Handout 1: What is Casework?

"Casework is a direct service, provided by community service workers for individuals who require skilled assistance in resolving issues of resources, social and emotional problems. It is a disciplined activity in which the needs of the client are assessed in the full social and relational context of the person. The case worker aims to strengthen the clients own capacities to deal with problems and to cope more effectively in their environment. The services delivered by a case worker range from simple issues of material assistance, to more complex issues of counselling."


How is Casework Different from Case Management?

This is not a simple question to answer. The lines between case management and casework are very blurred. Perhaps a better analogy is that of overlapping circles.

However for our purposes here, we have defined them in the following way:

- Both case management are case work are similar in that they are both viewed as approaches from the human services/welfare areas to working with complex individual or family cases.

- Where they differ is that case management provides a managed approach to linking services with the needs of the client; operating like a coordinating system in order to achieve outcomes for the client/s. Casework is essentially a problem solving approach, using specific strategies to provide services for the client. At the client level casework can be defined as client centred and goal orientated directly linked to the needs of the individual.

- To simplify: case management is the plan for providing services/support to the client/s; case work is the implementation or actual doing of that plan.

Concepts within the Casework Framework

Relationships

- Relationships is about the nature of different types of relationships, what it means for each individual in a relationship.

- Gaining knowledge about a range of theoretical approaches to understand the dynamics and complexities of relationships.

Interpersonal Communication

- Working with an individual using a code of ethics as a foundation for building and establishing a relationship.

- Engaging with clients and building positive relations to ensure that the goals established in the casework plan are achievable and client driven.
Managing Change

- Assisting clients to problem solve and take action. Supporting them and encouraging them to cope with and implement change in their lives. This forms the foundation for real empowerment for the client.

Handout 2: Effective Communication Skills

Interviews and discussions are the most common tools of communication in welfare work and are usually purpose driven (to obtain information and assess).

As we develop relationships and gain an awareness and understanding of individual's lives, we are developing a framework for interventions.

Through interactions that take place and the ability to respond appropriately to the needs and perspective of others, we are developing a process of assessment that is ongoing (circular).

Effective Communication Strategies

- Be aware of non-verbal body language
- Use language the client understands (avoid jargon and technical terms)
- Use active listening skills
- Use effective questioning in interviews
- Be aware of cultural differences

Through the process of assessment, we need to consider why it is important to have an understanding of ourselves, the client's issues, and the value of effective communication skills.

The intake and assessment process helps us as workers, to map out the strategies of the case plan and to revise and renegotiate where necessary.

Assessment is an ongoing process that requires hard work over time and the ability to evaluate/review progress.

Handout 3: Skills for Effective Casework

Skills

1. **Effective listening**: The qualities of an effective listener include:
   - Wants to listen
   - Pays attention
• Shares responsibility for interaction
• Minimises distraction
• Mirrors body language
• Doesn't fidget
• Is able to remain silent
• Asks clarifying questions
• Tries to see the speakers point of view
• Reflects feeling and content
• Summarises
• Concentrates
• Uses minimal encouragers such as "aha", "mmmm", nodding head
• Faces person
• Doesn't judge or evaluate
• Doesn't change the subject
• Supports the feelings of the speaker, doesn't dismiss feelings or try to cheer up the speaker

2. **Barriers to Effective Listening**: Listening can be poor when:

   • the environment is distracting;
   • the listener has preconceived ideas;
   • the listener is judgmental;
   • the listener is preoccupied;
   • the listener is distracted;
   • the listener only listens to the words not the key message;
   • the listener keeps interrupting;
   • the listener tries to do most of the talking.

3. **Dealing with Difficult Issues**: The caseworker needs to have courage and a range of skills available to them to assist them to deal with difficult clients and difficult situations. These skills include problem solving skills and the skills of assertion.

4. **Effective Questioning**: To assist the client to explore the issues of concern to them.
5. **Engagement**: The ability to establish a relationship.

6. **Problem solving** (see Handout 12)

7. **Conflict management**: Caseworkers are often called upon to mediate and assist in the resolution of conflict. The core skills used are the same as those used in effective interpersonal communication and include effective listening, effective questioning, assertion and assessment of the clients needs.

8. **Advocacy**: Sometimes, needed resources are not present or are withheld from a specific client. As an advocate, the caseworker tries to make needed assistance available.

