

Further Practice for Engaging with Families

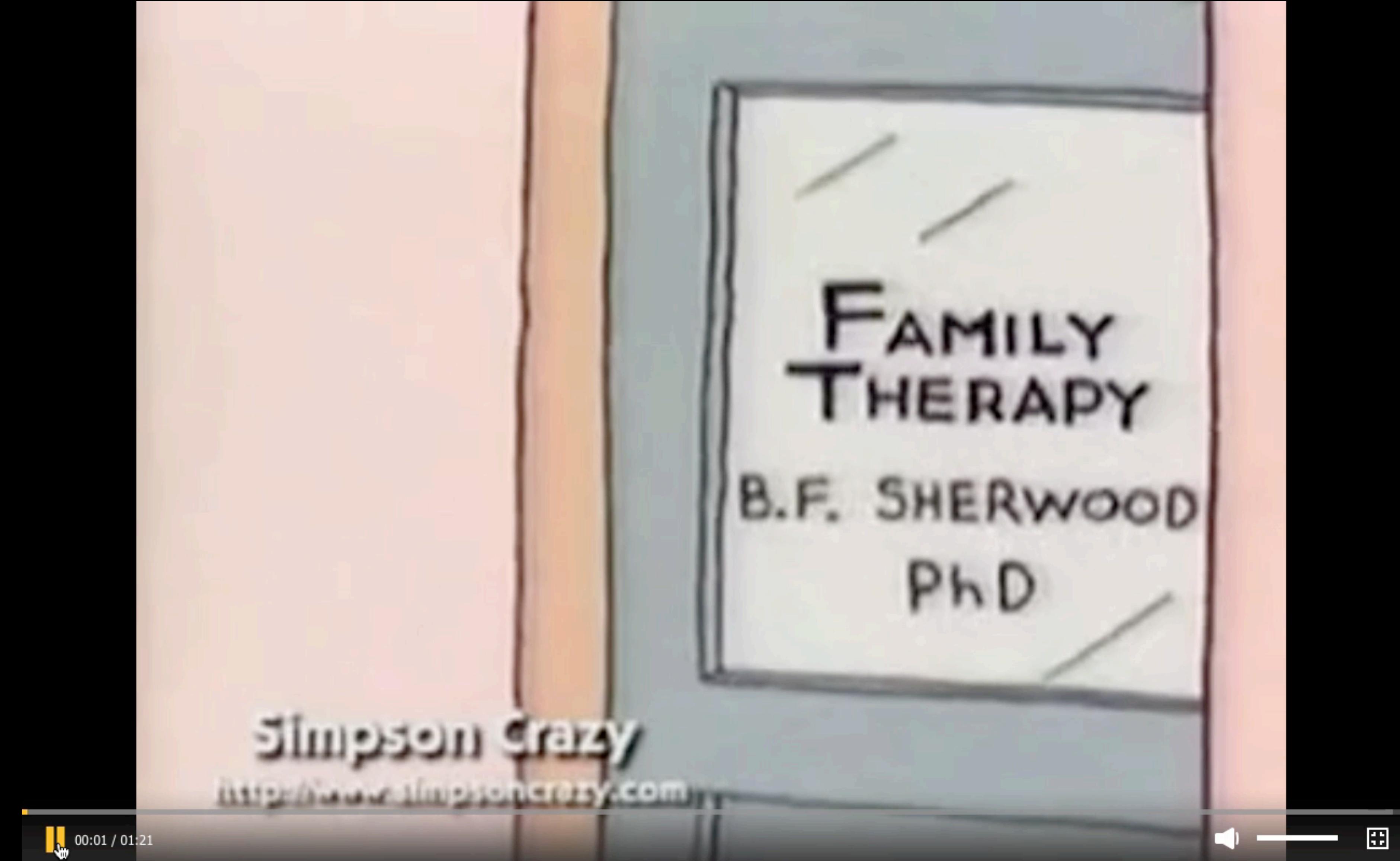
Week 04 of SOWK 487w in Spring 2026

Jacob Campbell, Ph.D. LICSW at Heritage University



Family Therapy

Season 3 Shorts for the Simpsons



Plan for Week Four

Agenda

- Wraparound model for working with clients
- Dysfunctional family roles
- Holistic Wellness Wheel Activity
- Some standard techniques for working with families

Learning Objectives

- Differentiate between family-focused, family-centered, and family-driven approaches to engagement.
- Identify and describe the ten principles and four phases of the wraparound process.
- Recognize common roles in dysfunctional family systems and critique their limitations.
- Facilitate and reflect on activities that promote holistic wellness and strength-based family interactions.



How Engaged is the Family?



Family-centered



Family-driven

(Chovil, 2009)



Ten Principles of the Wraparound Process

(Bruns et al., 2004)

1. **Family voice and choice**. Family and youth/child perspectives are intentionally elicited and prioritized during all phases of the wraparound process. Planning is grounded in family members' perspectives, and the team strives to provide options and choices such that the plan reflects family values and preferences.
2. **Team based**. The wraparound team consists of individuals agreed upon by the family and committed to them through informal, formal, and community support and service relationships.
3. **Natural supports**. The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships. The wraparound plan reflects activities and interventions that draw on sources of natural support.
4. **Collaboration**. Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single wraparound plan. The plan reflects a blending of team members' perspectives, mandates, and resources. The plan guides and coordinates each team member's work towards meeting the team's goals.
5. **Community-based**. The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible; and that safely promote child and family integration into home and community life.

