

PREVENTION REPORT

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Prevention Report is a publication of the National Resource Center on Family Based Services, School of Social Work, The University of Iowa, Iowa City, Iowa 52242.

The editorial staff of *Prevention Report* invites articles related to family-based services from practitioners, administrators, and other interested readers. Research, legislation, practice methods, responses to *Prevention Report* articles, upcoming prevention conferences, and new materials for prevention are all welcome. Contact Miriam Landsman, Editor, National Resource Center on Family Based Services.

Training for Family-Centered Services: The Essentials of Staff Development

Education and training in child welfare are beginning to reflect a family systems orientation that focuses on the attitudes and skills necessary to provide high-quality family-centered services. Legislation and agency policies affirming the importance of supporting and maintaining intact families underscore the need to develop in-service training opportunities for workers and supervisors to obtain state-of-the-art knowledge and practice skills that increase their capacities to work constructively with troubled families. It is at the practitioner level that the feasibility of family-centered services is determined in each community.

Once a family-centered direction is endorsed in policy and the requisite systems modifications that give workers the time and resources they need to work with families have been made, administrators may apply the same ecologically oriented principles which promote growth and positive adaptation in families to facilitating the growth and adaptation of workers in the organizational system.

The systems dilemmas facing planners and staff development specialists are mirrored in those facing practitioners attempting to apply systems principles to work with families. These dilemmas include (1) the abstract nature of the systems orientation and the difficulty of translating it into practical guidelines for everyday practice, and (2) the risk of data overload. In widening the frame of reference from the individual to the entire ecological environment, social workers face an overwhelming amount of information—bits and pieces of data about any one family.

Furthermore, systems theory emphasizes that every element in each system is in dynamic interaction with every other element and with the total system (Hartman 1983).

A systems approach to training provides antidotes for these dilemmas, molding and informing both the forms (training methodologies) and the content (curriculum) of the family-centered training plan.

Education and training are continuous functions in an agency's transition to family-centered services. The goals are to assist personnel at all levels of the agency to develop

- (1) The conviction that family-centered services should be implemented;
- (2) The belief that this transition is possible and will not introduce major dislocations for the individual practitioner; and
- (3) The commitment to design and deliver family-focused preventive, foster-care and adoption services.

When asked in a survey by the National Child Welfare Training Center to rate the value of types of training, administrators and staff development directors consistently placed highest value on specificity and micro-practice skill training. Interest in skills relating to systems changes was dramatically lacking.

These responses led researchers to conclude that "Child welfare practitioners, trained and educated in this way, could be skilled but parochial and narrow technicians who focus their change efforts primarily on clients without concern for the impinging environment, the service system itself, or the larger systems that give direction to child welfare programming" (Vinkur 1983). The family-centered approach to the orientation and training of child welfare staff aims to address this problem as follows:

Agencywide Introductory Training

Staff development for an agency's transition to family-centered services begins with education in the fundamental values of the family-centered approach. Simply knowing about values has little carry-over into practice. Values are inculcated by identification with personal role models, an on-going process which occurs readily in positive administrator/supervisor/supervisee relationships.

When training an entire agency or an intensive unit for family-centered service, timing, coordination, and sequencing are crucial. Administrators should provide introductory information sessions as soon as feasible after the decision to provide family-centered services has been made. Accurate knowledge about the approach and how it will be implemented is the best antidote to resistance. Information sessions should include the administration's plans to ease the stresses of agency change and address employees' concerns about

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status, job satisfaction, and skill development. Sharing the long-range training plan is an ideal way to assure workers that all levels of staff will receive the training required to implement family-centered services.

Supervisory Training

Introductory supervisory training is essential if supervisors are to provide leadership and structure. Just as administrators set the tone for agency values and commitment, supervisors are the key to the process by which line workers internalize family-centered values and attitudes.

If the entire agency is making the transition to family-centered services, a separate introductory training program should be planned for supervisory staff. Even if only limited, intensive family-centered service provision is planned, advance information and the opportunity for interaction with experienced trainers prepares supervisors to exercise leadership in readying their units for cooperation in the referral process.