9. **Interviewing skills**: Interviewing is a formal conversation in which a caseworker seeks to gather information and or facts from the client, to assist the client to reflect upon the issues in their life including the causes and the options for change.

An effective interview cannot be reduced to a formulae because people are contradictory and unfortunately are not always predictable. The effective interviewer has a variety of strategies and techniques that can be used to obtain information from people while maintaining a productive and positive relationship.

The fundamental skills of interviewing include:

- Analysis of the interview
- Awareness of relationships
- Verbal communication skills
- Non verbal communication skills

### Handout 4: Knowledge for Effective Casework

**Human Systems**

It is critical to have a comprehensive understanding of the systems that the client interacts with particularly the family system. This allows the caseworker to assess the needs of the client within their environment; to locate potential resources from within the client’s own system; and to identify targets of change within the client’s system.

A target of change is the area within the client's social system that needs to change or be developed in a different way to enable the client to have their needs met and to become more effective in their interactions with their environment. Sometimes it is the client who is the target of change, sometimes it is another part of the system e.g. the family.
Child Protection
The caseworker must have a sound understanding of the relevant Child Protection Act in their state or territory and their obligations under the Act. In most community service agencies, even where the law does not require mandatory reporting, the rights of a child to safety and protection are considered a duty of the community service worker. This duty is reflected in the policies of most organisations, which stipulate that where a child is suspected of being abused or at risk of abuse, a notification must be made to the relevant child protection agency. This obligation overrides the obligation to maintain the confidentiality of clients.

Cultural Awareness
Australia is a multicultural society with a range of diverse language and cultural groups. While many human experiences are shared, the interpretations of these events can vary between cultures. It is critical that the caseworker is able to accept and respect diverse perspectives on life's events. It is also critical that they are able to demonstrate cultural empathy.

Practical Understanding
A practical understanding of the community services sector and where resources can be located and how these can be obtained is needed.

Human Behaviour
A sound understanding of the lifecycle of people, the inevitable crises that occur during different phases of life, and the impact that these crises have upon the individual and their families is necessary if a caseworker is to have the appropriate context to understand the presenting problems of the client.

Handout 5: Values for Effective Casework

- **Honesty:** The caseworker must be genuine, open and sincere in their dealings with the client.

- **Accountability:** The caseworker and the client are accountable to each other in a variety of ways because each has responsibility to work toward the goals that have been agreed to in the case plan and to undertake tasks associated with reaching these goals. A contract or an agreement about rights and responsibilities at the beginning of the work relationship can assist with this.

- The caseworker is also accountable for their actions and the use of their time to their employee agency and to other professionals in the field. The Code of Ethics and the organisation's policy and procedures manual, guides the actions of the workers and assists in ensuring that they can account for their actions.

- **Respect:** If respect is to be effective in the casework relationship, it must not just be an attitude, it must also be demonstrated in actions and behaviours. A case worker demonstrates respect by:
  - Maintaining confidentiality
- Not manipulating the client to adopt a course of action
- Respecting the client's value system even when it is different to their own
- Encouraging self reliance rather than rescuing the client and by being "for" the client and communicating this to them.

- **Integrity:** The case worker must be fair, trustworthy, adhere to the code of ethics, be hardworking and incorruptible in order to demonstrate their integrity, both to the client and to their colleagues.

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**Handout 6: Client Rights and Responsibilities**

The caseworker and the client are accountable to each other in a variety of ways because each has a responsibility to work toward the goals that have been agreed to in the case plan and to undertake tasks associated with reaching those goals.

The rights of the client include:

- Respect regardless of culture or history
- Self determination including making choices about the services they will use and when they will exit these
- Professional and appropriate assistance
- Privacy and confidentiality
- Access to information written by the caseworker about themselves
- Access to complaint procedures if the are unhappy about the service they are receiving

**Note:** These rights can be overridden by statutory demands placed upon the caseworker by laws concerning child protection, mental health and criminal behaviour.

The responsibilities of the client include:

- Demonstrating respect to the case worker regardless of their culture or background
- Participating in the decisions and actions that effect their lives
- Behaving in a manner which does not pose any real or perceived physical or emotional threat to the caseworker other staff or clients
- Taking responsibility for agreed actions
- Providing relevant information to assist in their case management
- Assuming responsibility for the outcome of the decisions they make.

