you get a child placed in your home.

And yet, three more weeks have passed and he still hasn't done anything, which is not really like him. When he wants something, he usually just goes for it. But he has repeated to you that he's happy to become an adoptive father. When the worker calls you hope she'll accept it when you tell her, "Jake has been meaning to get that checkup, although he's obviously in perfectly good health. He really is excited. We've been talking about what it'll be like to have a child. I've even started cleaning out the guest room so when we get approved we'll be ready."

Observer Feedback Form

Demonstration of:

Date:

Observer's name:

Interviewer's name:

In addition to observing the demonstration through the lens of "how effectively skills were used to achieve the stated purpose(s)," note the worker's use of skills related to the key concepts that have been addressed in this training, e.g., change, authority, resistance, strengths, stages of the professional relationship, factors of difference.

What did the "caseworker" say/do (what skill is this)	How did the "family" member react?	Observer's positive feedback and suggestions to improve

Observer Feedback Form

On a scale of 1 (not at all) to 10 (completely), how well was the purpose of the interview achieved? _____ Explain your score:

Confrontation Vignettes: Trainer's Key

Vignette 1: Confronting Capacity for Action (i.e., the mother was able to remove the abuser from the home, press charges, seek shelter for herself and the children, all while likely being overwhelmed previously). Also, Confronting Facts and Information (i.e., she *must* move on; the shelter is a temporary refuge and she needs to begin making plans).

Vignette 2: Confronting Strengths (i.e., the courage of the child to try and protect herself, first by trying to deal directly with the abuser and then by disclosing the family's "secret").

Vignette 3: Confronting Incongruencies (i.e., the father states that he wants to adopt a child and yet has taken none of the necessary actions to do so; the mother keeps making excuses for him).

PowerPoint slide – Summary

- »» Confrontation
- »» Why we confront
- »» What we confront
- »» How we confront
- »» How success is measured