Supervisory commitment and investment is crucial, because supervisors can be the most effective first line of defense against resistance to change and the strongest force in the incorporation of new values and methods. At its best, introductory supervisory training will increase supervisors' confidence in their own ability to grow and change. They in turn support line workers in that process, and positive aspects of the supervisor/supervisee relationship subsequently affect the all-important worker relationship with the client family. The supervisor's leadership style also fosters mutual worker support. Training for supervisors should include values clarification, the team-building process, and a model of supervisory instruction.

Basic Family-Centered Training for Direct Service Providers and Parent Aides

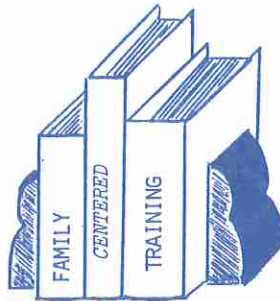
The content of the family-centered curriculum (see the *Basic Family-Centered Curriculum for Family Service Workers and Parent Aides*) is distinguished from basic child welfare curricula in that it reflects (1) an ecological family and community systems approach which leads to conceptualization of problems and interventions in their systemic context, and (2) the flexibility to synchronize interventions with the family's real needs. A family-centered training program should increase family service workers' range of intervention techniques and options in each of their potential roles with the client family: nurturing/reparenting, teaching/training, service planning/coordination, and counseling/family therapy.

The worker's increased power when intervening in the home can spark positive change. But if workers are unaware of and insensitive to families' cultural, racial,

ethnic, or religious uniqueness, they will inevitably violate the family's integrity and values. Training should take into account the principles of ethnic competence—a wide range of understanding, skills, and procedures *which can be taught*. But the focus of such training should be on core cultural content about the groups involved and not primarily on trainers' attitudes and feelings.

Team Building

Most successful family-centered programs employ a team approach, often involving paraprofessional parent aides. All members of the family-centered team benefit from a structured team-building process which develops and clarifies roles and role expectations for each team member.



Training in Family Counseling/Family Therapy

Choosing a model for training in family counseling is difficult; as Ann Hartman observes, "The body of theory informing the present day practice of family-centered practice is enormous and full of apparently conflicting views" (Hartman and Laird 1983). Despite theoretical differences, there does seem to be a basic core of techniques used by most experienced practitioners. Attempts are being made to identify these techniques and develop generic treatment models which approximate the process through which families most frequently pass.

Initially, it is recommended that all specialists, supervisors, and family service workers be trained in the same generic model, especially if many of the agency's workers have not had formal social work education or have had little experience in family and child welfare practice.

A structured model and training do not automatically produce skilled family counselors. However, they do offer guidelines and background to give workers the courage to risk, experiment, and learn in dynamic interaction with families.

Workshop on Assessment for Case Assignment and Case Load Management

The success of family-centered programming requires methods and criteria for family assessment at intake to determine the level of effort needed by the family. This training process should provide supervisors with a framework for developing agency-specific criteria for case allo-

cation and a rational methodology to guide supervisors and workers in managing case loads.

The elements suggested above together form the basis for a successful family-centered staff-training program. The keys are to involve all levels of personnel responsible for service delivery (line social workers, paraprofessionals, supervisors, and administrators); to identify and address policy and practice issues at each level; and to provide a training program that is timely and systemic, with training sequences that are integrated philosophically and build on one another. (See "24-Month Sequential Training Plans" for further discussion of systems issues in staff training.)

Resources for Prevention

Adolescent Maltreatment: Issues and Program Models, U.S. DHHS, OHDS Children's Bureau and the National Center on Child Abuse and Neglect, 112 pp. DHHS Publication No. (OHDS) 84-30339.

Explores issues in adolescent maltreatment and four specific program models representing a diverse geographical spread. It is based on the experiences of a group of projects funded for three and one-half years by the National Center on Child Abuse and Neglect. Treatment and systems issues and research on the community impacts of the four projects are covered. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Working with Adoptive Families beyond Placement. Ann Hartman. New York: Child Welfare League of America, Inc., 1984. 61 pp.

Major philosophical changes in the child welfare field in the past two decades have influenced adoption practice as well. One area of particular importance is postplacement services, the focus of this new practice-oriented book. Purchase from National Child Welfare Training Center, (313) 763-4260.

Legal Rights of Children. Robert M. Horowitz and Howard A. Davidson. Colorado Springs, Colorado: Shepard's/McGraw-Hill, 1984, 758 pp., \$74.

