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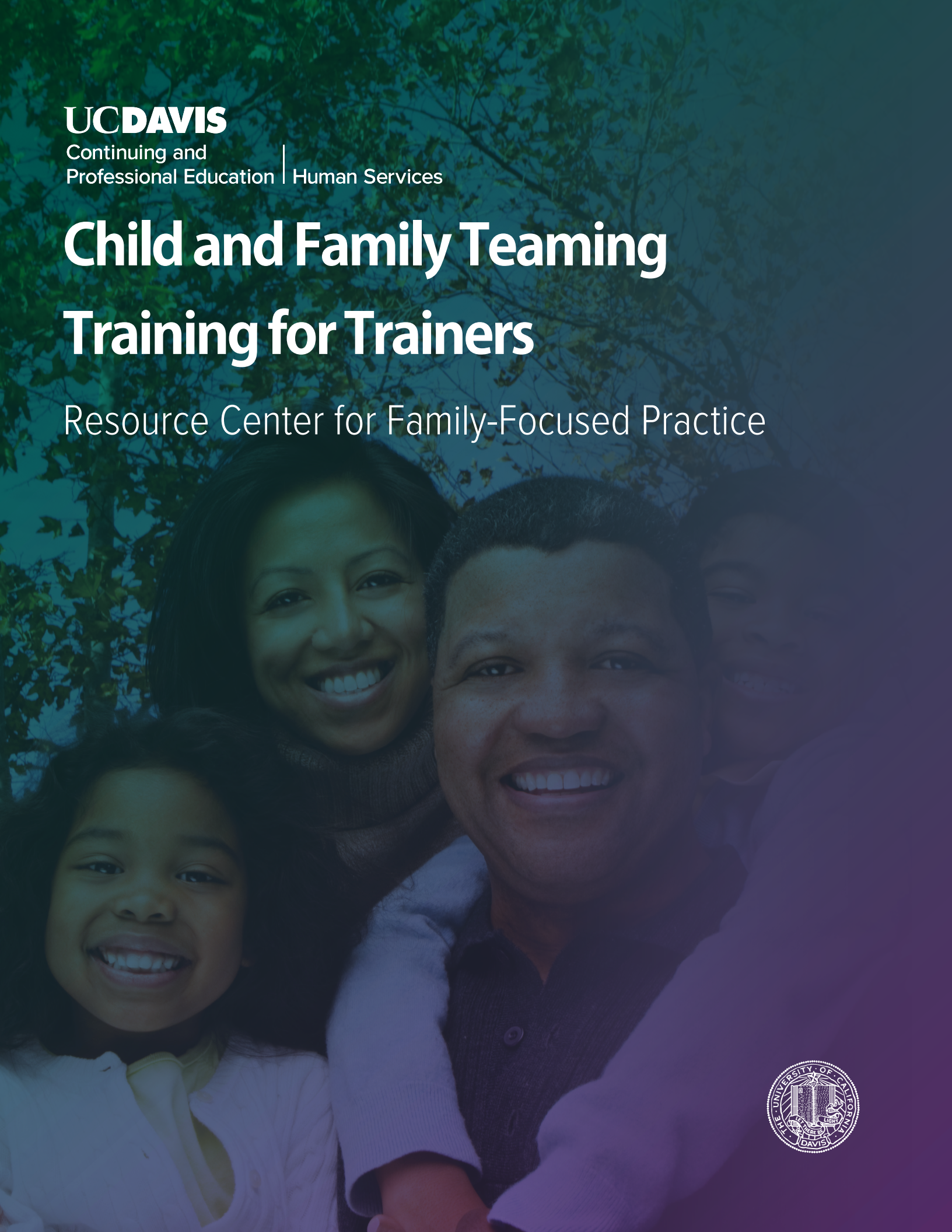
Child and Family Teaming Training for Trainers

Resource Center for Family-Focused Practice



Child and Family Teaming Training for Trainers

Course Description

Child and Family Teams are central to the success of the Continuum of Care Reform efforts and the well-being of the children, youth and families served by public agencies and their partners. In preparation to implement the Continuum of Care Reform Act, we have designed a no-cost to county training for trainers. This two-day session will provide a walk-through of three courses developed by the Resource Center for Family-Focused Practice: **Orientation to Child and Family Teaming, Skill Building,** and **Facilitation.** If available, counties are encouraged to consider sending trainers who have practical experience in Wraparound if available.

Topics include:

Orientation to Child and Family Teaming
This session is an overview of the Child and Family Team Model and is designed to provide key agencies and their partners a common foundation from which to work from. The training will cover the intent of teaming and benefits to children, families and communities. The foundational standards for creating an effective Child and Family Teams will be presented with an emphasis of shared responsibility and family-driven approach. The goal is to orient county public agencies and their community partners to the model and provide a forum where agencies and partners can come together to learn and value the involvement of each other.

Skill Building
This session is designed for those who are anticipated to be regular attendees in Child and Family Teams. The training will focus on practicing and developing skills for creating and participating on Child and Family Teams. This training will provide an interactive and hands-on learning environment where participants will demonstrate and apply actions supportive of the Child and Family Team Model. The purpose of this workshop is to build participants' ability to interact and optimize Child and Family Teaming as a structure to support safety, permanence and well-being. The session will also ensure that each team member understands his or her role and the importance of respecting the roles of others.

Facilitation
For those who are identified as facilitators of the model, this session will provide basic and advanced skill training for successfully facilitating a Child and Family Team. Participants will have the opportunity to enhance their facilitation skills, with the session including the following areas of focus, building and maintaining the team; getting tasks accomplished; keeping the team moving and dealing with challenging team members.

As a result of this training, participants will have a foundational understanding of the Child and Family team process and will gain knowledge around best practice strategies for implementing and facilitating a child and family team.

Compiled and Written by:
University of California Davis,
Resource Center for Family Focused Practice.

Important Information
About These Curricula

Intent of the California Department of Social Services

The intent of CDSS is to provide curricula for California Child and Family Teaming. Contents of the curricula include: Overview, Skills Building and Advanced Facilitation for procedures implementation of Child and Family Teaming.

Requirements of the Trainers

Qualifications:

- In-depth knowledge of the California Child and Family Teaming Standards
- Ability to create a psychologically safe environment
- Ability to manage conflict
- Must complete the two-day California Child and Family Teaming Training for Trainers
- One of the co-trainers in the training team should be a Parent Partner. Parent Partners are important to the success of a CFT and offer valuable insight for families as well as attendees.