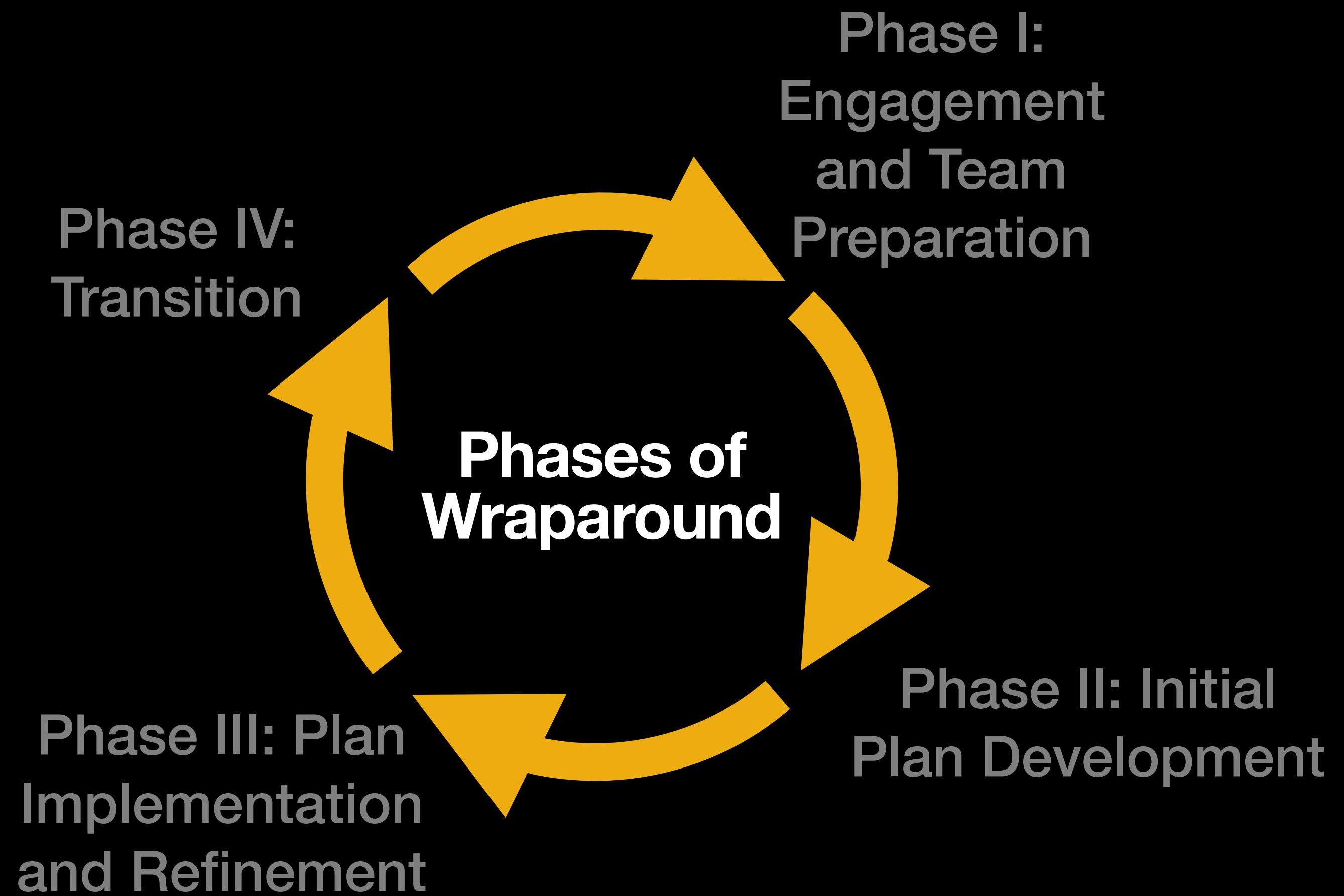


Ten Principles of the Wraparound Process

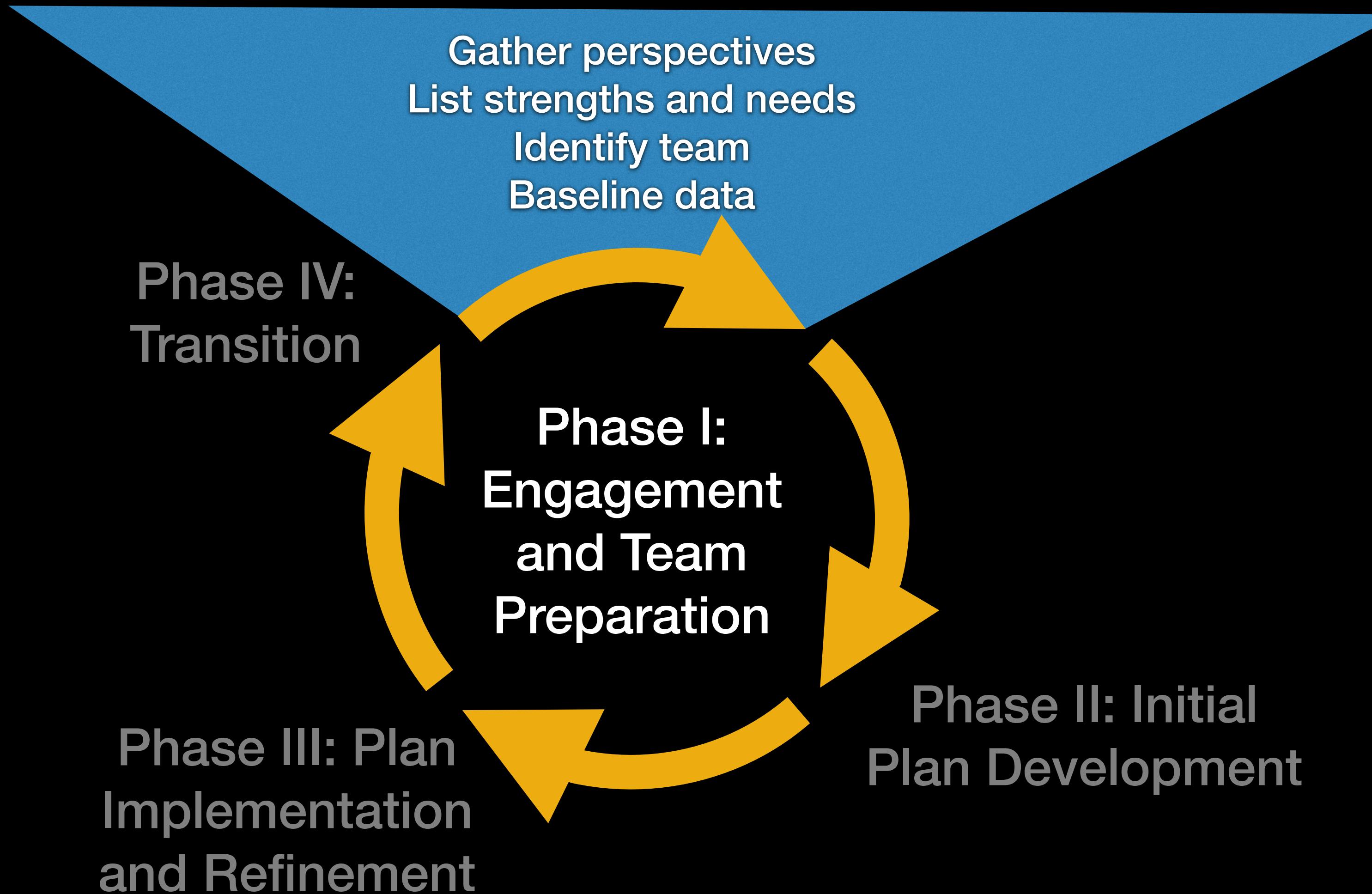
(Bruns et al., 2004)

6. **Culturally competent.** The wraparound process demonstrates respect for and builds on the values, preferences, beliefs, culture, and identity of the child/ youth and family, and their community.
7. **Individualized.** To achieve the goals laid out in the wraparound plan, the team develops and implements a customized set of strategies, supports, and services.
8. **Strengths based.** The wraparound process and the wraparound plan identify, build on, and enhance the capabilities, knowledge, skills, and assets of the child and family, their community, and other team members.
9. **Persistence.** Despite challenges, the team persists in working toward the goals included in the wraparound plan until the team reaches agreement that a formal wraparound process is no longer required.
10. **Outcome based.** The team ties the goals and strategies of the wraparound plan to observable or measurable indicators of success, monitors progress in terms of these indicators, and revises the plan accordingly.