Legal reference book analyzing a range of issues and federal and state laws related to children's legal rights. Written by a team of lawyers affiliated with such groups as the American Bar Association, the National Juvenile Law Center, the Youth Law Center, the Children's Defense Fund, and the Education Law Center. Among the thirteen chapters are "Legal Rights of Adolescents: Restrictions on Liberty, Emancipation and Status Offenses," "Children Living

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PROGRAM SURVEY UPDATE: Last year the National Resource Center surveyed approximately 2,700 agencies to identify family-based service programs for inclusion in the *Annotated Directory of Selected Family-Based Service Programs* (April 1984). We plan to update the *Directory* to include new and previously unidentified programs. Please forward the attached survey form to the administrator of your family-based program. If you have questions about the survey, contact the National Resource Center at (319) 353-5076.

Family-Based Program Description

Program Name _____

Date begun _____ Telephone #() _____

Agency Name _____

Address _____

Contact Person _____
Name Position

Briefly state program goals and objectives _____

Program Budget (FY 84) _____ Approximate % of total agency budget _____

Sources of program funding _____% federal _____% state _____% local _____% private

Describe services provided _____

Describe services purchased from other agencies _____

What program(s), if any, was this modeled after? _____

What theory(ies) of intervention does this program use? _____

- Check applicable items. Program is a specialized unit in the agency.
 Program is a pilot project in the agency.
 Entire agency uses the family-based approach.
 Program has purchase-of-service contract with state department of social services.

Describe client population

Racial/ethnic composition _____

Socioeconomic status _____

Family composition _____

Primary problem areas _____

Other characteristics _____

Geographic area served _____

Is there a formal procedure for selecting and monitoring clients? Yes No
(Please attach copies of the instruments used as intake and for monitoring client change over time.)

Eligibility requirements for participation in program _____

Describe follow-up procedures _____

Average length of time families are engaged in service? _____

Average number of hours of service to a family per week? _____ Number provided in-home? _____

Are staff available to families on a 24-hour basis? Yes No

Are services time limited? _____ If yes, specify _____

Are clients assessed fees for service? _____ If yes, on what basis? _____

Average cost of service to the agency? _____ per family, or _____ per person

Number of clients served by program per year? _____ families, or _____ persons

Does a formal program evaluation exist? Yes No

Describe program staff (how many, positions, average caseloads) _____

Are services provided by a team? Yes No

If yes, describe team composition _____

Does the agency sponsor a staff training program? Yes No

If yes, describe _____

PLEASE ATTACH MOST RECENT BROCHURE, PROGRAM DESCRIPTION, AND PROGRAM EVALUATION.

Return to: National Resource Center on Family Based Services, The University of Iowa School of Social Work, N118 Oakdale Hall, Iowa City, Iowa 52242.

Please notify us of address changes, additions, or deletions to our mailing list.

- Add to mailing list Delete from mailing list
 Address change (attach mailing label from current newsletter)

Name _____

Agency/Organization _____

Address _____

Return this form to the National Resource Center on Family Based Services, N118 Oakdale Hall, The University of Iowa, Iowa City, Iowa 52242.

National Training Conference: Training for Family-Centered Services

The National Resource Center held its fourth Training Institute in Iowa City on October 16-18. Billed informally as a "Trainers' Trade Fair," the institute gave the 80 participants an opportunity to experience one of six family-centered training packages during three days and to review and discuss informally and in round-table discussions the other training sequences with their developers. Participants represented public and private social service agencies in 16 states, and the intensity of their enthusiasm in sharing their experiences and ideas with one another was as exciting as the institute's formal content.

The training faculty for the institute included Roger Baron, Ph.D., a developer of the well-known Sacramento 601 program and student of Virginia Satir; Marcia Allen and Bill Showell, creators of the Oregon Children's Service Division's Intensive Family Treatment program; Charlotte Booth and Shelley Leavitt, from the Homebuilders Division of the Behavioral Sciences Institute; Robin Karr-Morse, author of the *Parent Training Service* curriculum developed for the Oregon Children's Services Division; Mary Lou Gilstad, Marlys Johnson, and Jerry Lindskog, developers and training consultants for the Parent Provider Partnership; and June C. Lloyd and Mary Whaley, author and training consultant for the National Resource Center's new *Basic Family-Centered Curriculum for Family Service Workers and Parent Aides*.