Objectives for this booklet:

Participants will be able to:

- Understand the basic infrastructure necessary to implement and sustain Child and Family Teaming.
- Access relevant resource materials and understand their implication in the Child and Family Teaming process.
- Inspire and develop working partnerships (with families and between systems) that are essential to Child and Family Teaming.
- Practice Child and Family Teaming in real life situations.
- The curriculum is designed to include a Parent or Youth Partner trainer as they play a central role in all aspects of Child and Family Teaming.
- Understand the critical role of the Supervisor.
- Facilitate Open Forums and Think Tanks.
- Work in full partnership with families.

Lesson Plan:

This lesson plan is organized around the Power Point slides. Communities may, over time, wish to adapt the materials to more fully represent their unique needs. Community adaptations and additions are expected in order to customize and individualize California Child and Family Teaming to each locale. All adaptations to this curriculum are to be in alignment with the California Child and Family Teaming Standards as established in the October 7, 2016 ALL COUNTY LETTER (ACL) NO. 16-84, which are included in the appendix of this volume and also may be accessed at: http://www.cdss.ca.gov/lettersnotices/entres/getinfo/acl/2016/16-84.pdf.

Advance Preparation

Trainers	Trainings should be presented by two trainers one of which is a Parent Partner. Trainers: 1. It is recommended that trainers have extensive Child and Family Teaming experience. 2. It is also recommended that trainers have completed the CDSS sponsored Child and Family Teaming Training for Trainers.
Presentation Time	Optimal time: 1 Day per session • One Day 9:00-4:00, each day with AM and PM 15 minute breaks and 1 hour for lunch.
Equipment	• Electrical outlets in room to accommodate equipment • Extension cords • Power bar • CD Player or Tape Player • Easels - (one for front of room, one for each table or 10 sheets of rolled paper, 1 per table) • Laptop for LCD projector • Overhead or LCD projector • Screen
Materials	• Agenda • Training booklets based on powerpoint slides used. • Handouts • Powerpoint presentation or Overheads • Sign-in sheet • Nametags or nametents • Supplies for any planned activities • Masking tape 5 roles • Markers (5 sets) • Flip chart paper • CD's or cassettes

	• Optional
	  • Refreshments/ water
	  • Tickets for raffle
	  • Shaker for raffle tickets
	  • Prizes

Room Setup	The room should preferably be set up with round tables or chevron/group setting. There should be no more than 5-6 people at each table. Tables are to be arranged so that all participants have a good view of the front of the room and each of the other tables. Each table should have its own easel/large pad paper and/or flip chart, pens, and masking tape if possible.
Misc. Trainer's Notes	

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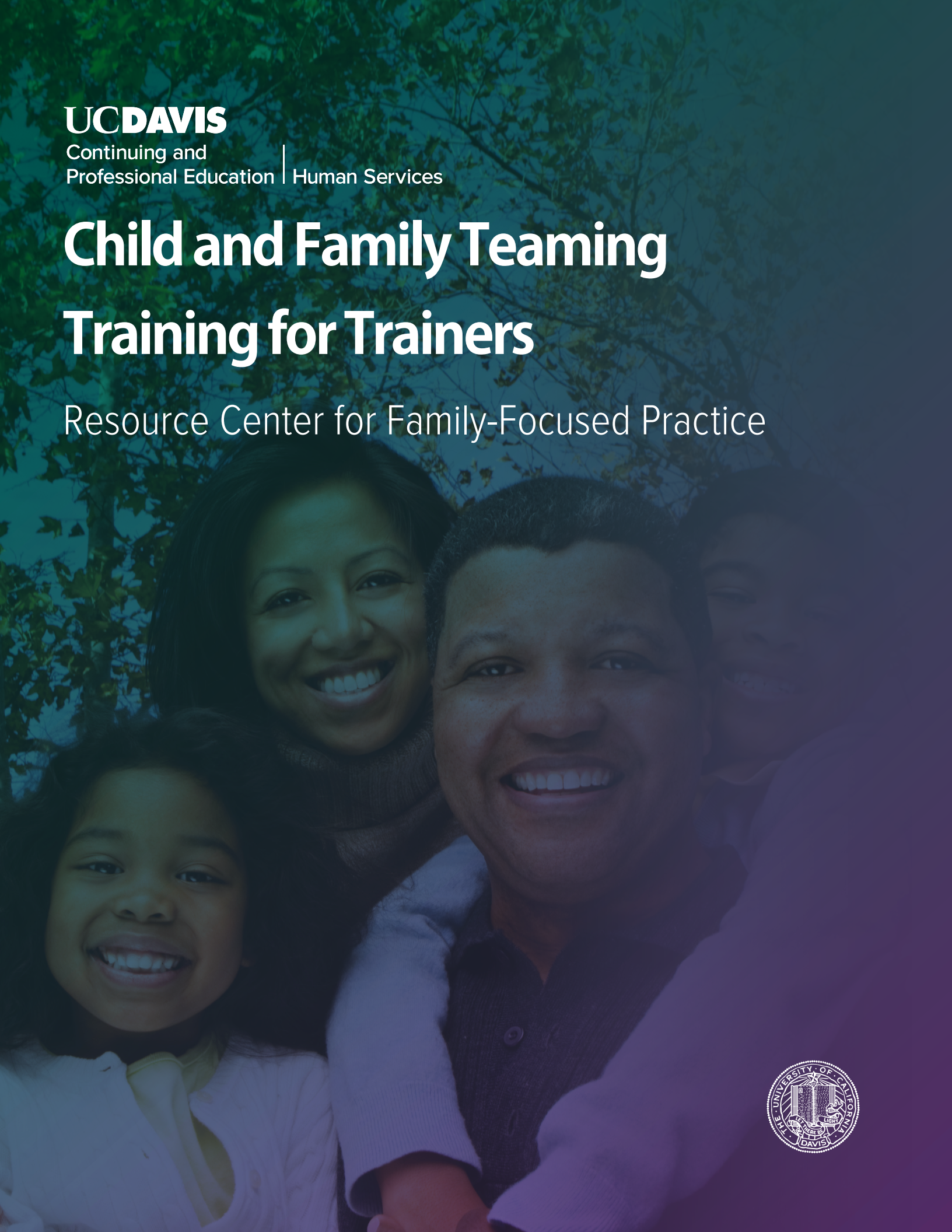

Effective Training – T4T

Building the Foundation for Child and Family Teaming

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Sharon L. Morrison, Ph.D.
Jarred Vermillion, QBE

DESIRED OUTCOMES using the CFT CURRICULUM

- Incorporate adult learning principles into training modules
- Respond sensitively and effectively to different learning needs
- Begin/Enhance an active and participatory style of training
- Set the stage for developing effective child and family teaming.

