

Hillside Institute for Family Connections™

**Presentation Handouts: The Family Finding Model and Implications
for HCBS Waiver Programs**

**NYS Coalition for Children's Mental Health Services
Annual Staff Development and Training Forum
Saratoga Springs, NY
December 3-4, 2013**



Online Resources

Hillside Family of Agencies Family Finding

<http://www.hillside.com/familyfinding>

Casey Kids Count

<http://datacenter.kidscount.org/publications/databook/2013>

ChildSuccessNYC

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCsQFjAA&url=http%3A%2F%2Fwww.nyc.gov%2Fhtml%2Facs%2Fdownloads%2Fproviders_newsletter%2Fmay23%2FMay_2012_ChildSuccessNYC.pdf&ei=pySOUvf_HMixsQSQvIFY&usg=AFQjCNFtRPT6dZsl0ndYF21XQo3lul65Q&bvm=bv.56988011,d.cWc

“From Place to Place” documentary

<http://fromplacetoplacemovie.com/>

Kalani Story

<https://www.youtube.com/watch?v=piPaQUJMI2w>

Mobility Mapping and Flow Diagrams

“Mobility Mapping and Flow Diagrams: Tools for Family Tracing and Social Reintegration Work with Separated Children” written by Brigette De Lay, M.S.W. ,

<http://www.crin.org/docs/mobility%20mapping%20and%20flow%20diagrams.pdf>

Native American Resources in New York State

<http://ocfs.ny.gov/main/nas/>

New York State Office of Children and Family Services Main Page

<http://ocfs.ny.gov/main/>

New York State Office of Children and Family Services, Juvenile Justice Home Page

<http://ocfs.ny.gov/main/rehab/>

New York State Resources for Incarcerated Parents

<http://www.criminaljustice.ny.gov/pio/2013-children-with-incarcerated-parents-report.pdf>

Seneca Center

<http://www.familyfinding.org/>

Connectedness Map Instructions

Set up your Connectedness Map using the following table:

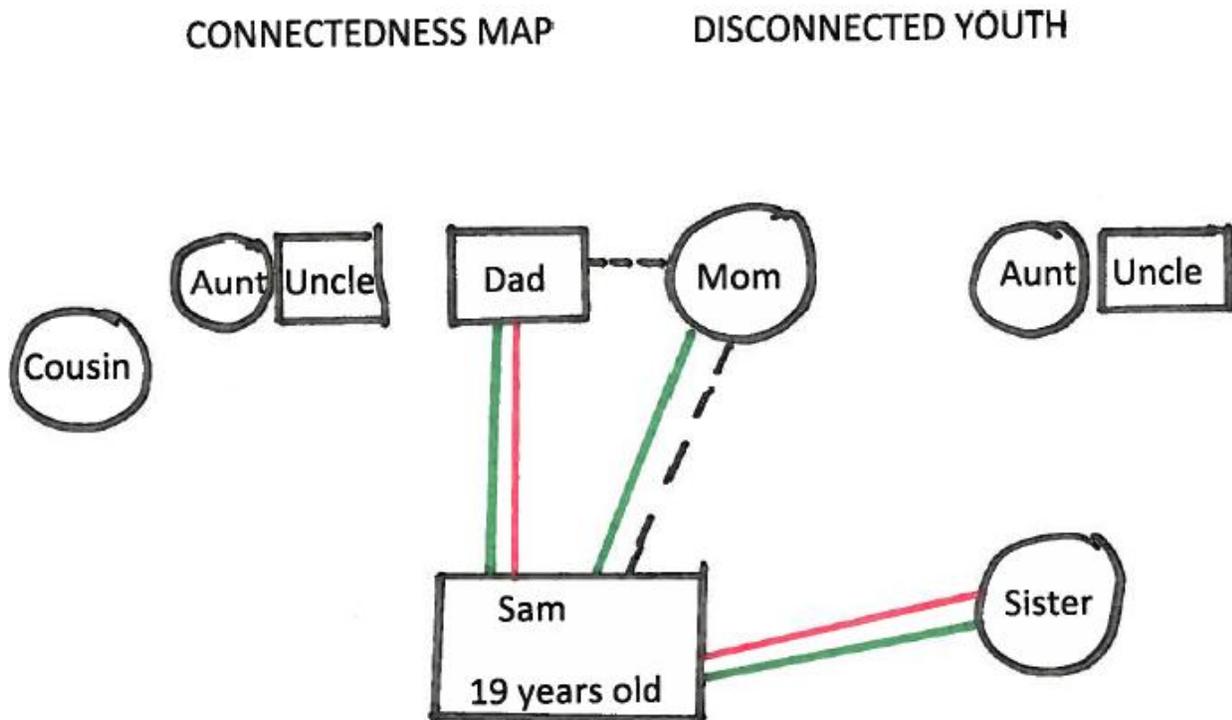
(Circles = females Squares = males)