For more details about Client Rights, see the Carmen Poldis Community Centre Policy and Procedures Manual 1.
Handout 7: Cross Cultural Communication

Within Australia there are a diverse range of linguistic and cultural groups. The work of the caseworker brings them into contact with a wide range of people and inevitably, people from diverse language and cultural backgrounds. Some of these people may not speak English and will require the assistance of an interpreter. Others may speak English as a second language and therefore the caseworker will need to consider this in any dialogue with the client. All clients from a CALD or ATSI background will come with their own cultural perspective on the world. Culture is central to how we interpret what we see, what value we assign to what we see, hear and experience and how we express who we are. These fundamental language and cultural differences require the caseworker be skilled in cross cultural communication.

Communication

Verbal Issues

The way people communicate varies not only across culture but also within it. Words and phrases may be used differently and consequently mean different things even within groups that speak English as their first language. For example, an Australian traveller on an American Airline asked for a "white coffee". The steward was very confused and after repeated attempts by the Australian, his need was finally understood by the steward. He wanted a coffee with milk in it. A young caseworker arrived at work and asked her English supervisor "How are you?" "Shattered" was the response. "Oh no what has happened?" said the young worker concerned for the supervisor's wellbeing, "Nothing I'm tired" was the reply. In this instance the word 'shattered' had two different meanings. To the Australian, it meant that something serious had happened to upset the person but to the English supervisor it simply meant "tired".

Of course confusion also arises when colloquial English is used rather than formal English. Imagine the confusion for people who live outside of Australia or who speak English as a second language when they are confronted with the idiosyncrasies of Australian English. For example:

- 'see you later', which, when interpreted formally should mean that a person intends to meet you again but really it means goodbye;
- 'flat-chat', which means a person is very busy;
- 'bring a plate', which means can you contribute food to the gathering or party;
- 'not a problem', which means that everything is alright;
- 'a sandwich short' or 'not the full quid' which means the persons not quite fully alert or equipped with a full intellectual capacity;
- 'sick', 'mad' or 'wicked' which means really good or great.
Non verbal Issues

The norms around the management of time, personal space, level of eye contact and body posture can vary dramatically between cultures.

In Cabramatta, in Sydney's South West the police had to be educated about variations in eye contact between Asian Australians and European Australians. The police, when dealing with young Vietnamese men, were assuming that they were guilty or had something to hide because the young men didn't make eye contact. The young men were in fact avoiding eye contact to demonstrate respect to a person in authority.

Perspective on Life

Other differences can also occur in terms of attitudes toward conflict, work, making decisions, disclosing personal information and ways of knowing things.

Western culture is primarily dominated by left-brain thinking. Left-brain thinking is verbal, analytic, symbolic, rational, digital, logical and linear. Right brain thinking is less verbal, holistic, more willing to suspend judgment, spatial and intuitive. Indigenous groups in Australia often display these characteristics (Sayer: 1988). It is important when working with members of these groups to be aware of the differences in thinking and communication styles and to account for this when communicating with them.

Strategies for Cross Cultural Communication

- Listen actively and with empathy. Try to see the world from the perspective of the other person
- Suspend judgment
- Learn about your clients past and the history of their community. Try to identify historic issues or things in their past which may colour their perception of the world or the problem/s they are facing
- If communication breaks down don't assume your client is on the wrong track. Try to find a way to connect and to make the communication work
- Be aware of the power imbalance. Consider not only language differences but also their class and what your position represents to them
- Find out about cultural norms in body language and posture. Try to adapt and use what you have learned
- Find out about the customs of the people you are working with. This knowledge will make it easier to demonstrate respect and courtesy
- Don't assume you're the expert. Ask your client for advice on their cultural customs if you get stuck
- Keep trying to learn. Don't assume that you have ever mastered the skill of cross cultural communication. Keep asking yourself "Is there a better way?"
Handout 8: Intake Questionnaires

Questioning is a natural form of communication and has great significance for intake interviews in casework.

Questioning has the potential to assist within the helping process and to provide the caseworker with the relevant information required to undertake a thorough assessment of the situation.

By using encouraging questions, clients are provided the opportunity to tell their story, allowing individuals to verbalize and express their emotions through dialogue.

Through disclosure and clients expression of feelings, the purpose of the interview becomes clear. They:

- Allow individuals to express or vent negative feelings/emotions
- Encourage clients to identify all their issues
- Allow time to understand problems and different perspectives on problems
- Support individuals
- Build levels of trust between worker and client

Handout 9: The Interview

The Purpose of Interviewing

The casework interview sets the tone for establishing an ongoing relationship, and an opportunity for the caseworker to gather and analyze information from the clients.

