EMPOWERING PEOPLE FOR CHANGE

MAKING CASE MANAGEMENT WORK
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Presented by:

Rockford Area Case Management Initiative

Based on the philosophy and teachings of

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YOUR TRAINERS

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JOURNEY TO SELF SUFFICIENCY
DISTINGUISH BETWEEN...

NOT How you want participants to be BUT what you want them to do.

Example: if you want participants to be responsible, what do you want them to do to demonstrate responsibility?

Identifying self-sufficient behaviors helps you better plan your CM strategies and measure your success.
WHAT ARE SOME MEASURABLE WAYS TO DEFINE SELF-SUFFICIENCY?
Measurable Ways to Define Self Sufficiency

• Obtain and retain employment
• Develop and implement plans that will help them set and achieve their goals
• Solve their own problems
• Identify and use the resources in their network
• Identify and access resources in the community
• Make informed decisions by weighting the options and consequences
• Management their resources – time, money, and relationships-in ways that help them meet their goals
HELP PARTICIPANTS DEFINE SELF-SUFFICIENT BEHAVIORS

- Self-sufficiency is a journey rather than a destination.
- We have so little time to ensure complete self-sufficiency.
- So...create the skills that participants can use to solve problems, access resources, and develop and implement plans.
- Goal should be to empower participants to become more self sufficient, self reliant than when we found them.
LET THE JOURNEY BEGIN

https://www.youtube.com/watch?v=Oq1fUHFAQWw&index=14&list=PLb7oMsKHbbZzwVGgUkXARzTfY4Ph-fbl&t=0s
KEY MESSAGE:

#1 – Person-Centered – focused on motivators determined by the participant
#2 – All Participants Have Strengths
#3 – CM should be a partnership with the participant as the lead partner
#4 - CMs don’t control the outcomes, only the process.
#5 – Goal is Self-Sufficiency
PARTICIPANT-CENTERED

• Understand who participants are not who we wish they were.
• How to make your program benefit participants.
• Discover through trust-building what motivates participants.
ALL PARTICIPANTS HAVE STRENGTHS

• Participants have strengths and resources not just weaknesses and barriers

• Several funded programs are set up to serve people who are considered to be without resources. This is a philosophical shift.

• Everyone has strengths and resources to overcome barriers.
WORK MUST BE A PARTNERSHIP

• Actively engage participants in solving problems, building plans.
• Engage participants to work with CMs toward their defined outcomes.
• Don’t do for people.
• We all come to this work with great passion to help others but will easily burn out when people won’t do what we tell them to do and/or if we are doing all the work.
• “Stop working so hard.” Increase expectations of your participants.
CASE MANAGERS DON’T CONTROL OUTCOMES

- Remind yourself that CMs do not and can not control outcomes. Only participants can control outcomes.
- Your employer may try to hold you accountable for your participant’s outcomes but you CANNOT control their results but you can control the PROCESS.
- Focus on what you do have control over and see better chance of reaching outcomes.
HELPING VS. EMPOWERING
HELPING VS. EMPOWERING

Self Sufficiency means you want participants to take more ownership and responsibility for THEIR lives.

The process should teach participants how to:

* Plan, not just have a plan
* Find and access resources, not just receive resources; and
* Solve problems, not just find solutions to their problems.
DON’T DO FOR PEOPLE WHAT THEY CAN AND SHOULD DO FOR THEMSELVES

Case management, at its best, provides participants with more skills, tools, and strategies to lead more self-sufficient lives.
WHICH PATH TO SELF-SUFFICIENCY

Helping = Do For

Abandoning = Walking Away

Empowering = Partner With
Do for participants what they can and ought to do for themselves.

We help because we care and don’t want to abandon people.

Our agency and participants expect us to remove barriers for people. It could be less time consuming.
DISADVANTAGES OF HELPING

Doing for:

* Lessens people’s skills and their competence in dealing with their lives. They don’t get a chance to practice skills. When we solve problems for someone, they are less able to solve problems for themselves.

* Damages your relationship with participants. Feel sympathy. Over time, participants make more demands on you and become more dependent. Sympathy changes to frustration and anger. “Can these people do anything for themselves?”

* Is more time-consuming. It takes less time to tell participants what to do than to walk them through the process. Overtime, however, you will spend more time doing for people than it would have taken to teach them how to do it for themselves.
Walking away says, “Go forth and be self-sufficient. Call me when you get there.”

Assumes people can do everything themselves. Failure to perform means they are just “lazy and unmotivated.”

Communicates a lack of caring. This will not feel comfortable to you because you do care about people. You will feel like you are not a compassionate person.
Very few case managers abandon their participants. They end up doing and solving problems for them, finding resources for them, and making plans for them.

Is this approach sustainable?
EMPOWERING = PARTNERING WITH

Empowering is based on these principles:

* The relationship between you and the participant should be a partnership with shared decision making, problem solving, and planning.

* Participants are the LEAD partner. Case managers are the backup partner. We are here to back up our participants when they need help or get stuck. Stop working so hard!

* Partner participants’ strengths and resources with yours so together you can do more.

* The participant is responsible for change. Only they can ultimately decide to make change happen. Case managers cannot make people change only influence them to change.
MOVING FROM HELPING TO EMPOWERING REQUIRES THAT YOU CONSTANTLY ASK:

“How do I work with my participants to make them more self-sufficient than I found them?”
1. “Partner With” instead of “Do For” – Before performing a task for a participant, think about what you can do to engage them in doing for himself/herself.