Question	Location	Marker and Image
Who is the youth?	Center row	Black marker: draw a circle for a girl or a square for a boy.
Who are the parents? Are there step mothers or fathers; other parents?	Up one level	Black marker: circle for mother, square for father. Draw those on the same row. * If you don't know, draw a question mark symbol".
Are there any grandparents, living or deceased?	Up another level	Black marker: circle for grandmother, square for grandfather. Place a star above a deceased person.
Does the youth have any siblings:	Down one level from the youth	Black marker: circle for sisters, squares for brothers.
Does mother have any sisters or brothers? Are they married?	Parent row, on maternal side. * Always ask about spouses and confirm which gender the spouse is.	Black marker, circle for aunts, squares for uncles.
Does father have any sisters or brothers? Are they married?	Parent row, on paternal side. * Always ask about spouses and confirm which sex the spouse is.	Black marker: circle for aunts, squares for uncles.
How many cousins on the maternal side?	Clustered around the aunt and uncles on both maternal sides.	Black marker: cluster the cousins around the maternal side.
How many cousins on the paternal side:	Clustered around the aunts and uncles on both paternal sides.	Black marker: cluster the cousins around the paternal side.
Any sisters or brothers for the grandparents?	Clustered around grandparents.	Black marker: cluster around grandparents.
Does the youth have close friends? Those they spend a lot of time with?	Cluster on the side.	Black marker: cluster them on the page.
Do the parents have close friends?	Cluster on the side.	Black marker: cluster them on the side.
Does the child have significant others that would be important to them? People he would talk to if in trouble? A teacher, minister, or coach?	Cluster on the side.	Black marker: cluster them on the side.
Anyone else I missed?	Cluster on the side.	Black marker: cluster them on the side.
Any professionals who would be part of the youth's life even if they weren't paid? This does not include those who are paid and will not continue to be involved.	Cluster on the side.	Black marker: cluster them on the side.

Instructions

- 1) Draw a **red line*** from all the people who love the youth, to the youth. If you are not sure if a person loves or cares for the youth, ask the question “does the youth have reason to believe this person loves him/her?”
- 2) Draw a **green line*** from the youth to all the people the youth loves.
- 3) Draw only what you know, don't overthink your work.

*If you don't have colored pens/markers, use lines with arrows.



Mobility Mapping Overview

Goal

Mobility mapping is a technique that engages the youth in a partnership to discover safe people who have been part of the youth's life. The goal is to use these people to create a team or lifetime network of support for the youth. It is completed with an agreement of action with the youth.

Method

The technique uses the power of drawing to access the memories of the youth. Colored markers and large pieces of paper on the wall are used. The youth and the case manager will be standing during the activity. Mobility mapping is a relaxed interviewing process which focuses on positive memories. A free-flowing structure is used, and it is not restricted to questions on a form or in a forensic interview. This provides the case manager the opportunity to focus on the youth, instead of focusing on the information required to complete a report.

Mobility mapping empowers the youth and provides him with an avenue to communicate about important people and places in his life. There are no incorrect answers and it allows the youth to tell the story the way he or she remembers it. If the youth can't remember information, that is acceptable as well. The process focuses on positive memories and avoids focusing on the traumatizing experiences in the youth's life.

Common Misconceptions

Mobility mapping is not a forensic or investigative tool. It is an informal method, driven by the youth.

Mobility mapping is not therapy. This is not the time to process emotions or difficult memories that come up. Name the information and move on. If a section is difficult for a youth, skip to another part of the Map. Address any safety issues after and outside of the mobility mapping session, hopefully with the support team you are creating.

Preparing for Mobility Mapping

Prepare a method of capturing the critical information on the map. It is preferable that the individual facilitating the Mobility Map is not taking notes. That way, the facilitator can focus all the attention on talking with the youth.

Reserve about two hours to complete the Mobility Map with the youth.

Prepare support for the youth. Inform caretakers and other critical people of the activity, and of the youth's possible reactions post-mobility mapping. Create a safety plan for the youth.

Provide ongoing support for the youth.

Explain to everyone involved with the youth what mobility mapping is and how it might affect the youth following the activity.

Agree with others how to provide support to the youth both during and after the mobility mapping.

Practice how to ask questions and communicate the goals of mobility mapping to the youth.

Prepare the materials: flip chart (or other large) paper, box of markers, tape.

Introducing Mobility Mapping to the Youth

Purpose

The purpose of the introduction is to introduce the youth to the purpose of the Mobility Map, and to demonstrate the types of questions you will be asking the youth during the activity. The goal is to quickly orient the youth to the Mobility Map.

Directions

Introduce yourself to the youth if you don't know him or her. Introduce the youth to the others in the room and their roles, especially if there is a person taking notes.