It is desirable to provide an environment that is quiet, comfortable and free from distractions. Interviews may also involve resolving conflict and providing a supportive framework.
In the group interview context, welfare practice uses informal discussion between individuals and collaboration and negotiation to identify and explore a range of issues from all perspectives.

Increasing levels of interaction and fostering relationships provides opportunity to exchange ideas and implement a plan of action.

The Key Elements of the Interview

A problem-solving interview is a dynamic process, constantly changing and moving in different directions. It is an opportunity for the client to express their concerns and emotions. It provides an opportunity for the worker to observe behaviour, gather information, listen to concerns and assess the client's problems. The interview must be a face to face meeting between the caseworker and the client/s.

The Key Elements of Observation

The key elements of observation during the interview are:

- Let clients tell their story
- Identify and acknowledge feelings and emotions, be familiar with body language that indicates frustration
- Observing body language verbal and non verbal
- Be aware of your own body language
- Actively listening
- Use basic communication skills
- Encouraging feedback

The Key Indicators of the Interview

During an interview you should be aware of the key indicators:

- Language and literacy levels
- Impacts of drug and alcohol use
- Physical and intellectual impairment
- Language barriers
- Cultural barriers
- Mental health
- Physical signs of abuse
• Indicators of physical, emotional and sexual abuse

**Stages of an Effective Interview**

**The Commencement of the Interview**

• Greet your client/s
• Clarify roles of worker and organisation
• Discuss the purpose of case management
• Explore issues and concerns of client/s
• Discuss rights and responsibilities

**The Middle of the Interview**

• Ongoing assessing of client's issues
• Construct case planning

**The Conclusion of the Interview**

• Summarise all main points
• Close interview
• If the client's needs can be met within the agency the case plan will be implemented; if the client's needs are unable to be met, the client may be referred to another agency.

The casework interview has structured (formal) meaning. It has a purpose and is focused. It may also involve taking notes or following an interview format (questionnaire).

The unstructured part of the meeting (informal) is the interpersonal communication that takes place, providing a framework for establishing rapport, gathering information and building positive relationships between case worker and clients.

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**Handout 10: Family Systems Theory**

The Family Systems Theory is based on the belief that individuals have the power to change their behavior when each individual begins to understand the history and origins of family structures.

The *family* may be defined as the immediate family one lives with, the extended family or the community in which one interacts with.
The Theory is a way of understanding that:

- The family is made up of a series of interlocking relationships existing through the generations of family history
- Current situations/problems may be understood in terms of family history
- Individuals' behaviour is influenced by biological, psychological and sociological factors
- Individuals' choices/decisions are determined by understanding the family dynamics and communication patterns that exist
- If family members are able to see themselves as part of the family system by accepting and taking responsibility for them, this will assist the family to function effectively
- By learning to identify the emotional connection and conflict or anxiety that is present in the family, members are better able to function effectively as individuals
- If family members fail to identify themselves as an integral part of the family system, often they see that their only choice is to influence or pressure others to change, or they may withdraw from the family

The success of a functional family system is influenced by:

- An individual's ability to recognize the effect conflict may have on their own and the family's behaviour
- An individual's sense of responsibility in recognizing how negative behaviour has an impact on relationships and communication within the family
- Individuals often imposing their own beliefs and values and forcing change in others
- Family systems and norms impacting in negative and positive ways

Identifying the Issues for Families from a Casework Framework

- What is the level of commitment to change from all members of the family?
- What are the individual's issues and concerns?
- What are the dynamics and relationships that exist in the family?
- How is the family functioning/dysfunctioning?
- What factors are influencing the current problems?
- What are the family's social support systems (friends, family, community services etc)?
• What strategies would you need to implement to assist individuals to improve the family function?

Handout 11: What is a Case Plan?

The Case Plan is developed by an interdisciplinary team in consultation with a client. This plan builds on the assessment of needs done, and suggests strategies, timeframes and responsibilities for action.

The Case Plan brings together all staff who have been responsible for assessing a client, as well as other relevant individuals who may be able to contribute information to assist in decision making about a client.

A Case Plan is a practical outline of tasks which workers and the client will undertake.