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OBJECTIVES

- Distinguish between teaching and training
- Review adult learning principles and styles of learning
- Introduce and/or review CFT requirements, structure and effective teaming

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MATERIALS Review & Assign Teams:

Blue (Overview)
Gold (Skills Building)
First Class (Facilitating Teams)

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BREAKING THE ICE
In your groups

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THE CONNECTION

- If the X-Men's greatest achievement is keeping the peace between human beings and mutants, how might they set the stage for teamwork as it relates to Child and Family Teaming and our objectives?

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TRAINING REVIEW

Part 1: Ladder of Learning

Part 2: Teaching vs. Training

Part 3: 3 Parts, 3 Domains & 4 Levels

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LEARNING LADDER
Activity

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Teaching versus Training

Teaching

What do they know?

1. Largely cognitive in nature
2. Focused on transference of information
3. Simple, direct, easily evaluated

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Teaching versus Training

Teaching

What do they know?

4. Quickest solution to a problem …
5. Do they know the facts?
6. Still valuable, but not enough to ensure success

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Teaching versus Training

Training

What do they remember to use?

1. Focused on changed behavior
2. Deals on three levels:

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THE SCIENCE OF TRAINING

3 PARTS OF TRAINING

HEAD – Facts
**What do they know?
**Conveyed by facts

HEART – Emotions
**What do you feel?
**Conveyed by stories

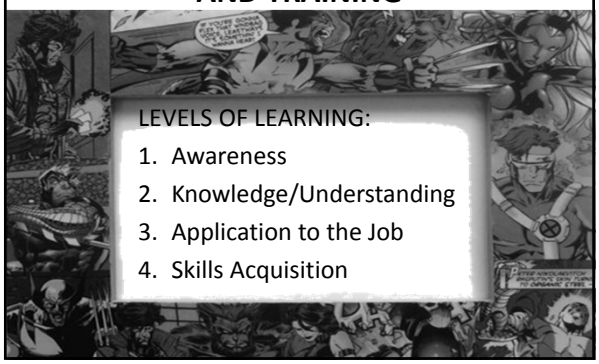
HAND – Change in Behavior
**How do you act?
**Conveyed through involvement

3 DOMAINS OF LEARNING:

- COGNITIVE (Knowledge of information)
- AFFECTIVE (Values/feelings)
- PSYCHOMOTOR (Skills/performance)

UCDAVIS Weber, M.

LEARNING TAKES BOTH TEACHING AND TRAINING



LEVELS OF LEARNING:

1. Awareness
2. Knowledge/Understanding
3. Application to the Job
4. Skills Acquisition

HEAD, HEART and HAND

Curriculum Activity

Step 1: Review your assigned curriculum and identify examples of where the curriculum is designed to hit on each - HEAD, HEART & HAND.

Step 2: Share examples of one head area, one heart area and one hand area with the larger group

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CFT COMMON KNOWLEDGE

Part 1: THE REQUIRMENTS

Part 2: THE CFT STRUCTURE

Part 3: EFFECTIVE TEAMING

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Overview Super Themes

1. Multi-definitional CFT Membership
2. Vision of CFT Process
3. Strength Based Approach
4. Team Decision Making Process

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CFT Structure

- Agreed-upon **team agreements & clear statements of confidentiality**
- Identification of **family and team members strengths and needs**
- A **brainstorming and option-generating process**
- A **clearly defined purpose, goal and agenda** for each meeting;
- **Specific action steps** to be carried out by team members

Skills Building Super Themes

1. Agenda Building
2. Being a “GOOD” Team Member
3. Trauma Informed Approach
4. Strengths-Based Action Items

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Effective Teaming

- Team = group of people
- Feedback is encouraged
- Team members know and help define group agreements

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Facilitation Super Themes

1. Integrated Planning
2. Need Focus
3. Family Voice and Choice (Feedback)
4. Building Shared Agreement

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YOUR ASSIGNMENT

Step 1: Review your assigned section of training material (Blue, Gold, First Class)

Step 2: Review your Super 4 Themes

Step 3: Design a role play using the Bart Simpson vignette to demonstrate a CFT that focused on the Super 4.

Step 4: You have the rest the afternoon to prep for your showcase tomorrow.

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THE STRENGTHS WE CARRY

Activity

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CFT EVALUATION

Arizona Department of Health Services/Division of Behavioral Health Services 2003

The Academy for Professional Excellence, SDSU CFT VIDEO

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CFT T4T POST TEST

Activity: As an individual write down 2 questions and answers related to the content of this class that attends should be able to answer. Turn this questions into the instructor

Example

1. ***What does the acronym CFT stand for? Answer: Child and family Team***
2. ***What is an action item? Answer: a strength based task assigned to a member of the team that supporting the plan.***

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QUESTIONS?

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THANK YOU!

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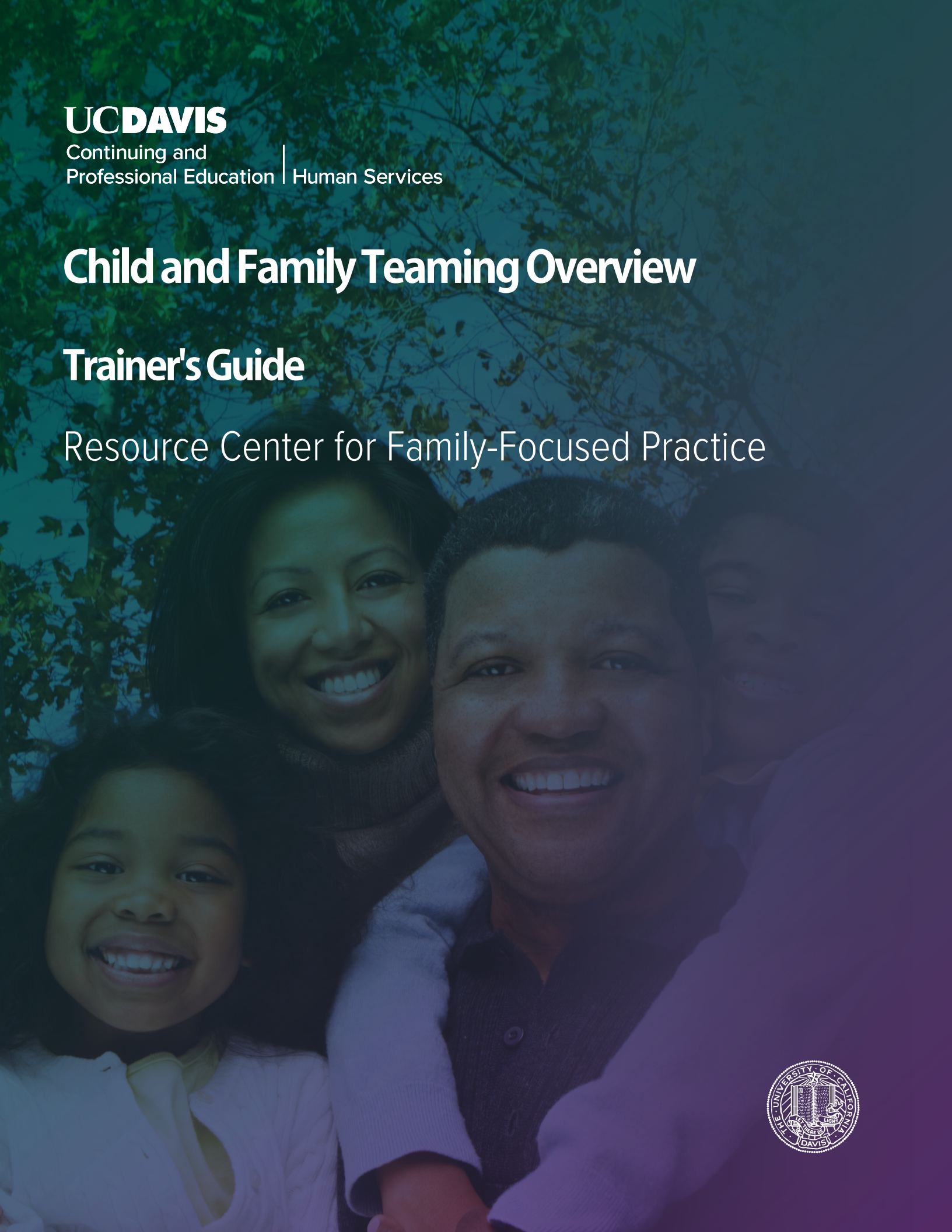
Child and Family Teaming Overview

