

Cycle of Need

Engagement

Talk about what has been working for you as you meet with families. What are your needs? If you are ready to improve your skills in using the cycle of need, this guide can support you as you assess and plan.

Explore:

When you think about the cycle of need, what are your strengths?
 What improvements would you like to make in your use of the cycle of need?

Assessment

Scaling:

On a scale of 1 (need to learn) to 10 (can mentor), where would you place yourself?
 (Record on the functional assessment.)



Scaling Continuum:

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
1. Caseworker uses the cycle of need to identify their own behaviors that are symptoms of underlying needs.	1. Caseworker is able to help families identify behaviors that interfere with their children's safety and well-being.	1. Mentor is able to model identifying underlying needs.
2. Caseworker is exploring solution-focused questions to identify underlying needs.	2. Caseworker is able to guide families, with solution-focused questions, to discover the underlying needs beneath the behaviors.	2. Mentor is able to use solution-focused questions to explore caseworker's underlying needs and help the caseworker plan interviews that will get at families underlying needs.
3. Caseworker is using their knowledge of solution-focused questions to explore their own needs and find solutions.	3. Caseworker is able to assist families in using their strengths and planning interventions that will meet the underlying needs.	3. Mentor is able to model by guiding caseworker to use their strengths to meet their needs and the parallel process to families.

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
4. Caseworker explores the connection between strengths, needs, and solutions.	4. Caseworker is able to look for and identify when an underlying need surfaces during ongoing casework.	4. Mentor is able to model developing interventions that meet the underlying needs for caseworker and families.
	5. Caseworker accepts mentoring and learning opportunities from families.	5. Mentor accepts mentoring and learning opportunities from caseworker.

Planning

1. What will it look like when you use the cycle of need as you would wish?
2. What steps can you take that will lead to the desired result?

Practice Opportunities

Mentor with Caseworker	Caseworker with Family	Family with Family
Teach caseworker how to use the cycle of need to get to underlying needs behind their own behaviors.	Begin by supporting family in identifying behaviors that put their children at risk.	Walk a parent through the Cycle of Need to get to the underlying need behind the behavior of one of their children.
Model with a family the use of the cycle of need to get to underlying needs.	Talk with the family about their grief and loss that may reinforce the underlying needs.	Help the family model talking about underlying needs rather than focusing on behaviors.
Map a process with a case that you have worked that demonstrates the family's journey through getting to their underlying needs.	Model for the family how to address the need rather than the behavior.	
When a caseworker is struggling with finding a family's underlying needs, demonstrate different ways the caseworker can get the necessary insight.	Walk through the cycle of need with a family to help them see the underlying needs that contribute to their behaviors.	

Knowledge Base

Concept:

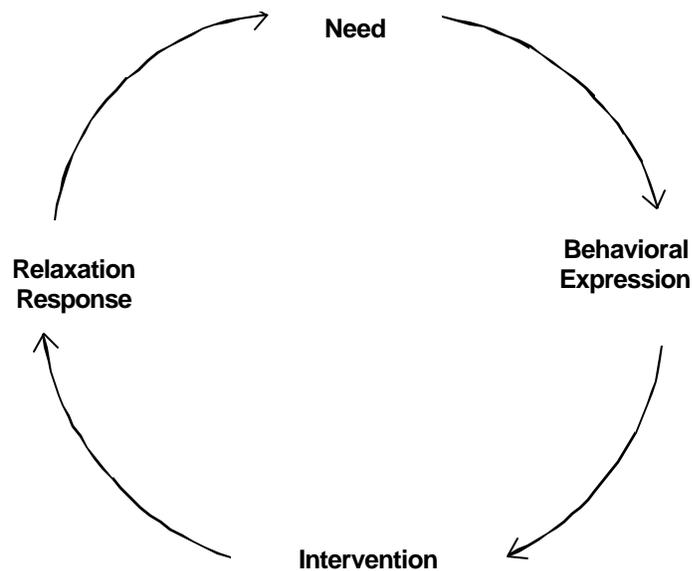
Identifying underlying needs

Basic Elements:

Cycle of need
Need
Behavioral expression
Intervention
Relaxation response
Solution-focused questions

Definitions:

Cycle of need



Need:

A need may be a requirement that is essential to all human beings such as the need for shelter, food, affiliation, or nurturance. In working with families in planning, a need is often a description of the underlying conditions that are the source of the symptoms or the behavioral expressions of problems that a family may be encountering. Sometimes when we positively reframe problems, we get at the need.

Behavioral expression:

Behavioral expressions are the symptoms that we see as a result of a need. For example, we may see a young man who is using drugs to cover his pain from child sexual abuse, a young mother who locks her crying three-year-old out on the porch because she has an intolerable migraine and doesn't want to lose it and hurt

the child, or a father who is drinking heavily since he lost his job because he is afraid his family's needs will not be met.

Intervention:

Intervention is an interaction that promotes change.

To intervene is to enter a family system for the purpose of changing or improving that system, and that every interaction we have with a family member or partner is a potential intervention.

Successful interventions may be unplanned, but planned interventions that are strategic, observed, and adapted to the family tend to be more successful. Workers must be prepared to initiate interventions even in situations that are unplanned. Intervention requires follow-up to find out what is working.

Relaxation response:

The relaxation response is what occurs when the underlying need has been identified, the appropriate intervention is implemented, and the behavior is eliminated because the need has been met.

Solution-focused questions:

Questions that caseworkers can utilize to help individuals and families explore as they work to develop solutions to their problems.

- When was a time when this behavior wasn't happening?
- What was different about then from now?
- What would things look like if this behavior wasn't happening?