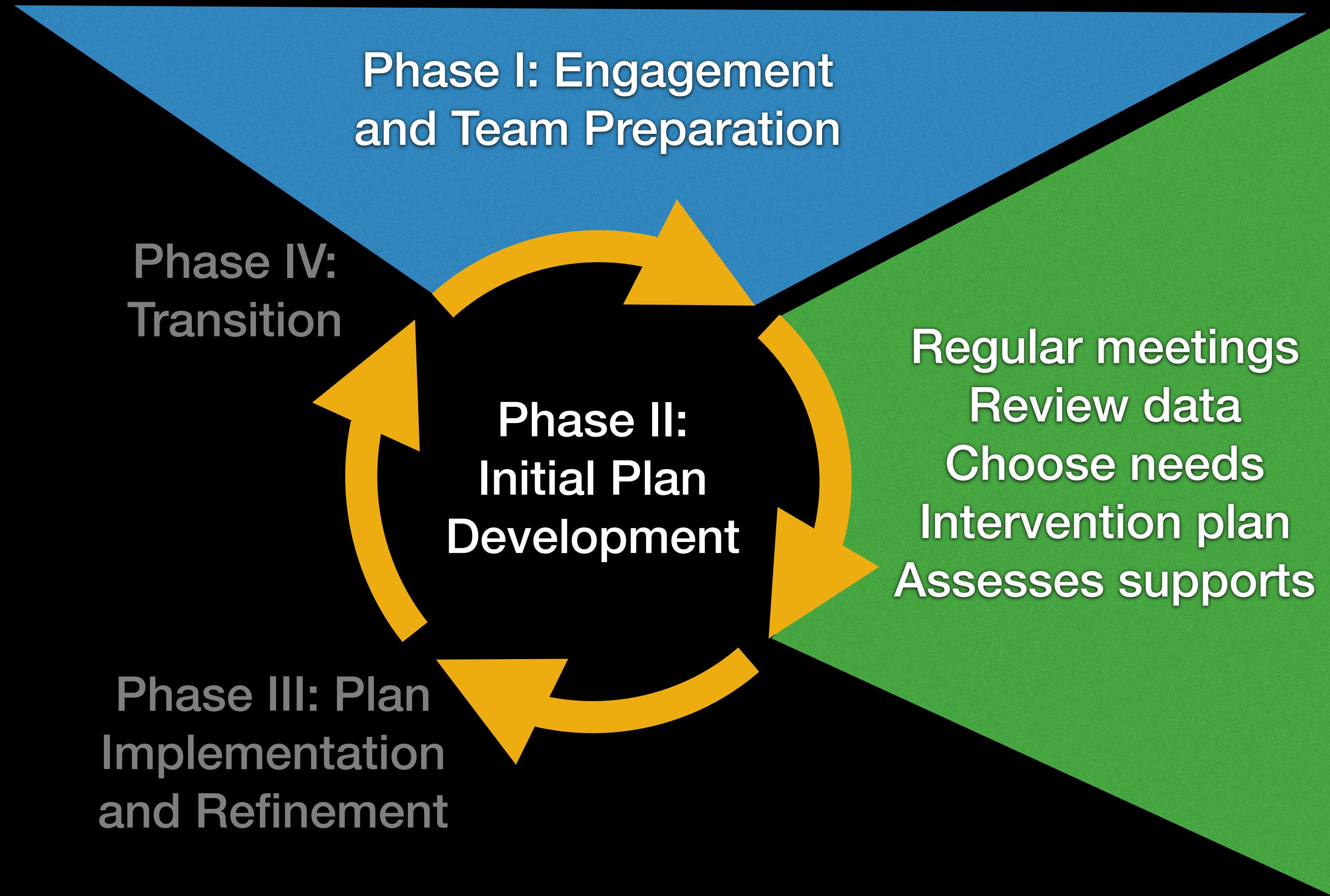




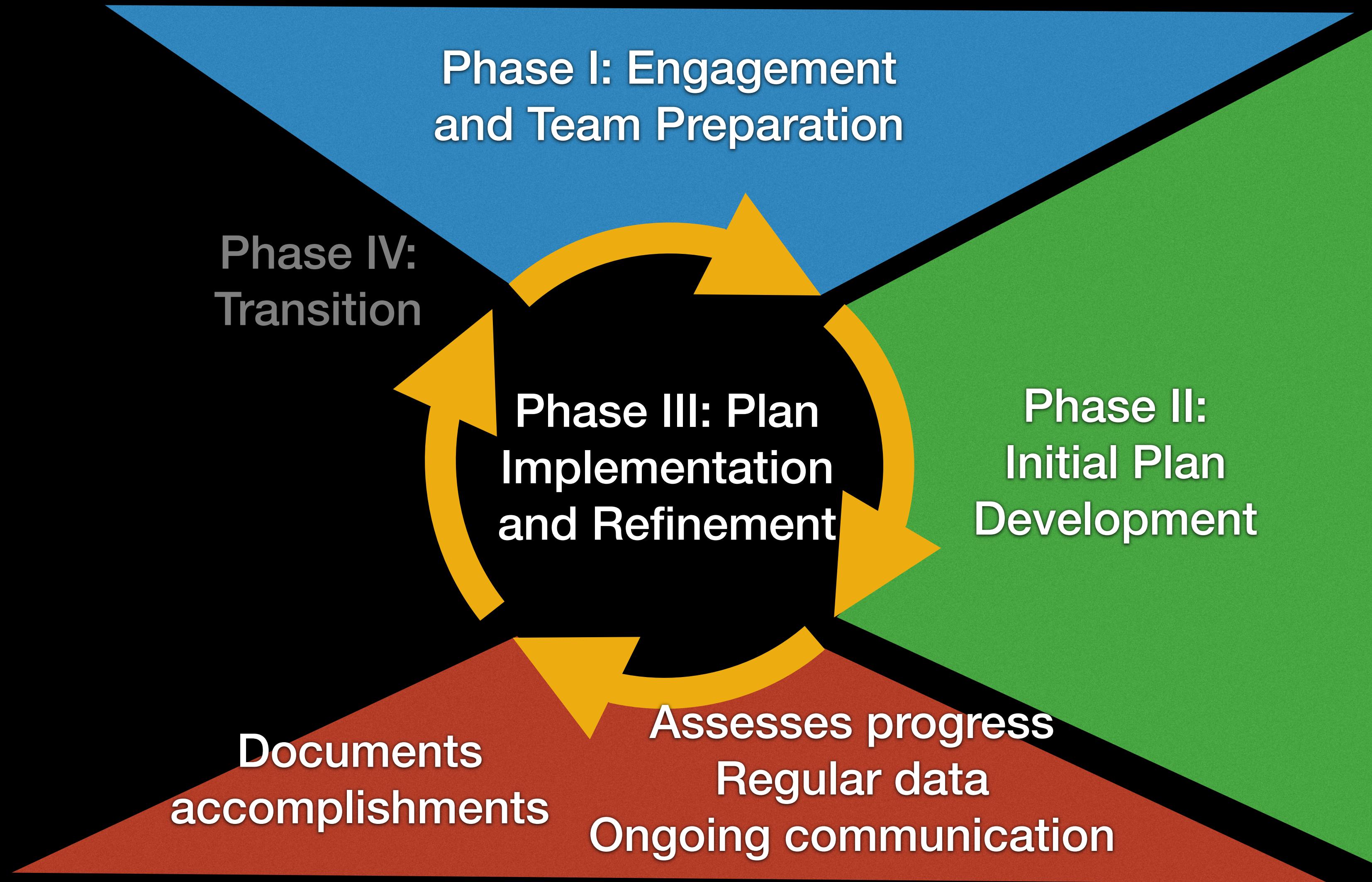
Phases of Wraparound



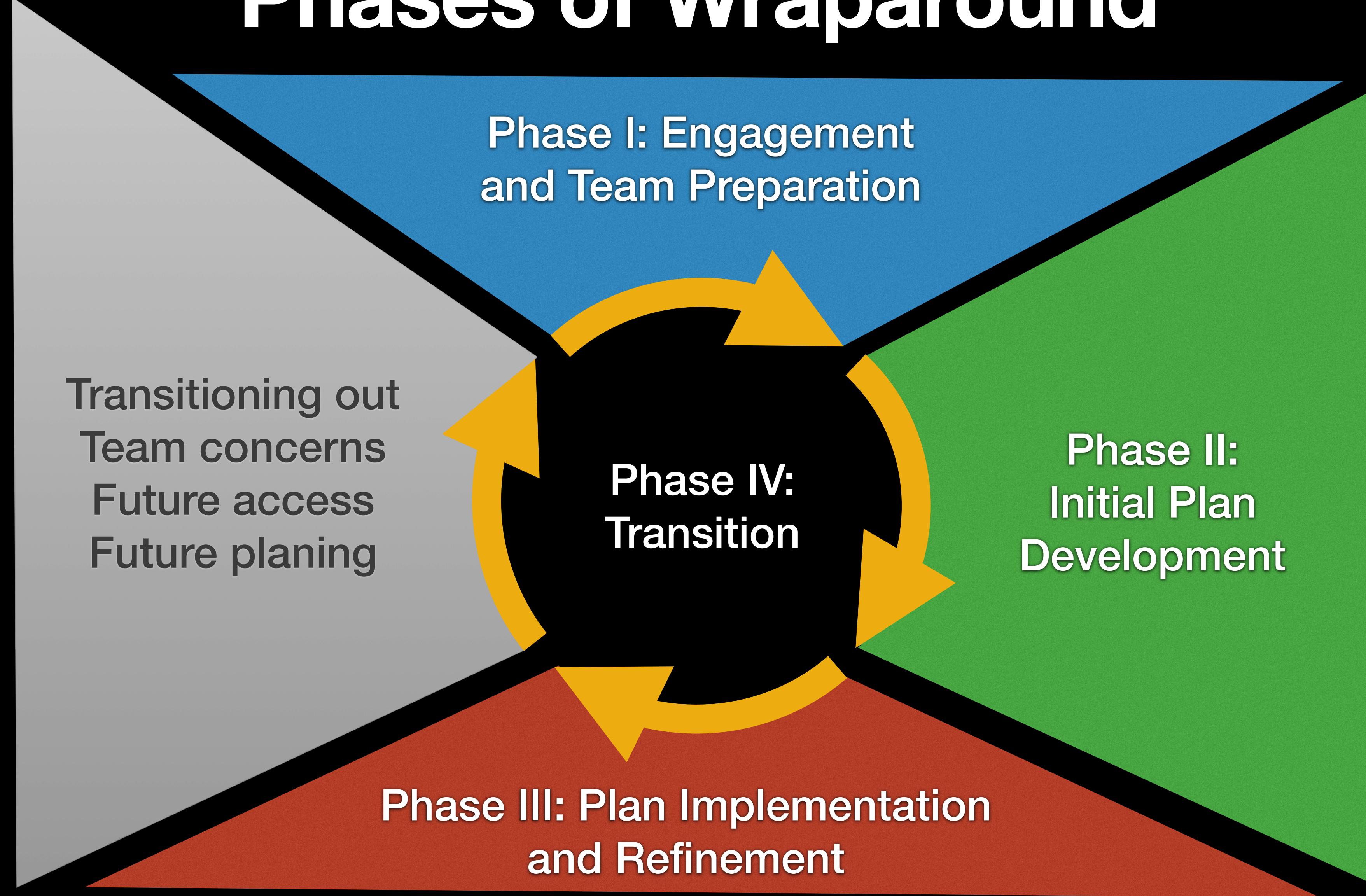
Phases of Wraparound



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Anger Control Chain

Aggression Replacement Training

Triggers (internal / external)