Trainer's Guide

Resource Center for Family-Focused Practice



Slide number: 1-3

WELCOME AND LOGISTICS

✉ **Handouts:**

- "Training Powerpoint" white paper located in binder.
- ACL 16-84/MHSUDS and ACIN 16-049 describing the Child and Family Team (CFT) Model and the requirements of a CFT and CFT meeting. This handout is on yellow paper and is participant packets.
- Agenda printed on green paper and located in participant packet

🕮 **Time:** 5 mins.

Materials: (includes videos/dvds/posters)

- Trainers Binder with tabs for each of the three days. Each Binder contains the powerpoint used for the day, relevant handouts, resources and a list of materials
- Particpant packets for each participant

Steps:

5 Minutes to welcome attendees

- Explain housekeeping instructions and develop/share comfort agreements
- Review agenda for the day
- Introduction to training materials

2 minutes to review agenda for the day

10 minutes to facilitate group or table introductions depending on the size of the group.

🗝 Talking Points:

- Welcome participant's
- Create a warm and welcoming environment
- Recognize and begin to build culture of multiple discipline approach to planning
- Introduce intent of continuum of care reform
- Emphasis on the benefit of different disciplines coming together
- Emphases that collaboration, team work, and integration are easier said than done.
- Share examples of successful integration

Activity :

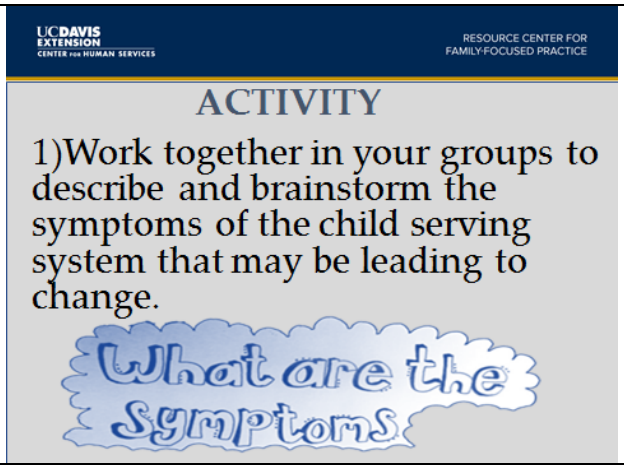
Trainer's Notes:

Trainer should seat participants in multi-discipline table groups.

- Be prepared to reassign seats or adjust according to the constellation of the participants

Slide 4

Our Topics Introduction



Handouts:

-

Time: 15 Mins

Materials: (includes videos/dvds/posters)

-

Steps:

Talking Points:

-

Activities

- Full Group Activity "Introduction":
  Depending on the size of the group the activity can be adapted. If the group is small the trainer can allow for longer introductions, if the group is large, have participants provide introductions to their table partners only.
  Instructions for "Introduction" activity.

Trainer facilitates teams to answer the following from each other:
(1) Name,
(2) your discipline,
(3) a fun fact about yourself,
(4) If time allows, do a little discovery – what might be one thing you all have in common?

Optional activity: pass out sticky/post it note pads and have each person identify and write down an

item them would like to see discussed and or get more information on related to CFT. During the first break, the instructor can organize to find common areas. Post the sticky/post it notes on a larger tear sheet for reference throughout the day.
Trainer's Notes: Attendees should begin to break the ice and open lines of communication and team work

Slide 4-6

CCR Information Introduction

✉ **Handouts:**

- ACL 16-84/MHSUDS ACIN 16-049 describing the Child and Family Team (CFT) Model and the requirements of a CFT and CFT meeting. on GREEN paper
- Elevator Speech

📖 **Time:** 13

Materials: (includes videos/dvds/posters)

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Steps:

-Slide 4:

- 5 minutes to discuss purpose if CC Reform

-Slide 5:

- 3 minutes to review progression and history of CC Reform

-Slide 6:

- 3 minutes to discuss goals of reform
- 2 minutes for attendees to ask questions about basic CC Reform information

🗝 Talking Points:

-Comprehensive reform

-Seamless planning and addressing the multidimensional needs of youth

-Compliments current state wide evidence based and promising practice

-Importance on increasingly youth and family engagement and teaming

-Ultimate goals is system integration (collaboration does not equal integration).

-Family and Youth Centered doesn't equal family driven.

Activities

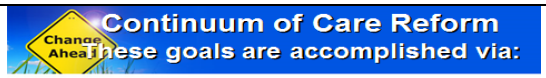
Optional Group Activity : Elevator Speech

Step 1: Each group in their own words creates and writes down an elevator speech that describes the history, structure and goals of CCR. Use handout in participant folder.

Step 2: Facilitator guides report back on effective elevator speeches

🗎 **Trainer's Notes:**

These three slides are not intended to get overly intellectual. They provide a brief overview for those participants who may not be from Child Welfare.