The training packages for which written curricula are available are described below. Information about the trainers and their materials is available through the Resource Center.

Basic Family-Centered Curriculum for Family Service Workers and Parent Aides

The National Resource Center has just published the *Basic Family-Centered Curriculum for Family Service Workers and Parent Aides*. Developed and written by June C. Lloyd, with contributions from five prominent social work educators, this curriculum is designed to train workers in agencies whose leadership has made a commitment to serve and maintain intact families using the family-centered philosophy and methodology. The curriculum provides integrated training for family service workers (child welfare staff) and paraprofessional parent aides.

The basic philosophical orientation, knowledge base, and skills of the family-centered approach are covered in three units: "Introduction to Family-Centered Services," "A Systems Approach to Families at Risk," and "Service Planning and Intervention Strategies." Each unit includes five to six four-hour (half-day) modules suitable either for family service workers, parent aides, or for presentation to joint sessions. Two introductory sessions are designed specifically for parent aides: "The Dynamics of Parenting and Family Stress" and "Understanding Child Abuse and Neglect."

Each of the 17 modules includes learning objectives, a one-page overview, detailed formats for each learning activity, background material for the leader, and handout materials to be duplicated for participants.

The 465-page *Curriculum*, in loose-leaf format bound in a durable three-ring binder, is available for \$25 (including postage and handling charges). Order from the National Resource Center.

Parent Training Service Core Curriculum

The Oregon Children's Services Division offers a parent training service for child welfare client families which is based on experiential teaching techniques and exercises rather than theoretical, didactic, lecture-based methods.

The goal of the Parent Training Service program is to enable families whose children are at risk of foster placement due to abuse, neglect, or delinquency to retain or be reunited with their children. This is accomplished through the use of parent training groups in conjunction with other services offered by the division, such as intensive family service and homemaker service.

The newly published *Parent Training Curriculum*, in six volumes, loose-leaf format, consists of two volumes for use with parents of children ages 0 to 3, two volumes for parents of children ages 4 to 12, one volume for parents of adolescents, and one volume on issues relevant to parents of all age groups—anger management and taking care of yourself. Age-specific behavior management, developmental issues, and communication (or attachment) skills comprise the bulk of the curriculum.

The curriculum is organized into units and into sessions within each unit. All materials, background reading, and supplemental exercises relevant to the session topic are included. Bibliographies of supplementary reading are appended.

The entire curriculum may be purchased at a cost of \$150 and may be ordered from Robin Karr-Morse, Children's Services Division, 198 Commercial Street SE, Salem, Oregon 97310, (503) 378-3016.

Parent-Provider Partnership

The Parent-Provider Partnership is a training program for family service paraprofessionals which is built on the achievement of competencies in 11 aspects of practice. Developed by the University of Minnesota Department of Continuing Education in Social Work and the Minnesota Department of Public Welfare, the program has been field tested in ten Minnesota counties.

The need for such a training program developed with the expansion of family-based service programs in Minnesota and recognition of the value of paraprofessionals in serving troubled families. The success of paraprofessionals is enhanced if

they receive training in areas pertinent to serving client families.

The Parent-Provider Partnership project was established to provide a structured training program based on competencies (standards), development of an on-the-job assessment process to measure competence, and production of training and resource manuals.

Competencies identified by the project include demonstrated, basic knowledge and understanding of family dynamics; issues related to abuse and neglect; health, safety, and nutritional needs of families; child growth and development; parenting skills in a nurturing environment; self-esteem concepts; household management, budgeting, and time management; effective communication skills; stress management; and a variety of teaching techniques.

For further information about the Parent-Provider Partnership program, contact Jerry Lindskog, Family-Based Services, Minnesota Department of Public Welfare, Fourth Floor, Centennial Building, St. Paul, Minnesota 55155.

Upcoming Conference

Twelfth National Conference on Juvenile Justice, sponsored by the National Council of Juvenile and Family Court Judges and the National District Attorneys Association, will be held March 10-13, 1985, in Philadelphia. For information contact Juvenile Justice Conference, National District Attorneys Association, 1033 North Fairfax Street, Suite 200, Alexandria, Virginia 22314.