Cues

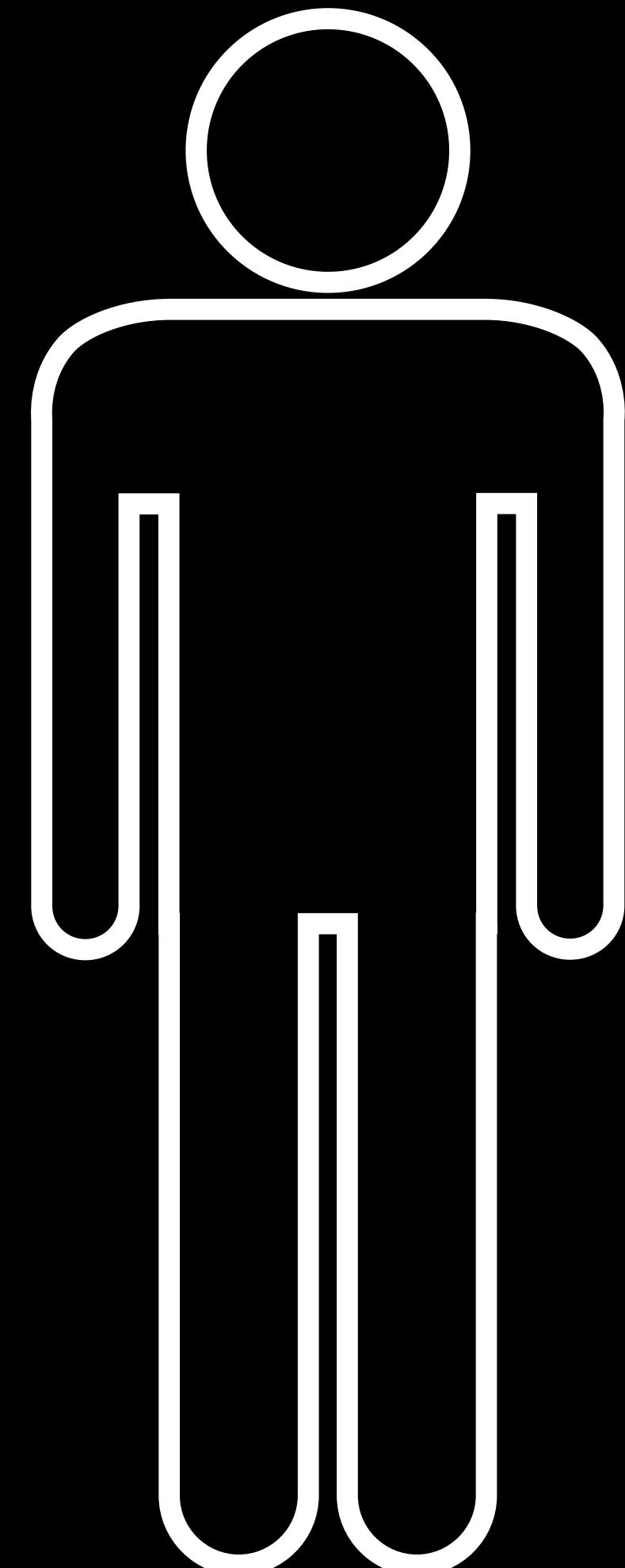
Anger reducers

Reminders

Thinking ahead (if __ then __ thinking)

Social skill

Self evaluation



What are your CUES?



Dysfunctional Family Roles

So common is this model of family dynamics that it has entered into the folk wisdom of the field of substance use counseling and self-help support groups for individuals coping with the long-term effects of growing up with an alcohol-dependent parent.

(Vernig, 2011, p. 535)

Dysfunctional Family Roles

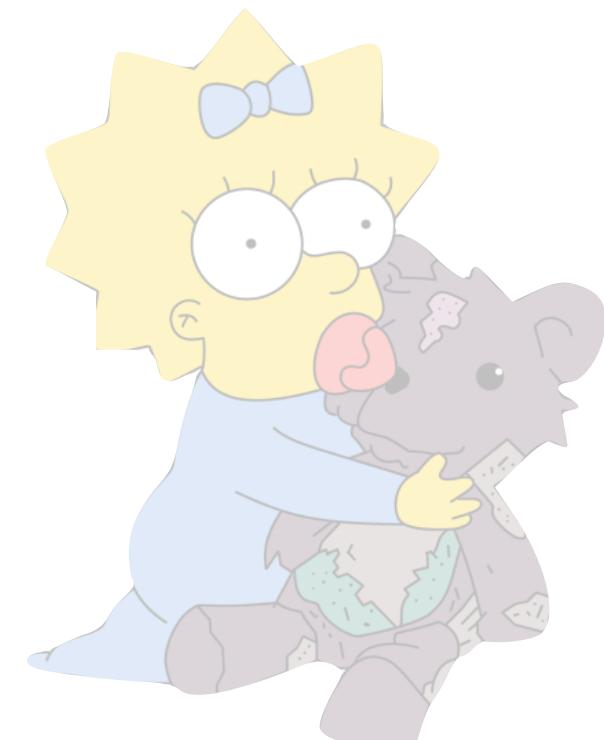




The Addict
"The Victim"



The Lost Child
"Space Cadet"



The Hero
"The Good Child"



The Mascot



The Caretaker
"The Enabler"



The Scapegoat
"The Screw Up"
"The Problem Child"