Slide 7-9 **How to Accomplish Goals of CCR: TEAM**	

✉ **Handouts:**
▪

🕮 **Time:** 20 mins
Materials: (includes videos/dvds/posters)
-Makers
-Easel paper for each table

Steps:	🗝 Talking Points:
Slide 7: • Lecture: 5 minutes to introduce the idea of teams. Topics should include: -What a team is -Why are teams effective -Why is there importance placed on teaming for youth served -Share examples of effective teaming - Slide 8: • 15 minutes to complete a table group activity titled "Team Appreciative Inquiry" -Slide 9: • Show the definition of a team on the slide. Lead the discussion to connect the definition to the items explored during previous "Team Appreciative Inquiry" activity.	-A team and a group of people are not the same -Teams must represent the dynamic and multidimensional needs of youth, families and systems. -Teams must include youth, family, referring party, other relevant professional(s) and family/community members. -Youth and families must have a high preference on team member's participation.

Activities
Table Group Activity "Team Appreciative Inquiry": Groups work together to complete an appreciative inquiry to answers of the following questions. Each group should write answers on white easel paper

(1) define the characteristics of a successful team
(2) what are words to describe a well-facilitated team
(3) what do good team members do and what behaviors do they exhibit?

Trainer's Notes:

When completing Activity "Team Appreciative Inquiry", encourage staff to think about all types of teams. (i.e. sports, marriage, academic teams etc.) The important point is that effective teams take time, effort and planning.

Slide 10-11 DEVELOPING TEAM:	**Child and Family Teams** The CFT is a team of people—comprised of the youth and family and all of the ancillary individuals who are working with and/or supporting them toward their goals and their successful transition out of the system. Adapted from: http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf
✉ **Handouts:**	
🕮 **Time:** 15 mins **Materials: (includes videos/dvds/posters)**	
Steps: -Slide 10: • 2 minutes to review definition of a Child and Family team • 5 minutes to stimulate discussion around talking points -Slide 11 • 8 minutes to explain directions and complete group activity "Characteristics Of An Effective Team"	🗝 Talking Points: -Team membership identification starts as soon as the need for a team is recognized. -Team membership should be designed to meet the unique needs of each child/youth as well as the respective partner. Everyone should benefit. -Must be a balance of professionals, family, community members and other ancillary roles defined by team members. -Over time team members may vary depending on the needs of each youth and family -A CFT shall also include a representative of the child or youth's tribe or Indian custodian, behavioral health staff, foster family agency social worker, or short-term residential Therapeutic program (STRTP) representative, when applicable.
Activities Group Activity "Characteristics of an effective team"": Table Groups work together inquiry to identify the following items: (1) Define the characteristics of a successful team and/or a well-facilitated team (2) What do good team members do and what behaviors do they exhibit?	
🗎 **Trainer's Notes:**	

Slide 12-14 Securing CFT - LOGISTICS	CFT - LOGISTICS For children and youth without an existing CFT, team membership should start to be identified as soon as possible. A CFT meeting shall be convened by the placing agency within the first 60 days of coming into foster care. A CFT meeting will be convened to discuss any placement changes and service needs for the child or youth in out-of-home care, and the team must be consulted to identify the most appropriate placement of the child or youth, while always considering the least restrictive placement option. ALL COUNTY LETTER (ACL) NO. 16-84 CDSS.CA.GOV
✉ **Handouts:** ▪ ACL 16-84 in GREEN and located in binder	
🕮 **Time:** 10 mins is this enough time? **Materials:** • **Large charting paper and easel** • **markers**	
Steps: -Slide 12 & 13 • 3 minutes to review handout "ACL 16-84". Facilitate conversation around ACL CCR • 2 minutes to explain CFT expectations including best practices versus the state standards for teaming. -Slide 14 • 5 Minutes to give directions and complete Group Activity : "Possible Participants"	**Talking Points:** -A CFT meeting shall be convened by the placing agency within the first 60 days of coming into foster care -Best practice dictates that meetings should be held as frequently as needed -The CFT process is more than a meeting; it also includes active communication, shared communication and decision making. -There should be major emphasis on the items that happen between the meetings also that include care coordination and case management. The team meeting is one tool in the larger family driven process.
Activities: Group activity "Possible Participants": • Table groups work together to answer the following items: 1)Who are the people/roles who might be on a CFT? 2)How does each role participate? • Trainer then facilitates a larger group discussion. • List all suggested participants offered on charting paper. • As a large group: 1) Define each role (or…Trainer may choose to have small teams define the roles and share with the larger group, depending on the participants) 2) How does each role listed participate in a successful CFT? 3) Who carries what perspective, that is, define different perspectives and their value.	

Trainer's Notes:

Participants should be grasping and appreciating the youth/child and family voice. The trainer will need to emphasis this.

Slides 15-17

CFT & Other Teaming Efforts

Handouts:

- Different Disciplines on purple paper (NAMED OK?)

Time: 15

Materials: (includes videos/dvds/posters)

Steps:

Slide 15

- 5 minutes to discuss the importance of teaming and how the different meetings interface and mold into the CFT Process

Slide 16

- 5 minutes to review purpose, practices and differences in:
  - -Team Decision Meeting (TDM)
  - -Wraparound
  - -Safety Organized Practice (SOP)

ADD THE HIGHER LEVER OF CARE COMMITTEE

- Facilitate group discussion on similarities and differences between different meeting practices

Slide 17

- 5 minutes to identify how CFT supports other teaming and meeting practices
- Facilitate group discussion on how

Talking Points:

TDM – primary issue is placement, holder of the decision making power is child welfare, similar to a "staffing" – people sitting around a table talking about an issue

CFT – can be any issue, holder of the decision making power is the team, people who are a TEAM, dedicated toward a common purpose and caring about each other, holding each other accountable

SOP – a safety planning process which can be incorporated into any team practice – CFTs or Wrap

WRAP –similar to CFTs in that there is a TEAM and multi issues can be the subject. Traditionally, WRAP has generally been less time-limited than CFTs in that a team can run for 18 months or more.

Higher Level of Care Committee I NEED TO GET THE DEFINITION TO ADD. Here is my best shot…..This committee can be named other things such as the hard to place committee or placing approval committee. This committee may have been used as a staffing for some counties but will no longer be used in this way. This committee will use the recommendations from the CFT and, in turn, approve the higher level of care or justify the shift in the recommendation. This is an agency driven

different meeting practices compliments each other	committee to understand and plan for the needs for higher level of care placements. This committee supports the family driven individualized service plan done in a CFT. The Common Core Practice Model lies at the foundation with its accompanying values in TDM and SOP and can be incorporated at any point for a fluid process, not just a bunch of disjointed meetings.

