



Turning questions into conversations - Appreciative Inquiry

What is appreciative inquiry

A line of questioning that purposefully focuses on what has gone well and brings about an understanding about how this has been achieved through reflective questioning in order to support learning and development for the future.

Appreciative Inquiry is about paying attention to what is working well thereby emphasizing, amplifying and growing the positive or the strengths. (1)

EARS is a process used in appreciative inquiry and mapping using signs of safety and stands for:

E - Elicit

A - Amplify

R - Reflect

S - Start over

The table below breaks this process down further with questions to explore when mapping with a family.

	Worries	Strengths	Goals
ELICIT First Questions	<ul style="list-style-type: none"> • What are we worried about? • What harm has happened to any child in the care of these adults? • What is the danger to this child if left in the care of this mother? • What makes this situation more complicated? 	<ul style="list-style-type: none"> • What’s working well here? • What are the best attributes of this mum’s/dad’s parenting? • What would the child say are the best times she has with her dad? • When has the mum fought off the depression and be 	<ul style="list-style-type: none"> • What needs to happen? • What do you need to see to be satisfied the child is safe enough that we can close the case? • What would the mum say that would show everyone the child can come home? • Where would the teenager say he wants his life to be at 18? • What do we need to do to create a relationship where

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		able to focus on the child?	we can talk about difficult issues?
Amplify Behavioural detail: What would you see?	<ul style="list-style-type: none"> • When has that harm happened? • How often; how bad? • How did that incident affect the child? • What language can we use to say that so the mum and child can easily understand? • How long has this harm been happening? • Give me the first, worst and most recent examples of harm. 	<ul style="list-style-type: none"> • When has that good thing happened? How often? • How did the mum fight off the depression? How else? • How does the neighbour help? • How did you get her to open up? • How is the parenting programme making things better for the child? • What did the dad do to make those contact visits really enjoyable for his kids? 	<ul style="list-style-type: none"> • Describe the details of the behaviour you would want to see that would tell you this child is safe? • How many people do you think should be involved in this safety plan? • What is the father's willingness/capacity to do this? • Is this plan written in a way the child understands it? • How will the mental health services involvement help make this plan work?
Reflect Meaning	<ul style="list-style-type: none"> • Which of the danger statements do you think is the most important (or easiest) to deal with first? • Which danger would worry the parents most? • Of all the complicating factors which do you think is the most important to deal with? 	<ul style="list-style-type: none"> • Which of the strengths are most useful in terms of getting this problem dealt with? • Which aspects of their parenting/family life would mum and dad be most proud of? 	<ul style="list-style-type: none"> • Where do you rate the child's safety with this mother on a scale of 0–10? • Is this a plan that the parents believe in? On a scale of 0–10, what confidence would they say that they have in it keeping the child safe?
Start Over	<ul style="list-style-type: none"> • Are there any worries that we have missed? 	<ul style="list-style-type: none"> • Are there any other good things happening in this family that we have 	<ul style="list-style-type: none"> • Are there any other important things that we have missed in the plan?

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Questions to prompt a topic

- Can you recall an instance in your life in which you felt incredibly empowered? How did it happen?
- Tell me in detail about the time in which you were able to face a challenge in order to achieve something of high importance. How did you feel?
- Tell us a story about a time when you were really excited to be a part of the group.
- Tell us a story about a time in which your group adopted a new way of doing things and how it helped to achieve something of great importance.

How can this be used in peer supervision:

<p>Elicit First question</p>	<p>Tell me about a piece of practice you feel proud of? Tell me where you have used the Signs of Safety (or any other approach) and its been useful to you?</p>
<p>Amplify Behavioural detail What would you see?</p>	<p>How did this happen? What did you do to make this happen? What else did you do? What else? and What else? Who else was involved?</p> <p>How did they help to build this success?</p> <p>What would _____ (supervisor, mother, father, child, judge or anyone else who was involved) say was important about this piece of work?</p> <p>What would (other) say you did to contribute to achieving these outcomes? How did you know what you were doing was working? What differences did you see in _____ (other) that told you what you were doing was working?</p>
<p>Reflect</p>	<p>When you think about this piece of work</p>

Meaning	what was the most important thing you learnt? What has surprised you about what you have been able to achieve? What is the thing that you feel proudest about in this situation?
Start Over	Begin again looking at the behavioural and meaning detail

Hammond, Sue Annis (2013) The Thin Book of Appreciative Inquiry. Thin Book Publishing Co. Bend, OR.

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