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Apart from Their Parents, and *Children in Trouble: The Juvenile Justice System*. May be ordered on a 30-day trial basis. Call (800) 525-2474 between 8:00 a.m. and 5:00 p.m., Mountain Time.

24-Month Sequential Training Plans

In early 1984, the National Resource Center on Family-Based Services was commissioned by the Region VI Resource Center for Children, Youth, and Families (at the University of Texas at Austin) to design an integrated training program for child welfare workers in three states: Arkansas, Louisiana, and Oklahoma.

Survey results published in the *National Study of Social Services to Children and Their Families* (Shyne and Schroeder 1978) had indicated that only 25 percent of social workers surveyed had either graduate (9 percent) or undergraduate (16 percent) degrees in social work. A more recent survey by the National Child Welfare Training Center (Vinokur 1983) showed only a slight increase in these percentages.

Given the extreme urgency of the client-family problems encountered by such workers, one would expect that training for the 75 percent of social workers without professional social work education would be a top management priority. Yet experience suggests that this is not so—that state agencies tend to rely on state-level program specialists to provide specialized worker training and that what training workers do receive tends to be haphazard,

using curricula which are not necessarily complementary and which do not build on previously acquired skills.

As a major step toward filling this crucial need for comprehensive, integrated training for child welfare workers, the National Resource Center has developed 24-month sequential training plans for the state social service agencies of Louisiana, Arkansas, and Oklahoma.

Prior to drafting the plans, the Resource Center conducted surveys among workers, supervisors, and administrators in each of the states in order to identify the needs which these groups themselves perceived. The training already being provided by each state was discussed with training staff and program specialists.

The plans developed for each state are based on the academic credit-hour system, with the idea that all state family and child services workers will receive a minimum number of hours of training in basic skills and program areas in preparation for general family-centered social work. Additional hours in specialized areas will be provided to workers who have completed basic skills training. Advanced training is suggested for supervisors, specialists, and consultants.

Resource Center staff reviewed existing child welfare training curricula, evaluating them for inclusion in the plans on the basis of criteria such as compatibility with the family systems approach, skill competencies to be achieved (basic, intermediate, advanced), availability, and cost. For most areas in which established curricula are not available, reading materials and training consultants are suggested. Each plan includes an estimated training budget and estimated trainer full-time equivalents (FTEs).

The 24-month sequential training plans represent an attempt to rationalize the staff training and development processes while building worker competencies in specific program areas. Although the cost estimates for implementing the plans in the three states are not excessive, it is clear from the number of FTEs required to carry them out that each state will have to make an investment in qualified trainers, materials, and worker release time. However, agencies are likely to recoup their investment through reduced staff turnover, more efficient use of agency resources, and higher rates of satisfactory client-family service outcomes.

The Alternative-to-Foster-Care Project States

Iowa in Profile

Richard Moore, Program Manager

The Iowa Department of Human Services (DHS) provides a broad array of services designed to prevent out-of-home child placements and to reunify families who have been separated. These services, which are also aimed at preventing and alleviating child abuse, are available across Iowa through the state-funded Family-Centered Services Program.

The beginnings of this program can be traced to 1975, when a DHS-staffed family therapy unit was established in the state training school for delinquents. In this unit, therapists work with students and families to prepare for the child's return home. Federal and state funds have made it possible to establish family therapy units in DHS district offices across the state. Currently, about 500 families each month receive therapy from DHS to address reunification, placement prevention, and child protective needs.

Shortly after the establishment of the training school's family therapy unit, another children's institution in eastern

Iowa was closed. To answer the needs of the children who had been served by this institution, state funds were made available to begin an intensive in-home family service project.

Since the beginning of this project in 1976, state funding for alternative-to-placement services has increased steadily. Unlike the DHS family therapy units, these services are provided through purchase-of-service contracts with other public and private agencies.

Legislative support for placement alternative services has been grounded in Iowa's recognition of the need for a continuum of services—to allow for least-restrictive, appropriate reactions to the needs of children and families, to answer concern over the rising costs of placement services, and to address increases in child abuse reports. The amount of state funding for family-centered services, not including funds for the DHS family therapists, is currently \$4,350,000.