Activities

- Large group discussion and review of handout

Trainer's Notes

Slide 18-25 **TEAMS & The Non-negotiable's**	

Handouts:

- Handout for activity "Distinguish Between Need, Goal, Service" green paper in participant guide
-

Time: 25 mins

Materials: (includes videos/dvds/posters)

Steps: Slide 18 • 3 minutes to introduce concept of teaming non-negotiable's Slide 19-24 • 17 minutes to stimulate discussion and short review of child and family teaming non-negotiable that should include -adheres to practice model -considers multiple culturally -relevant and individualized alternatives -ensure team member voice is shared and heard, Especially Family/youth voice and choice -concept of strength based -concept of trauma informed care	Talking Points: -Team members actively adhere to principles and structures of teaming such as outcome driven; culturally responsive and reflective, strength based and needs driven. -Team members should know and respect that there are multiple ways to achieve planned goal and that a family driven action plan is just as good as a professionally driven plan -Team decision making mechanism is a must to bring together different views and ideas. -When people are not following through with their action it is usually an indicator that the action was not driven by their voice but rather something that they agreed to from someone else.

-concept of needs driven practices.

Slide 25

- 5 minutes to have attendees pull out "Distinguish Between Need, Goal, Service" handout, then tell the group instructions for activity and then facilitate the activity titled "Distinguish Between Need, Goal, Service".

Activities:

Individual and group activity "Distinguish Between Need, Goal, Service" :

1) Each person complete the handout
2) Share with their respective table group their answers.
3) The group discusses the answers, identifies similarities and differences and come to agreement on each item.
4) report out to larger group

Trainer's Notes:

Slide 26

Team Meeting Structure

Handouts:

Handout CFT Cheat Card on small cream colored square card stock

Extra Handouts:

Time: 8 Mins

Materials: (includes videos/dvds/posters)

-

Steps:

- 5 minutes to Review importance of Meeting Structure
- 3 minutes to Handout and review "CFT Cheat Card"

Talking Points:

-Meeting structure is standard

-Facilitation styles will vary but meeting structure must be consistent.

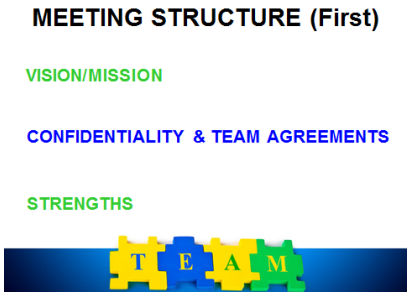
-Items filling the agenda must be based on the unique needs of each youth and family.

Activities:

Trainers Notes:

Slide 27

Team Meeting Structure



✉ **Handouts:**
Confidentiality and information sharing (THIS IS THE ONE CDSS WILL SEND) use pink paper and put in participant packets
✉ **Extra Handouts:**

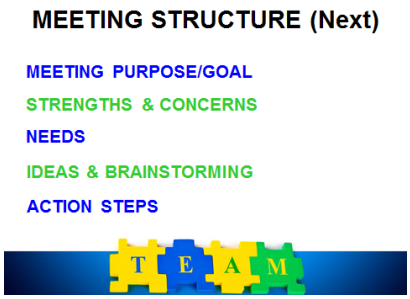
🕮 **Time:** 40 Mins

Materials: (includes videos/dvds/posters)
▪

Steps:
-Slide 27

- 10 minutes to trainer introduce the concept of a team vision/mission, share examples of team visions and lastly share how having a team vision brings planning together.
- 10 minutes to Trainer introduce and teach confidentiality in the context of a child and family team, share examples of confidentiality, non-disclosure and process of releasing confidential information.
- 10 minutes trainers introduce and teach the concepts of team agreements, share examples of team agreements, facilitate discussion on the different forms of

🗝 Talking Points:
-Having a Team Vision is a must and it should reflect the overall purpose of the child and teaming process
-Strengths must be a part of all planning, this includes discussing what's working related to domains of concern.
-Confidentiality and information sharing practices are key elements throughout the CFT process, and must be designed without creating barriers to teamwork and receiving services.
- Sharing relevant information allows families and professionals to build trust in each other and with the family/youth.
-The state of California is working in collaboration on a goal of a universal release for information and

team/group agreements. • 10 minutes trainers introduce and teach the principles and practice of strength based planning and engagement, share examples of what strength based approach and planning look like.	confidentiality guide. The time frame is unknown at this time. Types of Team agreements include: Decision Making – Confidentiality – Mandated Reporting – Conflict Resolution – Comfort Agreements – Communication Agreements – Team Process Agreements – Meeting cancelations
Activities:	
Trainers Notes:	
Slide 28 **Team Meeting Structure**	
✉ **Handouts:** "Example Plan" in red colored paper located in binder ✉ **Extra Handouts:**	
🕮 **Time:** 20 Mins **Materials: (includes videos/dvds/posters)** ▪	
Steps: -Slide 28 • 10 minutes trainers introduce and teach what an agenda is, sharing examples and best practices to developing an agenda. Lastly answer any questions related to agenda. Training should include defining meeting purpose and defining goals. • 10 minutes trainers introduce and teach the process of identifying strengths, needs, goals ideas and action items	🗝 Talking Points: -There should be clear distinction between Needs, Goals and Strategies. -Items on the agenda are defined by all team members including the youth and family. This includes goals, concerns, needs and possible options -Action items should be assigned based on team members strengths -Brainstorming is not professionals telling or car sales pitching an idea that they want the youth or family to do. - The youth and family should have strong

	preference on choose action items and making decisions about planning should be done according to the agreed upon decision making process. -All details should be defined during the CFT including who, time, date and specifics. All Changes to planning should be communicated, coordinated and agreed on according to decision making process about any and all changes to the plan. -Action items should include significant preference on the youth and family's preference.
Activities:	
Trainers Notes:	
Slide 29 **Strength-Based Action Plan**	**TEAM MEETING OUTCOME**
✉ **Handouts:** "Example Plan" in red colored paper located in participant folders	
🕮 **Time:** 20 mins **Materials: (includes videos/dvds/posters)**	
Steps: • 20 minutes for trainer to distribute and review "Example Plan". • Highlight the strength based, individualized planning. • Process any questions and comments related to the "Example Plan".	**Talking Points:** -Bart is a "cross-over" youth -Show in Action Plan how needs lead to goals and how strengths are used to help meet goals

Activities

Trainer's Notes:
The key here is for participants to see the makings of a well-done action plan. It leads with needs, not goals, uses strengths to assist in accomplishing the goals, and defines specific actions. This plan is not intended to be complete, but is the beginning of "good" plan.