The Case Plan should:

• Be time limited and include a review process
• Set out the tasks of staff involved with the client
• Be negotiated with the client
• Consider cultural/ethnic/gender/special needs
• Specify tasks, actions, strategies and resources required to work with the client
• Specify who will be coordinating and monitoring the plan
• Provide indicators to measure how well goals are
• Be based on a realistic assessment of a Service's strengths and weaknesses

The Case Plan should set out:

• A description of the key issues involved in a client's management
• The services identified for the client
• The short, medium and long term goals for the client
• The sort of changes expected from the client and the approximate dates when they can be expected
• The role of staff in providing the service
• Whether a Case Officer is appointed and the frequency and nature of the contact

Clients who are identified as needing on-going contact with an individual staff member will be allocated a Case Officer. Case Officers are accountable for implementing the client's Case Plan, which also sets out what is expected of the
Case Officer. A Case Officer can be appointed from any member of staff. Case Plans should be reviewed on a regular basis.

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**Handout 12: Problem Solving/Client Centred Helping**

The goal of problem solving is to empower clients to identify and solve their own problems.

Client's problems form a basis for establishing a helping relationship based on the needs of clients.

Problem solving is viewed as a normal process that individuals use to adapt to the world around them.

Carl Rogers (1951, 1957) developed a humanistic approach to helping. He believed that the quality of the relationship between helper and client was the factor for achieving positive change in individual's lives.

'Client Centred' helpers roles included helping individuals to assess their own problems and understand themselves (Self) as part of the process of achieving positive change.

Carl Rogers Theory views human behaviour as rational and that human nature is generally positive.

Through the understanding of personality, change is possible through self-acceptance and awareness of self.

Carl Rogers also believes the role of helper also needs to be integrated with communication skills and the techniques of helping as part of the interaction process.

For further study the following web site gives you a theoretical analysis of Carl Rogers theory [www.wynja.com](http://www.wynja.com).

**Problem Solving Model**

There are seven stages in the problem solving model. The problem solving approach is characterised by its emphasis upon collaboration with the client and by its capacity to make use of a range of counselling and therapeutic interventions in a systematic rather than haphazard way.

**Stage 1: Initial Contact**

The key activities of the caseworker at this point, are to listen to and to engage with the client.

**Listening:**

- Appropriate non verbal responses
- Body leans forward
- Open body posture
- Eye contact
- Non verbal encouragers
- Minimal verbal encouragers e.g. ahhh, mmm
- Appropriate arrangement of room (you may which to describe this before you commence as the props may not be available)

**Engaging:**
- Tell the client your name
- Ask the client what they prefer to be called
- Show interest in them, find out about hobbies, interests, friends etc
- Friendly attitude, smile
- Non-judgemental attitude
- Honesty
- Ask appropriate and relevant questions
- Ask the right amount of questions
- Show direction where needed

**Stage 2: Problem/s Identification**
- Find out the client's views; what do they see as the problem/s
- Identify the problem in terms of need rather than the solutions to the need
- Explore the clients strengths or the good things in their lives
- Use appropriate easy to understand language

**Stage 3: Identifying Possible Solutions**
- Collect all ideas regardless of their merit
- Aim to get a large number rather than high quality or feasible solutions
- Don't evaluate ideas
- Don't clarify ideas
- List all ideas

**Stage 4: Developing a Case Plan**
- Clarify the meaning of each proposed solution
• Ask client which alternatives they prefer
• Explore their preferred solutions in terms of positive and negative effects upon themselves and significant others
• Consider the solutions in terms of what the client may want to achieve both in the short and long-term
• Determine the client's goals
• Work out achievable tasks for the client
• Some tasks may need to be shared with the caseworker. Decide upon these tasks and work out a who, what and when action plan
• Break down longer term goals into sub goals or stepping stones to the larger goal
• Work out goals where success can be measured using the SMART principle (specific, measurable, achievable, realistic and time-framed)

Stage 5: Action Phase
• Reinforce positive changes with praise and recognition
• Reward or celebrate achievements
• Organise sessions to discuss progress and to provide guidance and assistance for the client

Stage 6: Monitor and Review
• Take time with the client to review the progress of the case plan
• Assess what is working well and why
• Assess what isn't working well and why
• Set new goals and tasks to reflect this evaluation

Stage 7: Termination or Transfer
• At this point the client prepares to move on because they have reached their goals, or to another service which is better able to respond to different needs or changing needs
• This stage can be a time of celebration of achievement but also some sense of loss for the clients. Time must be allowed for these feelings to be expressed and processed with the caseworker

Handout 13: Adolescent Intervention Strategies

Early Intervention is essential. There is clear and valid evidence that progressive and chronic addiction will continue if no intervention occurs.