With these funds, comprehensive in-home services, family therapy, in-home supervision, day treatment, and other types of services are purchased by DHS for families in need. Each of DHS's eight

administrative district offices is allocated a percentage of the state appropriation and enters into purchase-of-service contracts to provide services responsive to the needs of their multicounty areas.

The Family-Centered Services Program is not the only DHS program providing services to reduce placements, protect children, and strengthen families. The Adoption Services Program and its subsidized adoption services are aimed at ending out-of-home placements. A Foster-Care Program provides emergency shelter services and longer-term activities to reunify families. The Child Protective Services program provides for timely investigation and monitoring of alleged child abuse cases and identifies prevention community grant programs. The Child Day-Care Services program provides for child-protective day care, and the Iowa Department of Health receives state funds to provide home-maker/home-health-aide services in child protective cases.

The Family-Centered Services Program currently provides purchased services to about 700 families per month. This number is expected to exceed 800 by the end of

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the current fiscal year. There are now 37 agencies contracting with DHS to provide one or more types of family-centered services. This number has increased along with funding increases: in 1980, there were fewer than 20 purchase-of-service contracts in effect.

DHS is currently developing administrative rules to more clearly define and structure the family-centered services that have

been evolving since 1975 in response to the increasing local, state, and federal emphasis on reducing and preventing placements and preventing and alleviating child abuse.

With help from the National Resource Center on Family Based Services, efforts are also under way to improve the assessment of the approach and impact of this program and its services.

If you have any questions about Iowa's Family-Centered Services Program, policy development activities, or assessment plans, contact Richard Moore, Program Manager, Department of Human Services, Hoover Building, Fifth Floor, Des Moines, Iowa 50319.

(Note: Many of the programs referred to are described in the National Resource Center's *Annotated Directory of Selected Family-Based Service Programs*.)

New Mexico in Profile

Under the leadership of secretary Juan Vigil and division director Ginny Gillmer, the New Mexico Human Services Department (HSD) and its Social Services Division (SSD) have recently begun a statewide conversion to family-centered services.

HSD has undergone a series of organizational changes as the result of a consent decree by the U.S. District Court for New Mexico which requires a number of activities focused on permanency planning for children in foster care. Recognizing the compatibility of the objectives of permanency planning and family-centered services, HSD has developed an ambitious master work plan for family-centered services implementation over the next two and one-half years.

After a series of orientation meetings to familiarize county and voluntary agency child welfare providers with family-centered systems concepts, Gillmer established a management team of central office administrators, planners, and program specialists. Each team member was assigned a functional area of responsibility

such as information systems, policy and planning, personnel, training, interdepartmental relations, and contract services. Implementation objectives and work plans with time lines for completion of objectives were developed in each area. These work plans are integrated to form the master work plan. Regular meetings of the management team ensure the integration of tasks across functional areas.

Sixteen county office managers and four district office managers are being brought into the planning process to encourage vertical systems integration through regularly scheduled planning meetings. The next step is to establish regular communications with supervisory staff in New Mexico's 31 field offices serving the state's 33 counties.

New Mexico SSD serves a diverse population, a large percentage of whom are Hispanic and Native American. The overrepresentation of these groups among the state's 1,400 children in foster care suggests a need to develop culturally sensitive family-centered programs at the community level, particularly for Native

Americans, who are significantly underrepresented among service providers.

Many of the first tasks in the work plan involve data collection. With the aid of state office personnel, county office managers are surveying formal and informal resources in their communities, participating in work measurement studies, and soon will be undertaking a systematic case review. State office personnel are also analyzing HSD/SSD forms with the objective of consolidating reporting in order to reduce nontreatment related worker activities and increase the level of actual service time to families.

Workers and supervisors will receive initial family systems training through the National Resource Center from March through October 1985. SSD's Social Work V consultants will be responsible for ongoing training and case consultation in concert with county supervisors.

For additional information on these activities, contact Linda Todd Baca, family-based services project liaison, (505) 827-4256 in Santa Fe.

Program Profiles

PINS Mediation Project

Sponsored by the Children's Aid Society of New York, the PINS Mediation Project was developed in early 1981 to provide community-based mediation and backup social services to status offenders and their families. The project is based on the premise that the court process is both inappropriate and ineffective in a large proportion of status offender cases.