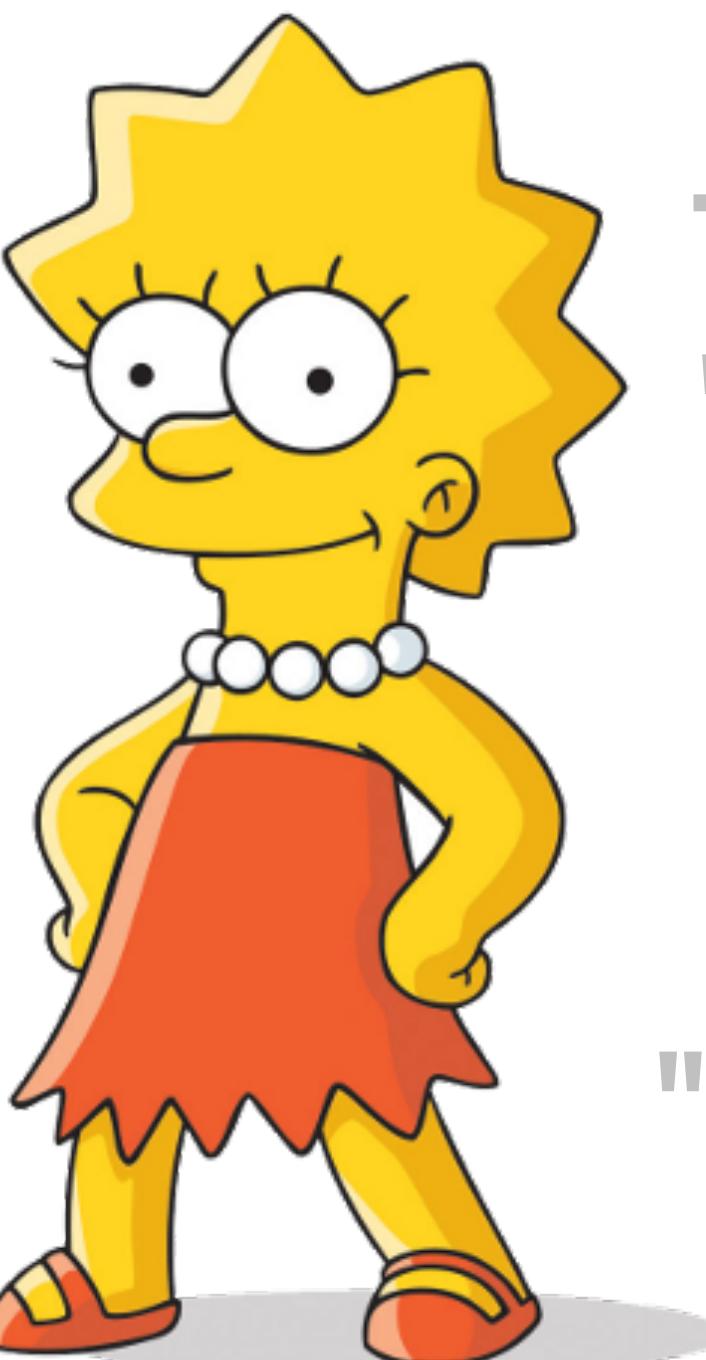


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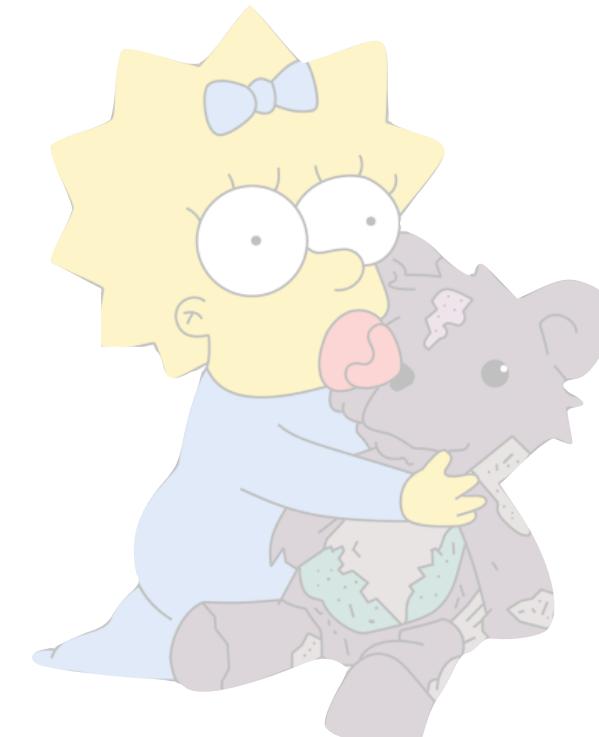