There is also a wide based acceptance that adolescents will "naturally" experiment with the use of alcohol. It may be a developmental right of passage,
however if there are significant underlying problems within the young person’s life, then the right of passage may lead straight to the road to addiction and alcoholism.

It is important to take intervention with young people in stages, the 5 Stage Intervention Table is recommended:

### Intervention Table

<table>
<thead>
<tr>
<th><strong>Identification</strong></th>
<th>Assist to identify the problem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Action</strong></td>
<td>React appropriately to the problem, assess the situation, and speak to the individual. Also allow the young person to gather information from family and friends about their problem, how do others see their behaviour.</td>
</tr>
<tr>
<td><strong>Referral</strong></td>
<td>Link into relevant educational programs or supports groups. Also at this stage a link should be established to a Counsellor skilled in alcohol addiction and related behaviours.</td>
</tr>
<tr>
<td><strong>Ongoing support</strong></td>
<td>Change does not come easily; support will be essential for a long time. Family, friends and a professional caseworker will need to participate for as long as it takes.</td>
</tr>
<tr>
<td><strong>Aftercare</strong></td>
<td>Aftercare option needs to be planned. Months or years later the young person may need to seek advise about their health and well-being.</td>
</tr>
</tbody>
</table>
Handout 14: Empowerment

To understand the conceptual framework of empowerment, you must first define power from an individual perspective. Where and what is the power within your:

- Personal relationships
- Values
- Professional positions
- Economic worth
- Gender
- Needs
- Rights
- Class
- Sexuality
- Culture
- Ability
- Age
- Class

For a professional working in a human services organisation, the best way to define empowerment is to start to break open the notion of power. The worker and the organisation have power as their foundation. When we compare the worker’s and organisation’s stack of power with the client’s stack, it just doesn’t stack up! The division of power is almost solely and solidly focussed towards the professionals and the organisation, and away from the client.

Such an audit of power, within any service provision relationship, offers an overview of the essence of empowerment.

From an organisation level, the empowerment of clients is essentially about involving and negotiating with the client in all decision-making processes within the organisation that may impact on their life.

For the organisation, this means having open communication systems between clients and their service.

Open Communication Systems
These may take the form of:

- Clear involvement processes for clients
• Regular proactive involvement from clients
• Provision of information on the rights of clients
• The valuing of individual client's perspectives
• Open agendas
• Involvement of special needs groups

Token representation, token acknowledgment and rejection of the client's views are all structural barriers to establishing effective channels to empowerment. Every attempt must be made to empower the client’s perspectives.

Professionals in this field need to understand that an organisation's commitment to empowerment of clients must be evident not only at the individual client level, but also at the broader organisational level.

**Key Components of Empowerment**

The key components of empowerment for an organisation are:

• Policies and procedures that reflect the validity of the valuing of client's experience and needs
• Skills and competencies of the workers
• A range of open communication channels between workers and clients
• Changes in how the workers use their power in the organisation
• Equal access to power in the organisation by clients

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**Handout 15: Assisting Clients to Manage Change**

Helping clients to manage change is an integral part of the role of caseworker. It assists individuals to focus on the future rather than to dwell on past mistakes or "wrongs". To focus on misfortunes does not assist clients nor does it empower them to build stronger systems around themselves. Clients can have a tendency to blame others or blame fate and this may prevent a person from accepting responsibility for their current situation. This can prevent them from managing the real issues that need to be addressed.

Strategies to manage will often be met with resistance, therefore it is important to understand the causes of resistance.

**Resistance**

Some of the main reasons clients resist change are as follows:

• Unwillingness to change old habits
• Fear of the unknown
• Loss of perceived power and control
• Inability to see other perspectives

Each individual client will have a variety of reasons for resisting change. It is a good caseworker who will discuss these reasons with the client.

**Specific Strategies for Assisting Clients to Manage Change**

• Always encourage the person to describe how they see the problem

• Assist the client to focus on what they can change rather than on what they cannot change

• Generate a range of alternatives/options

• Use a democratic approach when working with families or larger groups of clients

• Using the established casework plan, focus on achievable goals within a realistic timeframe

• Encourage individuals to come up with strategies that will resolve their identified problems