

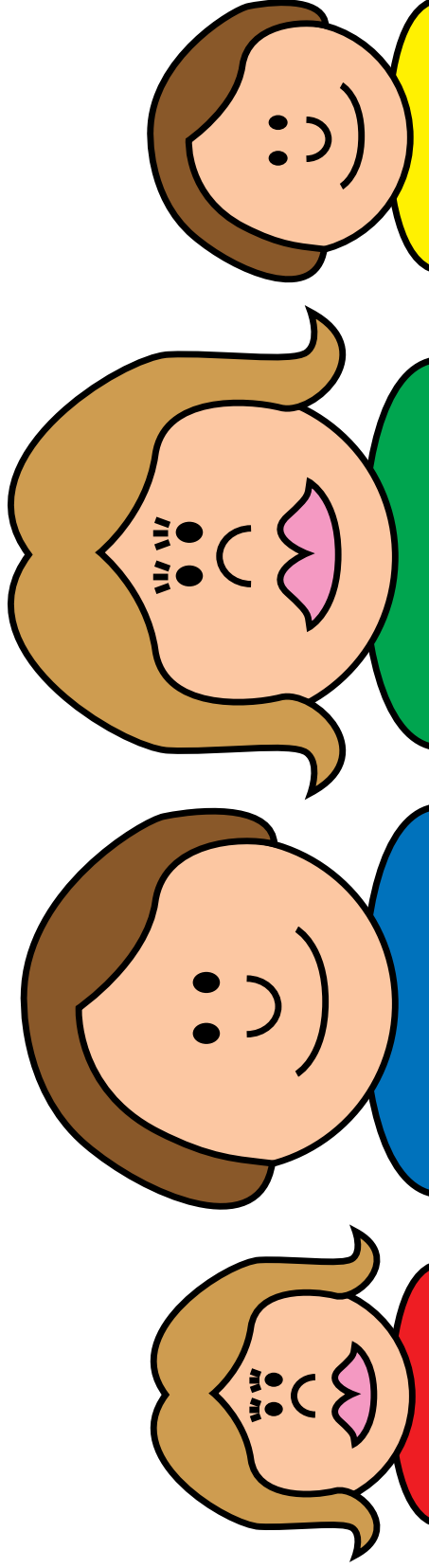
FAMILY SERVICE COORDINATION

Using a Problem Solving Approach in Family Service Coordination

- ✓ **Problem Solving Approach For Families**
- ✓ **Facilitating a Problem Solving Approach For Families**
- ✓ **Family Service Coordination Story: Friends**

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Problem Solving and Family Service Coordination

As a family service coordinator, you will encounter many different kinds of families. Some of those families have difficulty using the most basic strategies (i.e. choice making, setting limits) in their interactions with children and adults. We have included a problem-solving approach to assist families become more autonomous and self-reliant. While some families may need you to support them through the entire problem solving process, other families will only need a minimum amount of support during this process. Please use these documents as a tool in your family service coordination efforts.

PROBLEM-SOLVING APPROACH FOR FAMILIES

Utilizing problem-solving strategies can help families become more autonomous and self reliant. Families can practice basic steps of problem-solving in many intervention activities so that they can effectively deal with future concerns. The basic steps include:

- **Defining the concern/problem - What is the concern/problem?**
Family teams need to learn to be specific, to get to the "root" of the problem or concern. Questions that may help them focus on the specifics include:
 - * What is demanding most of my attention?
 - * What would I like to do, do more often, or do better?
 - * What are my priorities?
 - * What are my "bottom-line" goals or concerns?
 - * What must change immediately for our family to move forward?
- **Identifying the data - What are the facts?**
 - * What concerns must be addressed first?
 - * When does it occur? How often? Where? With whom?
 - * What has already been tried? With what results?
 - * When am I concerned? When is it on my mind? Where?
 - * What might I have overlooked?
- **Generating ideas - What things can I (we) do?**
 - * How might this problem be solved?
 - * What would I do if there were no obstacles?
 - * Which alternatives are most appealing? Least intrusive?
 - * What ideas offer me the best chance to do something?
- **Choosing solutions - Which is the best?**
 - * What factors might be considered?
 - * Expense?
 - * Time?
 - * Intrusiveness to other family members?
 - * What criteria are most important and necessary to use?
 - * What solutions can be combined to improve outcomes?
- **Developing the plan - Who will do what, when?**
 - * How might we take these actions?
 - * Who will help? How will their support be gained?
 - * What specific actions are necessary? What sequence of steps should be planned?
 - * What are the most important steps to prevent problems?
- **Evaluating the plan - What happened?**
 - * How will we know when we get there?
 - * Did it work?
 - * What changes were necessary?

Adapted from *Facilitating a problem-solving approach for families*. Parsons, KS: Family-guided Approaches to Collaborative Early Intervention Training and Services, Kansas University Center on Developmental Disabilities and Florida State University.



Facilitating a Problem-Solving Approach for Families

Name: _____ Team Members: _____

Date: _____

Defining the concern/problem - What is the concern/problem?

Identifying the data - What are the facts?

Generating ideas - What things can I (we) do?

Choosing solutions - Which one(s) is the best? Is there an alternate plan?

Developing the plan - Who will do what? When? How will communication across participants occur if needed?

WHO

WHAT

WHEN

Planning the evaluation - How will you know when the problem or concern is resolved?

Evaluating the plan - Did it work? How will you know?



FAMILY SERVICE COORDINATION STORY: FRIENDS

Ben is two and a half years old and has been diagnosed with a hearing impairment. It is unclear at this time what Ben can and cannot hear. Ben is showing motor delays as well as speech and language delays. At this time, Ben has no language that is understandable.

Ross (dad) is a single parent. He divorced Ben's mother, Carol, when she made a lifestyle change. Ross has had a difficult time adjusting to life without Carol. Since their divorce, he has had two brief marriages which both ended in divorce. After a bout with depression and anger, Ross sought professional help and is dealing much better with the choices he makes for his life. Carol has had a difficult time as well and has decided that she would like for Ross to raise Ben full time while she goes to live in a commune in South Africa with her new friend, Pali.

Support for Ross comes from his friends Phoebe, Joey and Chandler as well as his sister, Monica. Rachel, his third ex-wife, lends support when she can but sometimes has a difficult time understanding Ross' rationale for the way he parents Ben. Rachel thinks that part of Ben's difficulty is due to Ross' not giving Ben enough independence in the choices he makes. She feels like Ross is too overprotective when it comes to Ben.

As a single dad, Ross is somewhat limited on where Ben can receive early intervention services. It would be helpful to Ross if he receives services close to the university where he works. There is a child care center at the university but the staff informed Ross that they have never had a child with hearing impairments. Also, the center hours are not consistent with Ross' teaching schedule. Ross has many needs for family service coordination as well as some tough choices to make related to how he wants services provided for Ben. Should he send Ben to a school in Brooklyn where he will get appropriate services but is an hour away? Or, should he try to find a day care facility close to work and home and have Ben receive his early intervention services there? Will his friends and family be able to assist him? As a family service coordinator, what can you do to assist Ross? How can we facilitate a problem solving approach for Ross, Ben and the rest of their "friends"?

Stroup-Rentier, V. L., & Lindeman, D. P. (2003). *Family service coordination*. Parsons, KS: Kansas University Center on Developmental Disabilities.