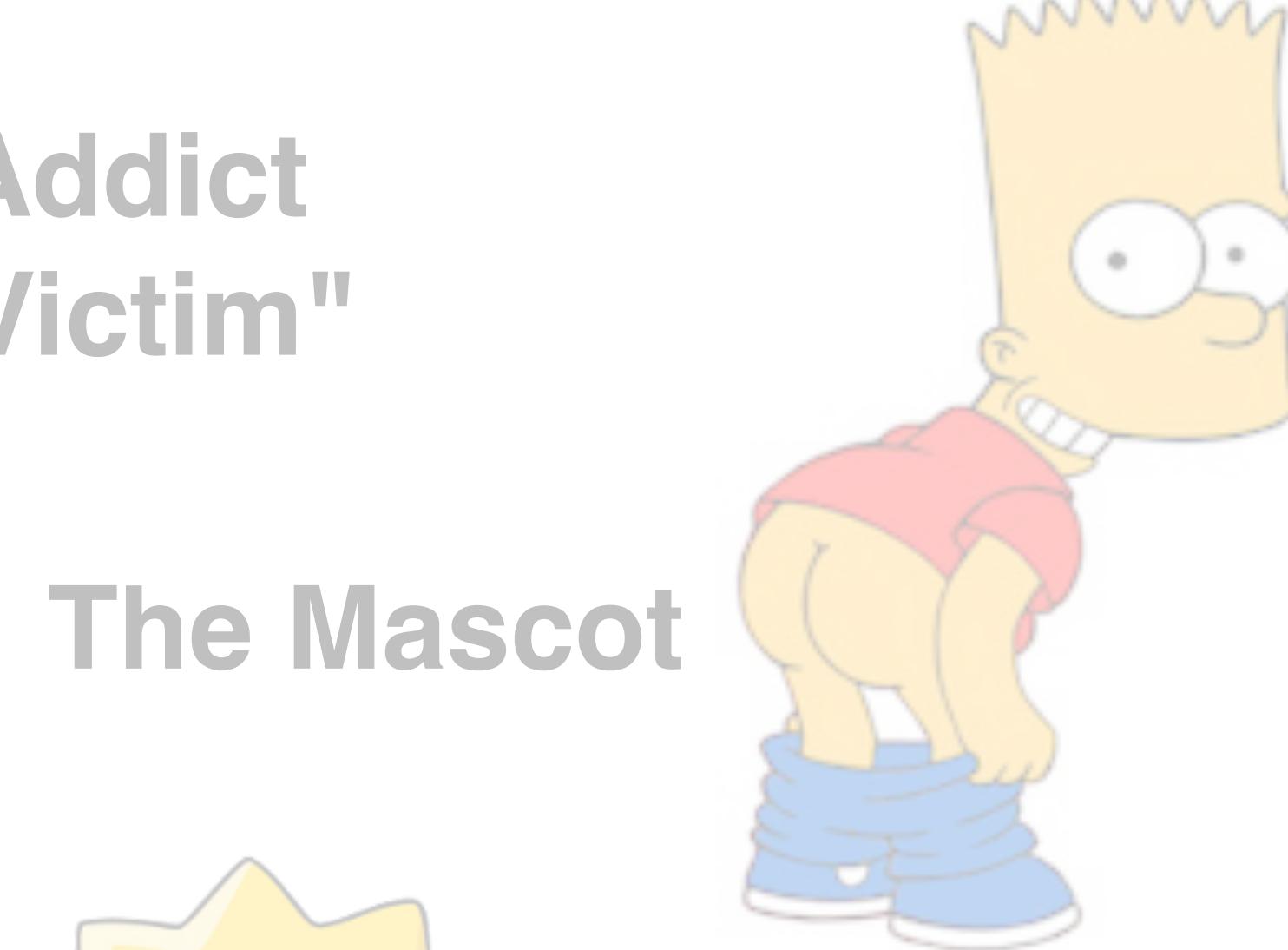
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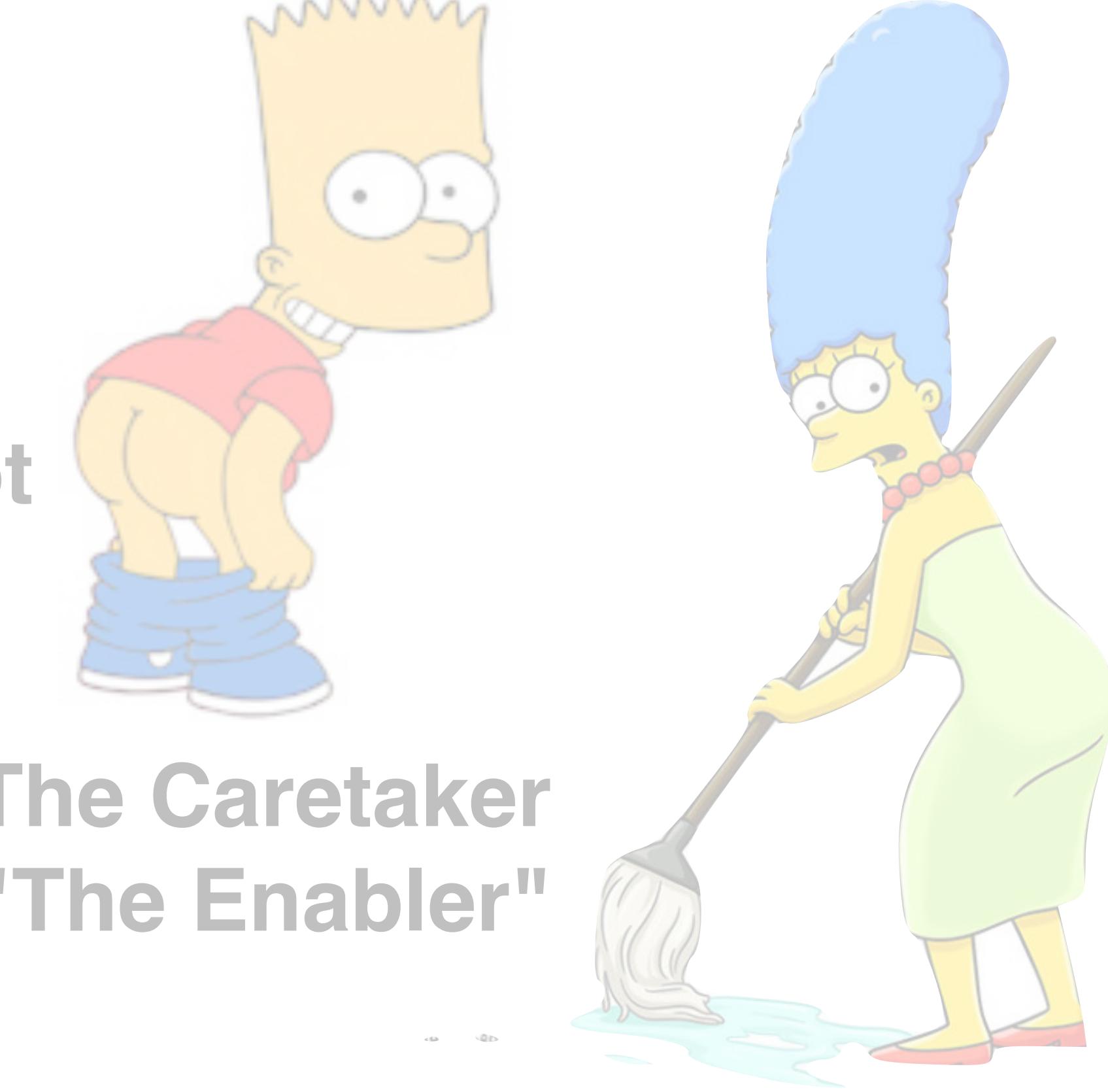
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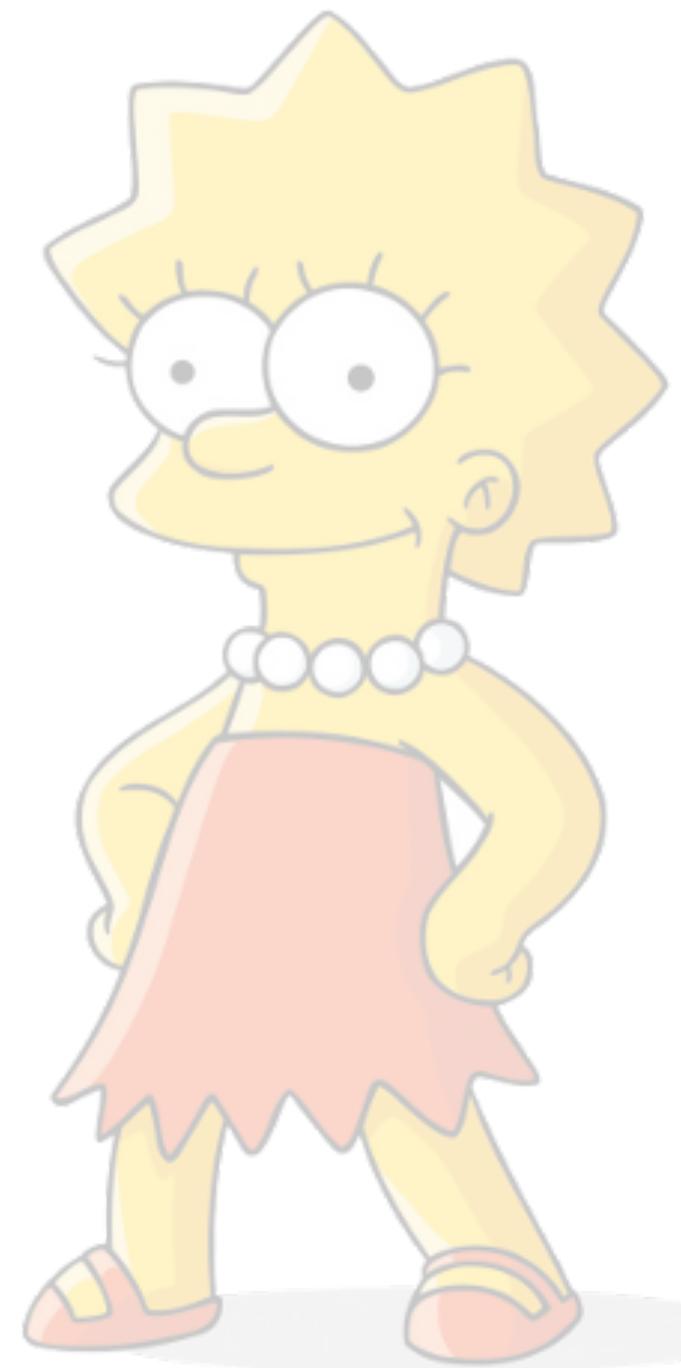
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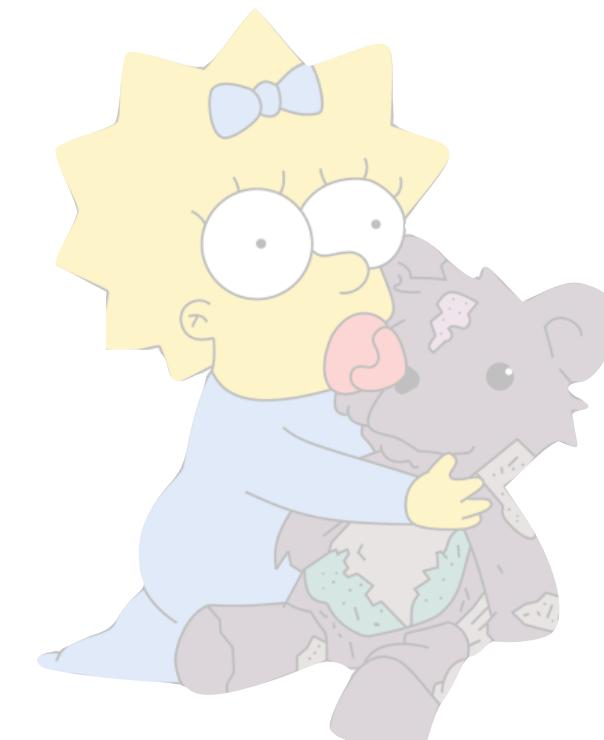