In mediation, parent(s) and child participate in four sessions with a neutral third party—a lay person recruited from the community and trained in mediation skills and techniques—who helps them come to a mutually agreeable resolution to the problems presented. The mediator is not an arbitrator; his/her role is to help the par-

ties communicate with each other, reframe issues, identify overlapping areas of interest, and come to agreement on specific behaviors in problem areas. Advocacy, short-term counseling, or referral for follow-up services may be offered after mediation.

PINS serves status offenders aged 10 to 18 and their families in four boroughs of New York City. In Brooklyn and Manhattan, PINS has added a Diversion project to serve families inappropriate for mediation due to such issues as family violence, chronic runaways, and serious psychological disorders. Funding is derived through N.Y.C. Preventive Services monies. In Bronx and Queens, PINS is funded

through the N.Y.C. Youth Board, the Foundation for Child Development, the Robert Sterling Clark Foundation, and New York Community Trust and Children's Aid Society.

Approximately 600 families are involved in the program yearly. A December 1983 research study, drawing on a sample of 153 families referred to the program from November 1, 1981, through October 31, 1982, confirms that mediation is a viable alternative to family court for status offenders and their families.

Additional information about the PINS Mediation Project can be obtained from Margaret L. Shaw, Project Adviser, 105 East Twenty-second Street, New York, New York 10010, (212) 949-4929.

Family Counseling and Intensive Supervision Projects

The Ramsey County, Minnesota, Juvenile Probation and Parole Division began these two programs in May 1983 to strengthen families and avert placement of youngsters referred to the court.

The Family Counseling Project is founded on the premises that a youngster's delinquency cannot be separated from conflict, pain, and self-defeating patterns of behavior within the family and that families can and will use help through support, education, and counseling on family issues to improve their relationships. The Intensive Supervision Project is based on the belief that selected juvenile offenders can remain in their own homes while still experiencing strict levels of supervision and accountability.

The Family Counseling Project is a condition of probation ordered by the court for status offenders and some juvenile misdemeanants and felons. The alternative to participation in the project is out-of-home placement. Families of juvenile offenders may be accepted into the project if family conflict and dysfunction have been documented, if the current offense is related to family issues and would otherwise result in placement, and if the juvenile is not severely emotionally disturbed.

A written plan for project participation is submitted to the court, specifying the areas of participation by parent and youth, involving each of these parties in one or two activities weekly, and establishing a minimum time-frame for the next court re-

view or a renegotiation of the project contract. The program employs family counseling, group counseling sessions, and, under some circumstances, individual counseling. Each family participates for three to six months. Most juveniles referred to the project range from 13 to 18 years of age.

The Intensive Supervision Project is a court-ordered program for adjudicated delinquent felons and misdemeanants with one or more offenses on court record and where the current offense would otherwise result in placement.

Through a combination of realistic, strict expectations accompanied by firm, fair, short-term consequences for the youngster's behavior, the program provides a structure in the adolescent's own home, with attendant consequences for deviation from the intensive services requirements. Counselors team with probation officers to work with youngsters and their families daily over a phased six-month period. The adolescent progresses in the program by successfully fulfilling the requirements of three phases: short-term, secure detention (Phase I), followed by home detention (Phase II), and maintenance (Phase III).

For additional information about the Family Counseling Project, contact Jim Hayes, Ramsey County Juvenile Probation and Parole Division, 1021 Marion Street, St. Paul, Minnesota 55117, (612) 489-8053.

Statewide Home-Based Associations

At least three states currently have a home-based services association. For information, contact the following individuals:

IOWA:

Anne C. Gruenewald
Home-Based Family Services
Association
Box 7061
Des Moines, Iowa 50309

MINNESOTA:

Jerry Lindskog
Family and Children's Services
Minnesota Department of Public Welfare
Centennial Office Building, Fourth Floor
St. Paul, Minnesota 55155

NEW HAMPSHIRE:

Ellie Stein-Cowan
New Hampshire Association for Home-
Based Services
247 Pleasant Street
Concord, New Hampshire 03301

The National Resource Center is interested in hearing about other statewide home-based services associations.

52701/12-84

The University of Iowa
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Family Based Services
N118 Oakdale Hall
Iowa City, Iowa 52242

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