Slide 30

Practice Activity

Handouts:
▪

Time: 20 Mins
Materials: (includes videos/dvds/posters)
Video: **https://www.youtube.com/watch?v=iQUWI5pmiUg**
▪

Steps:

- 2 minutes to set up video, have the group watch the video. Team members should write down and identify what's working in video, what could be better and any other items them deem to be discussed with the full group.
- 9 minutes for facilitator to show Video
- 10 minutes to facilitate discussion around items observed in the video. Facilitator should share examples of better practices

Talking Points:
-Problem Focused
-Talking "about" Brandon; hmmmm, where is Brandon?
-Facilitator "bulldozing"
-No TEAM
-"Doctor" as expert
-Critical of each other
-Facilitator doesn't intervene between CPS and Probation
-Etc.

Activities:
Watch video
Let participants offer what went well and what didn't
Enhance if necessary

Trainer's Notes:

Slide 31

Questions, Leftover Needs, Comments

Handouts:

Time: 10 mins

Materials: (includes videos/dvds/posters)

Steps:

- 5 minutes to address leftover questions, and needs
- 5 minutes to complete verbal and paper evaluation

Talking Points:

Activities

Trainer's Notes:

Slide 32 **Thank you**	
✉ **Handouts:**	
🕮 **Time:** **Materials: (includes videos/dvds/posters)**	
END	
🗎 **Trainer's Notes:**	

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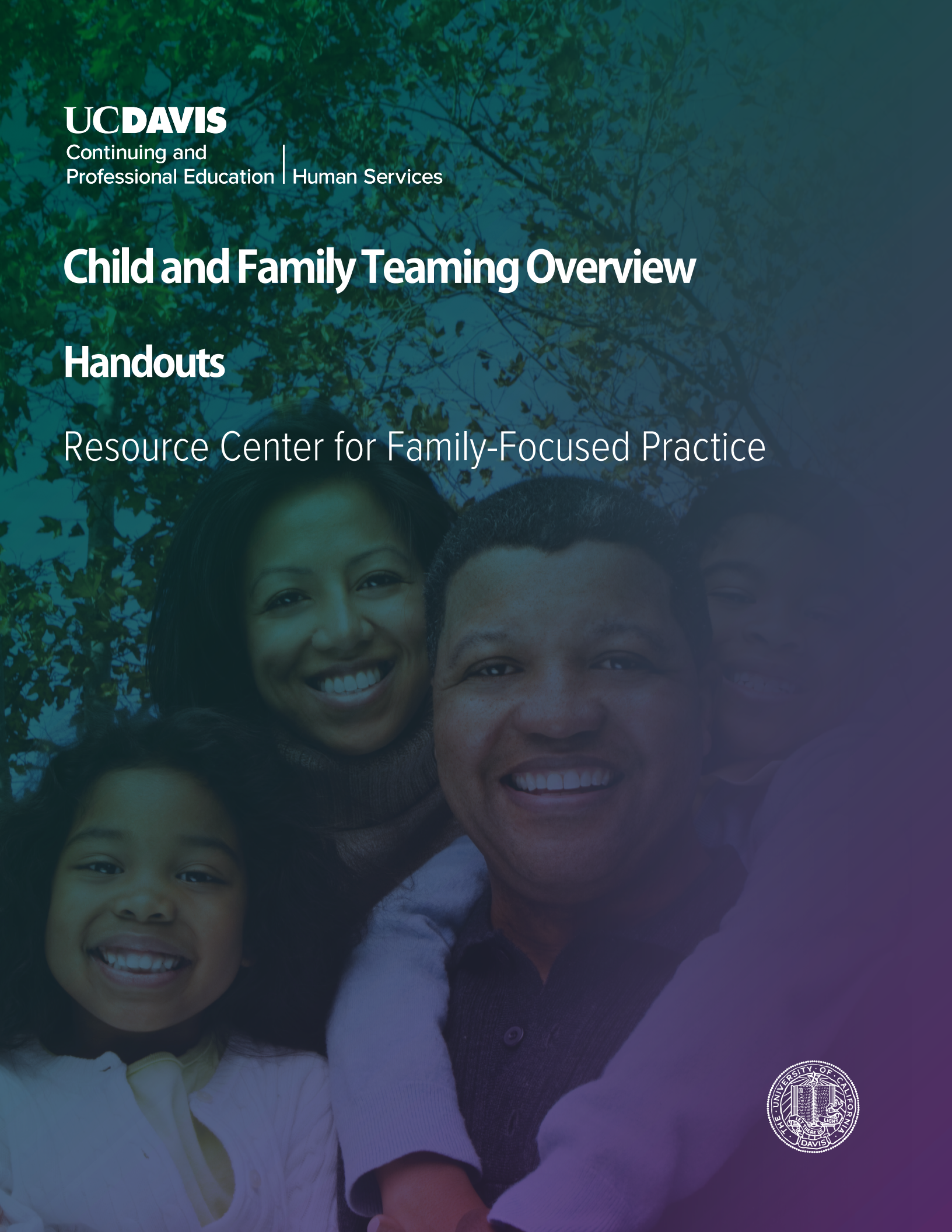
Continuing and Professional Education | Human Services

Child and Family Teaming Overview

Handouts

Resource Center for Family-Focused Practice



UC DAVIS EXTENSION
CENTER FOR HUMAN SERVICES
Resource Center for Family-Focused Practice

Child and Family Teaming Training for Trainers

Agenda Day One

Welcome and Introductions

Understanding the New Reform Effort

The Importance of Teaming

Developing a Child and Family Team

Team Structure, Benefits and Challenges

Action Planning

Our Topics

- YOUR COMMUNITY
- CCR (Continuum of Care Reform) – What it is, where it came from, and how it affects us
- CFTs (Child & Family Teams) – What they are, why they are important, and how do they differ from other efforts
- CFTs – Introduction to successful teams

ACTIVITY

INTRODUCE YOURSELF,
YOUR DISCIPLINE
&
A FUN FACT ABOUT YOURSELF

DO A LITTLE DISCOVERY – WHAT MIGHT BE ONE THING YOU ALL HAVE IN COMMON?

Continuum of Care Reform

A COMPREHENSIVE REFORM EFFORT TO MAKE SURE THAT YOUTH IN FOSTER CARE HAVE THEIR DAY-TO-DAY PHYSICAL, MENTAL, AND EMOTIONAL NEEDS MET; THAT THEY HAVE THE GREATEST CHANCE TO GROW UP IN PERMANENT AND SUPPORTIVE HOMES; AND THAT THEY HAVE THE OPPORTUNITY TO GROW INTO SELF-SUFFICIENT, SUCCESSFUL ADULTS.

http://www.childsworld.ca.gov/PG2976.HTM

Continuum of Care Reform
Where did it come from?