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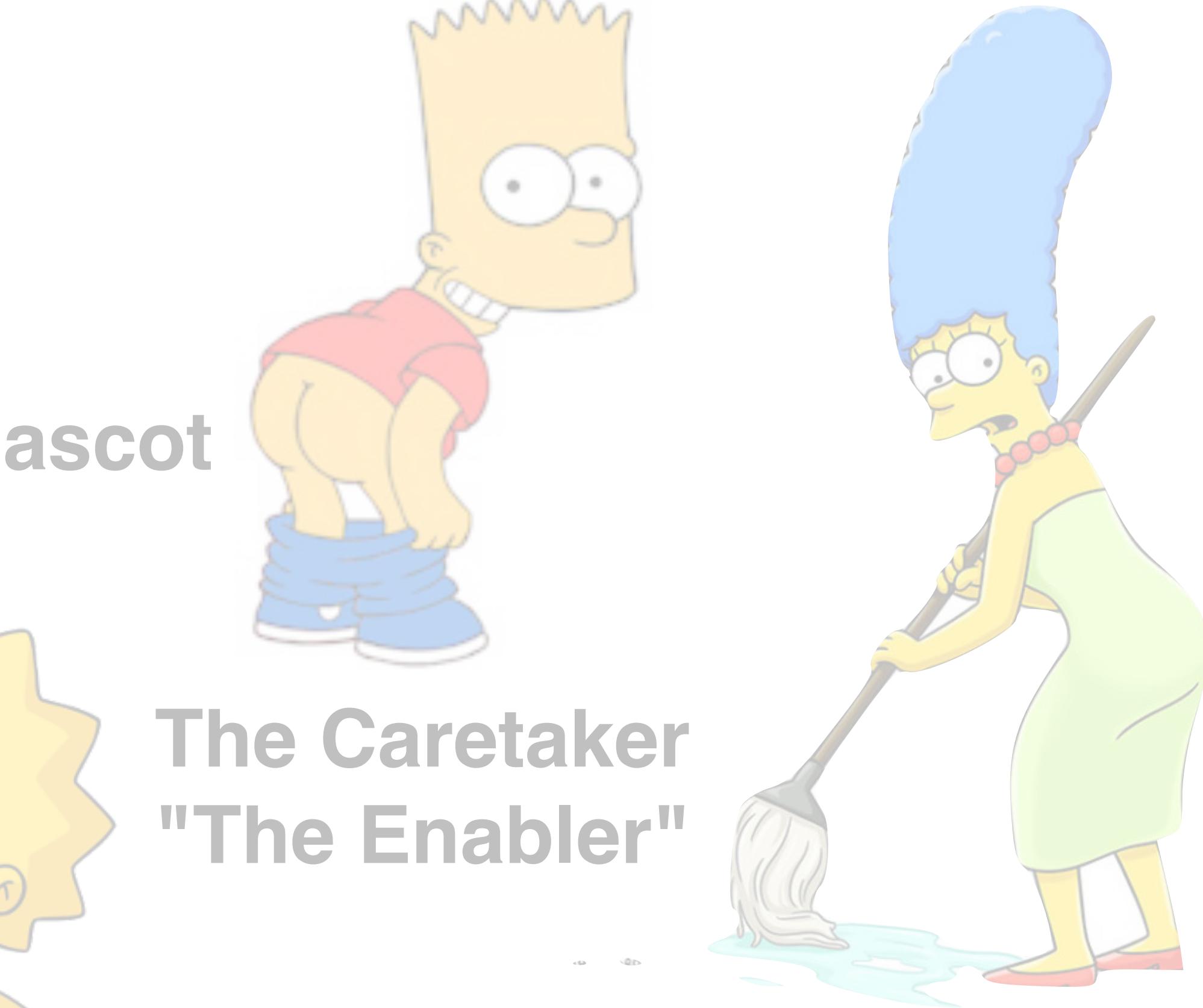




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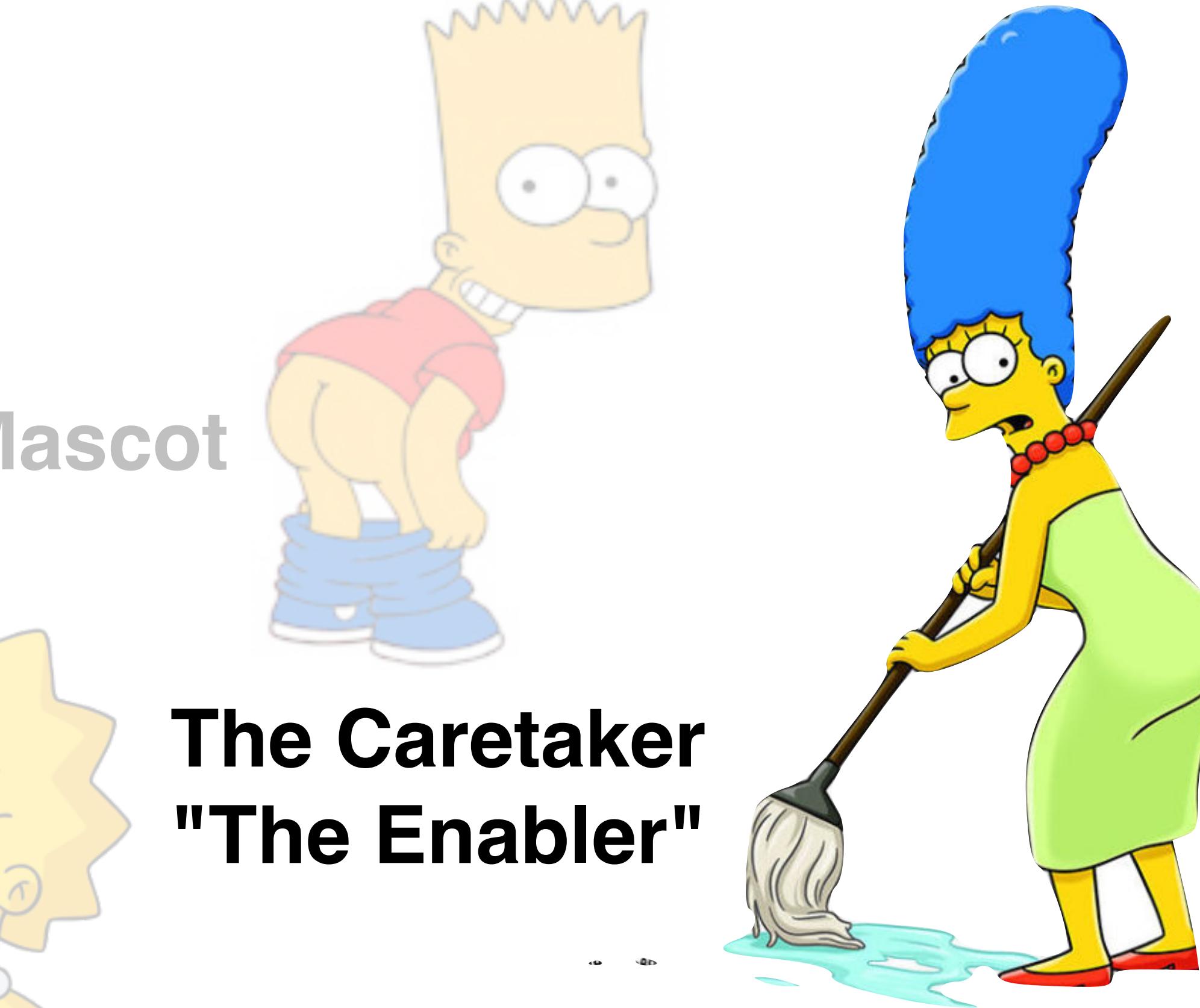
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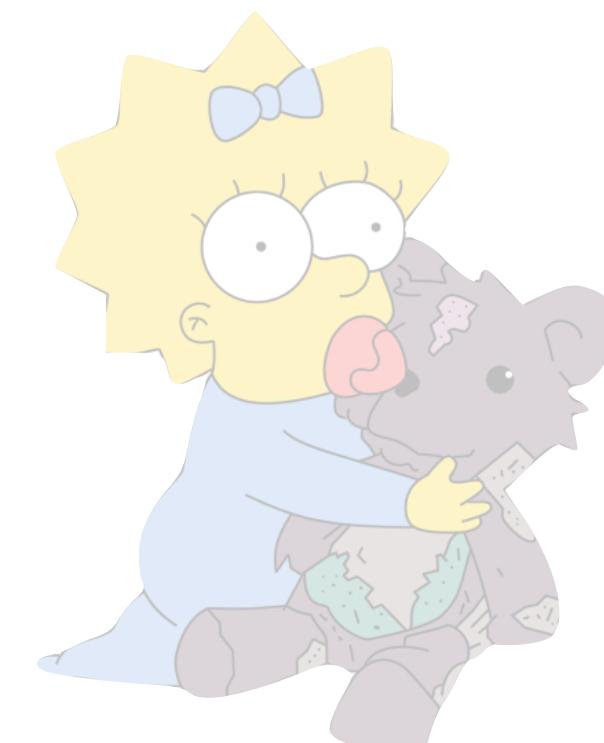