**Helping Example:** I can give you a list of places to call.

What might be a better, more empowering response?
Empowering Response: Why don’t we work together to develop a list of places to call? Where do you think would be a good place to call?

(With response, you might say “Very good idea. Write that down.”)
PRACTICE:

2. Use Questions Rather Than Statements – questions lead to thinking and action on behalf of the participant. Making statements tends to lead to dependent thinking and lack of action.

Helping Example: We can provide you with a bus pass.

What might be a more empowering question?
Empowering Example: What have you done in the past that has worked well?

“Very good. Write that down too.”

(Ask participants for their ideas and suggestions BEFORE offering yours. Participants are empowered by developing their own ideas.)
3. Participant's' problems are not yours to solve. They CAN and should solve their own problems. You can help them organize their thoughts and think through how to solve their problems without doing it for them. You are in charge of the process.

**Helping Example:** Here is what you can do to move out of the shelter.

What might be a more empowering response?
Empowering example: What do you think you can do to move out of the shelter?

A case manager should help participants organize and think through how to solve their problems themselves.
How to change direction once you’ve already started “doing for”? Next time you meet with a participant try:

I have been thinking about our work together. I realized I have not used all the talents and strengths you have. I’m sorry for that.

I would like us to work together in a different way that respects the strong person you are.

This approach lets the participant know you want to change direction and start over as partners.
EMPOWERING BEHAVIORS CHECKLIST

1. When participants present a problem, my first response is a question, not a statement.
2. Let participants think while you lean back and let them work.
3. My participants are doing most of the talking.
4. I ask open thinking questions that begin with who, what, when, where and how.
5. My participants are writing things down. I keep a pad or note paper at my desk to share.
6. I ask participants for their ideas first before offering mine.
7. I add my ideas only when participants can’t think of anything else. I add my suggestions in the form of a question, not a command.
8. I “shut up” and let participants think.
9. When participants ask me what I think they should do, I respond with a thinking question not a statement.
10. I praise participants for their efforts throughout the conversation.
Case Study: Identify Avis’s Motivators, Strengths, Barriers and Resources

• Avis is 45 years old. She recently took on the care of her three grandchildren, ages two, four, and six. They live in a small two bedroom house.

• Her sister and best friend help with the children.

• Avis worked for 20 years as a Nurse’s Aide until she hurt her back. She has been out of work for the past two years.

• She frequently cooks for family, friends, and her church.

• Avis has an old car she uses to run errands for people to earn extra money. She has also cared for her ill mother for the past two years.

• Avis dropped out of school in the seventh grade. She does not read and write well.

• She says she is too stressed to do anything now.
ROCKFORD AREA CASE MANAGEMENT INITIATIVE
Rockford Area Case Management Initiative

- RACM provides a community-wide approach to deliver individualized, strength-based, and person-centered support services that helps participants achieve specific, self-defined outcomes leading to self-sufficiency.
- RACM currently serves 250 case managers representing over 40 human service agencies across a variety of human service sub-specialties and we continue to grow.
Rockford Area Case Management Initiative

- **RACM Training Team** provides a half-day large-group training twice annually which covers foundational principles and over 14 one hour topical training modules offered based on request from individual agencies on topics including:
  - Self Sufficiency, Case Management, Assessment, Partnering Resources, Planning, Listening, Motivation and Change, Asking Questions, Confrontation, Self Disclosure, Summarizing, Problem Solving, Supervision, Expanding Your Bag of Tricks
- **RACM Steering Committee** provides strategic support and assistance in planning quarterly Community of Practice Meetings.
- **RACM Community of Practice** meets on a quarterly basis to increase knowledge on specialized topics and best practices in the field of case management and provide an opportunity for networking among local case managers. Past topics: Early Childhood, Homelessness and Housing, Trauma Informed Care, Services for People with Disabilities.
Next Steps: Where Do We Go from Here?

• How do we measure impact?
  – Systems change and community wide impact
• What role might technology play in the referral process?
  • Universal data sharing
  • Common intake and referral
• Cultural sensitivity and inclusion
  • Translation of ideas across language and culture
Additional Resources

• Dr. Beverly Ford’s Manual “Making Case Management Work: Empowering People for Change” is available for purchase by emailing: bevasm@aol.com ($45)

• “Group Power: Expanding the Circle of Hope” by Dr. Beverly Ford is also available for purchase and explains the group case management process

• Dr. Ford recorded 16 training videos in collaboration with the Oregon Department of Human Services that are available on YouTube: https://www.youtube.com/playlist?list=PLb7oMsKHbbZzwVGgUkXARzfTFY4Phf-b

• Oregon DHS Self Sufficiency Case Management Website: https://www.dhs.state.or.us/caf/ssp_cm/index.htm

• Rockford Area Case Management Initiative Website: https://niu.edu/nicne/rockford-area-case-management-initiative/index.shtml
  
  • Sign up for future training sessions offered in Rockford.
  • Slots available for November 8th Foundations Training
  • Contact us for consultation and technical assistance
Wrap Up

- What questions do you have about implementing a self sufficiency approach?
- What skills did you learn today that you can take back to your office and use immediately?
- Evaluations