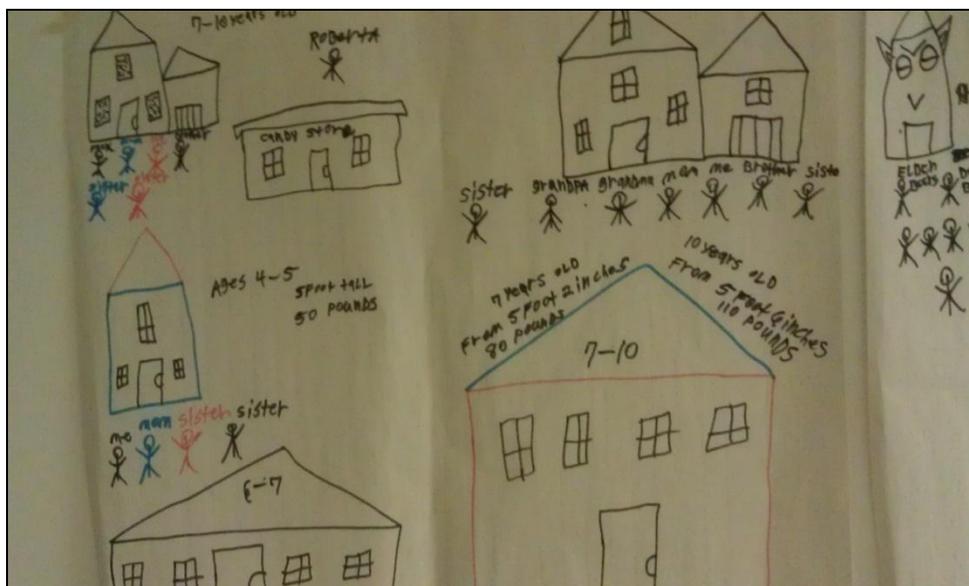
Explain to the youth the following about the activity:

- We are going to do an activity together.
- I want to hear, from your perspective, what your story is.
- We are going to draw—and you don't need to worry about how well you draw. We can use stick figures and you can tell me what you are drawing if it is not clear.
- Drawing helps you to remember important details and people, especially from when you were little.
- There are no right or wrong answers.

Communicate Clearly to the Youth:

“We are going to work together to create a Map so that I can know, from your perspective, what your story is. In your story, I want to focus on people in your life who have been safe and whom you care about. We are going to create a drawing. This will help you remember people and places. The goal is to help you remember people who you might like to have on a team that can support you.”

Example of a Mobility Map



Mobility Mapping Job Aid

Category	Questions	Actions
<p>Youth's home and neighborhood</p> 	<p>Trigger Questions:</p> <ul style="list-style-type: none"> • What did you like about it? • Was there a yard? A tree? Was there a fun place around it? • What was your street like? • Did you know the neighbors? Did you have any friends in the area? • Did anyone take care of you besides ____? <p>Specific Questions:</p> <ul style="list-style-type: none"> • How old were you when you lived there? • What was the address? • What city or town was it in? • Do you remember the phone number? 	<ul style="list-style-type: none"> • Ask the youth to draw the building and neighborhood • Ask the youth to draw the environments • Ask the youth to write the address and phone number  <p>Assure the youth that it is okay if they don't remember the specific information through the Mobility Map.</p>
<p>People (family and neighbors)</p> 	<p>Trigger Questions:</p> <ul style="list-style-type: none"> • Who lived in that house? • Who played with you at that house? • Did you have a best friend? • Who were your friend's parents? What were they like? • Who were your neighbors? • Did you like these people? • Why did you like those people? <p>Specific Questions:</p> <ul style="list-style-type: none"> • What were their names? • What do you think their ages were? • Do you remember their address? Phone number? • How old do you think they would be now? (within 10 years) 	<ul style="list-style-type: none"> • Ask the youth to draw the people and write their names • Ask the youth to write the address and phone number  <p>Focus on positive memories. Refocus the youth to these memories.</p>
<p>Important buildings</p> 	<p>Trigger Questions:</p> <ul style="list-style-type: none"> • What school did you go to? Where was it on the map? • Did you go to church? Where was it on the map? 	<ul style="list-style-type: none"> • Ask the youth to draw the buildings • Ask the youth to write the names and ages of the people connected to the building • Ask the youth to write the address and phone number

Category	Questions	Actions
	<ul style="list-style-type: none"> • Did you have a favorite place to go? • Was there a store, bakery, dry cleaner that you went to? <p>Specific Questions:</p> <ul style="list-style-type: none"> • What was the address? • What city or town was it in? • Do you remember the phone number? • Do you know the name of the coach, priest, storekeeper? 	
<p>Activities</p> 	<p>Trigger Questions:</p> <ul style="list-style-type: none"> • What did you like doing there? • Who did you do it with? • Did you play any sports or instruments? • Were you involved in church activities? • Who was the coach? The conductor? • Who led that activity? • Who else was involved? <p>Specific Questions:</p> <ul style="list-style-type: none"> • What were their names? • What do you think their ages were? • Do you think they are still living there? 	<ul style="list-style-type: none"> • Ask the youth to write the names and ages of the people connected to the activities

For more information contact:

Michelle M. Belge, LMSW

Director, Institute for Family Connections

mbelge@hillside.com

315-703-8720