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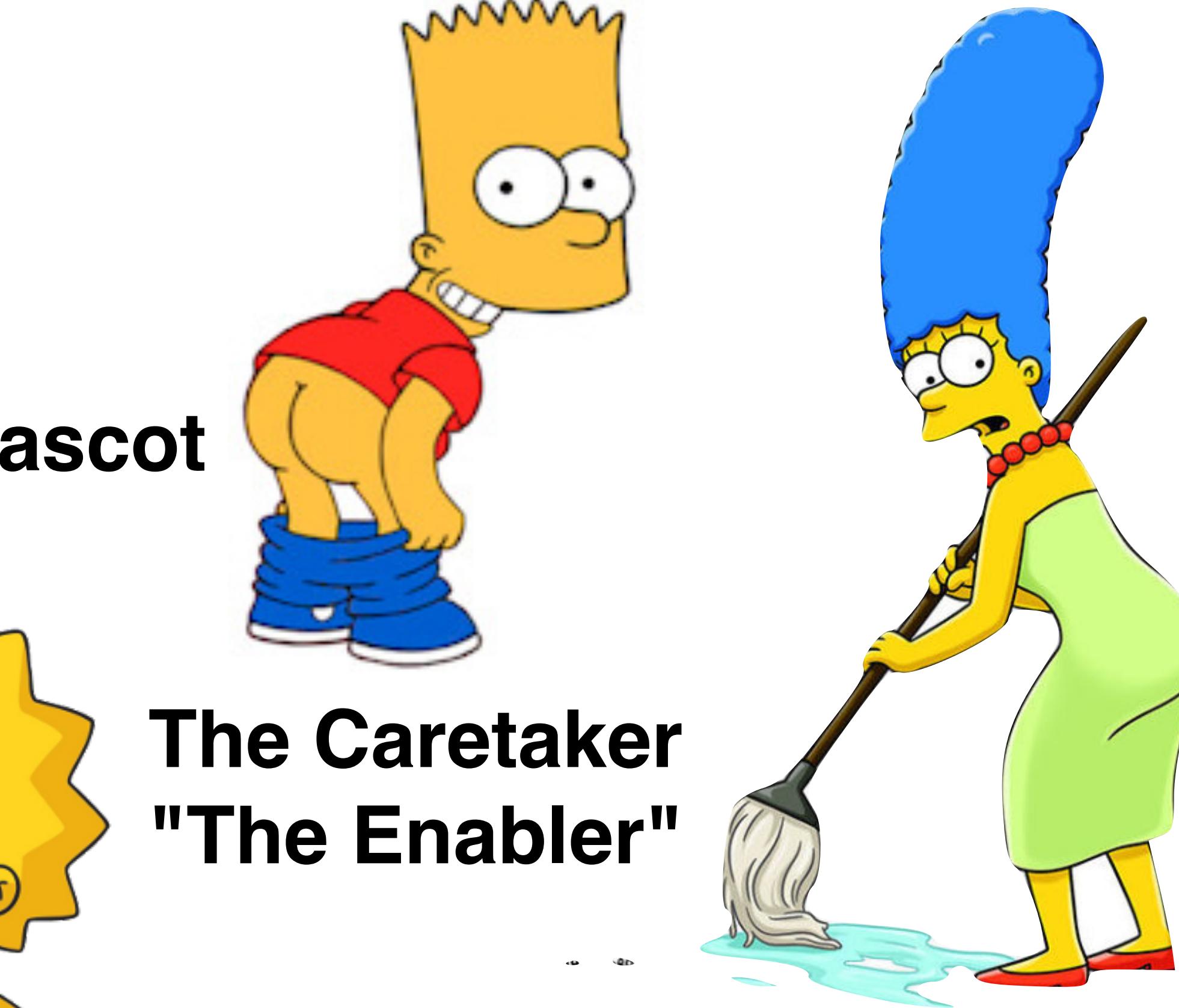




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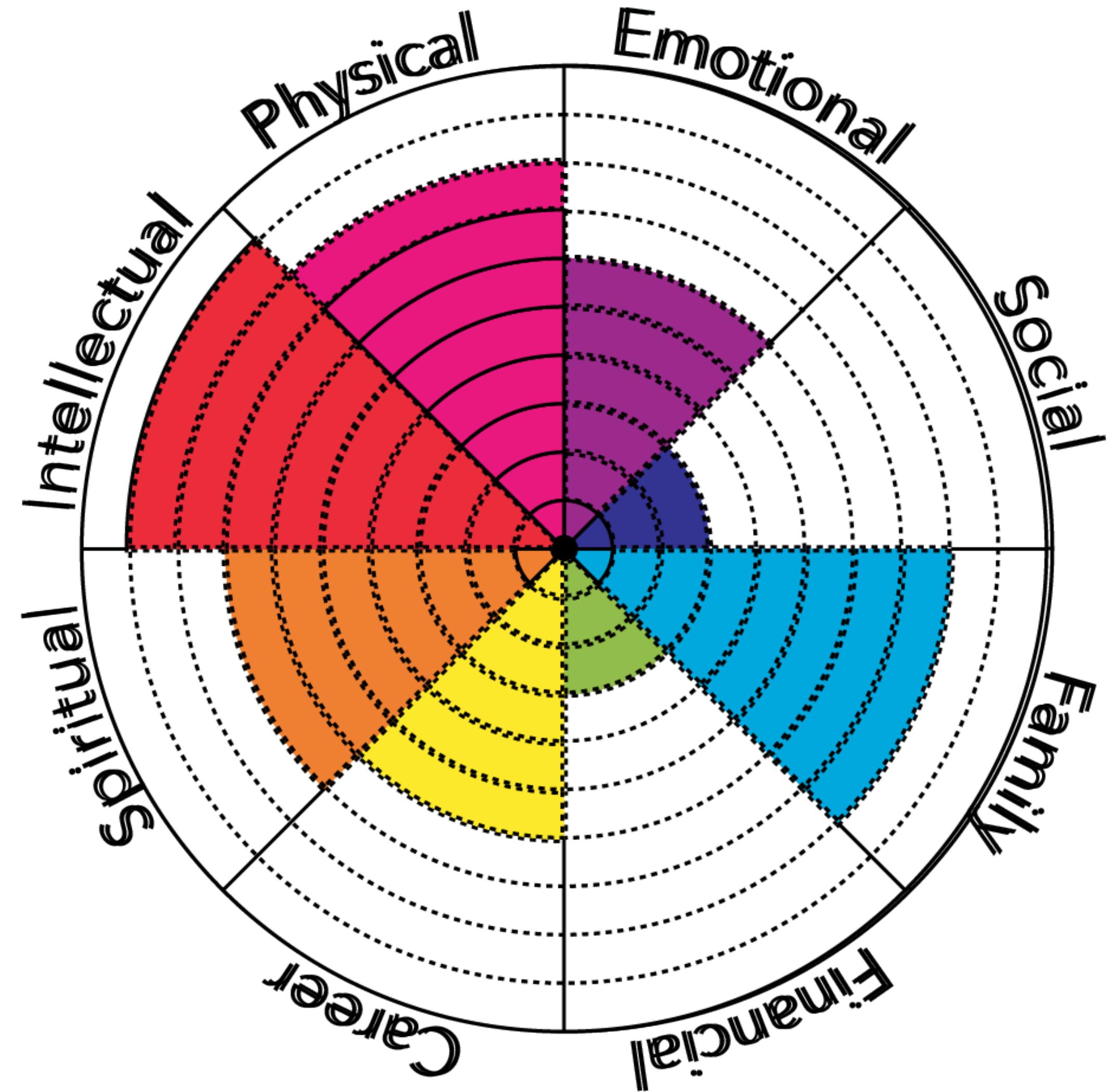


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Holistic Wellness Wheel



Implementation of Family Intervention



(Kirst-Ashman & Hull, 2015) SOWK 487w
Spring 2026



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Heritage University

Implementation of Family Intervention

EMPOWERMENT



- Emphasizing Positive Communication
- Explore Exceptions
- Strengths & Competency
- Positive Activities
- Examine Problem Solving



Implementation of Family Intervention

REFRAMING



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Implementation of Family Intervention

TECHNIQUES



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Implementation of Family Intervention

CHILD MANAGEMENT



Implementation of Family Intervention

SUPPORT



Implementation of Family Intervention

ROLE PLAYING



Implementation of Family Intervention

RECORDING



Implementation of Family Intervention

HOMEWORK



Implementation of Family Intervention