→ Foster Care Reform began in California in 1990 (Relating to classification structure)
→Changes made in 1993 (Children under 6)
→More service-based group home care – 1998
→2007 – RBS pilot (Residentially Based Services)
→2011 – Congregate Care Reform Report
→2012 – Goals set for reform effort

http://www.childsworld.ca.gov/PG2976.HTM

Continuum of Care Reform
Ultimate Goals

→ INTEGRATED SYSTEM OF CARE
→Services that are Coordinated, Integrated and Seamless
→Active Family and Youth Voice and Choice
→Mutual Accountability amongst all parts of the system and service providers

http://www.childsworld.ca.gov/PG2976.HTM

Continuum of Care Reform
These goals are accomplished via:

T E A M S

THE TEAM

A Team is a group of people coming together who are committed to a common purpose and who hold themselves mutually accountable for the performance of defined goals and tasks.

Adapted from:
http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf

Child and Family Teams

The CFT is a team of people—comprised of the youth and family and all of the ancillary individuals who are working with and/or supporting them toward achieving their goals and their successful transition out of the system.

Adapted from:
http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf

ACTIVITY

WORK AS A TEAM

1. **DEFINE THE CHARACTERISTICS OF A SUCCESSFUL TEAM/ A WELL-FACILITATED TEAM**
2. **WHAT DO GOOD TEAM MEMBERS DO/WHAT BEHAVIORS DO THEY EXHIBIT?**

CFT - LOGISTICS

For children and youth without an existing CFT, team membership should start to be identified ASAP. A CFT meeting shall be convened by the placing agency within the first 60 days of the child/youth coming into foster care. A CFT meeting will be convened to discuss any placement changes and service needs for the child or youth in out-of-home care. The team must be consulted to identify the most appropriate placement of the child or youth, while always considering the least restrictive placement option.

ALL COUNTY LETTER (ACL) NO. 16-84
CDSS.CA.GOV

CFT - LOGISTICS

For children or youth in placement who are receiving Intensive Care Coordination (ICC), Intensive Home-Based Services (IHBS) or Therapeutic Foster Care (TFC), a CFT meeting must occur at least every 90 days. For children and youth who are not receiving SMHS, the placing agency will convene a CFT meeting no less than once every six months. Best practice dictates that meetings should be held as frequently as needed to address emerging issues, provide integrated and coordinated interventions, and refine the plan as needed and, therefore, frequency of meetings and timeframes should be decided by CFT members

ALL COUNTY LETTER (ACL) NO. 16-84
CDSS.CA.GOV

Child and Family Teams Participants/Roles

SHOUT OUT

Who are some of the people/roles represented who might be on a CFT?
How does each role participate?

TEAMS

OTHER TEAMING EFFORTS

Distinguishing Teaming Efforts

TDM	CFT
SOP	CFT
WRAP	CFT
IPC	CFT

Integrating Teaming Efforts

TDM ↔ CFT

SOP ↔ CFT

WRAP ↔ CFT

TEAMS

THE NON-NEGOTIABLES

RESEARCH SAYS:

TEAM CONDITIONS ASSOCIATED W/ SUCCESSFUL OUTCOMES

- Team adheres to practice model (structures, techniques, procedures)
- Team considers multiple alternatives before making decisions
- Team helps all members feel their input is valued

Walker, et.al., 2003

RESEARCH SAYS: (cont.)

TEAM CONDITIONS ASSOCIATED W/ SUCCESSFUL OUTCOMES

- Team builds agreement despite differing views
- Team builds appreciation of strengths
- Team planning reflects cultural humility or curiosity

Walker, et.al., 2003

WHAT WE HAVE LEARNED: (from other initiatives)

TEAM NON-NEGOTIABLES

- TRAUMA-INFORMED
- CULTURALLY-RESPONSIVE
- FAMILY VOICE AND CHOICE

"The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them."

-International Institute for Restorative Practices

WHAT WE HAVE LEARNED: (cont.)

TEAM NON-NEGOTIABLES

- **STRENGTHS-BASED**

  In the seeking and finding of that which is working, more success will come

- **INDIVIDUALIZED**

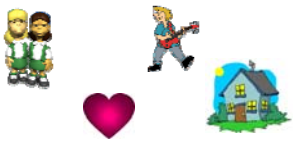
WHAT WE HAVE LEARNED: (cont.)

TEAM NON-NEGOTIABLES

- **NEEDS DRIVEN**

  Trauma-Informed Care (TIC)

  Needs – Goals – Action Steps



ACTIVITY

1. INDIVIDUALLY COMPLETE WORKSHEET

WORK AS A TEAM

2. COME TO AGREEMENT ON EACH ANSWER

T E A M

TEAMS

THE TEAM MEETING

T E A M

MEETING STRUCTURE (First)

- CONFIDENTIALITY AND TEAM AGREEMENTS
- VISION/MISSION
- STRENGTHS

T E A M

MEETING STRUCTURE (Next)

MEETING PURPOSE/GOAL

STRENGTHS AND CONCERNS

NEEDS

IDEAS AND BRAINSTORMING

ACTION STEPS

T E A M

TEAM MEETING OUTCOME

STRENGTHS-BASED

ACTION PLAN

T E A M

ACTIVITY

1. WATCH VIDEO CLIP

https://www.youtube.com/watch?v=iQUWI5pmiUg

GROUP

2. WHAT WENT WELL?
3. WHAT COULD HAVE BEEN BETTER?

T E A M

C C R

QUESTIONS?

REMAINING NEEDS?

COMMENTS?

Resources

- ACL 16-84 Requirements and Guidelines for Creating and Providing child and Family Team: http://www.dss.cahwnet.gov/lettersnotices/EntRes/getinfo/acl/2016/16-84.pdf
- Pathways to Mental Health Services Core Practice Model Guide: http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf
- ACIN 1-50-16 CCR AB403 General Information http://www.dss.cahwnet.gov/lettersnotices/EntRes/getinfo/acin/2016/I-50_16.pdf
- WELFARE AND INSTITUTIONS CODE – WIC 832 HTTP://LEGINFO.LEGISLATURE.CA.GOV/FACES/CODES_DISPLAYSECTION.XHTML?SECTIONNUM=832.&LAWCODE=WIC

T H A N K Y O U !!!!

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

- Meet Your Community
- Continuum of Care Reform (CCR)
  - What it is, where it came from, and how it affects us
- Child & Family Teams (CFTs)
  - What they are, why they are important, and how do they differ from other efforts
- CFTs
  - Introduction to successful teams

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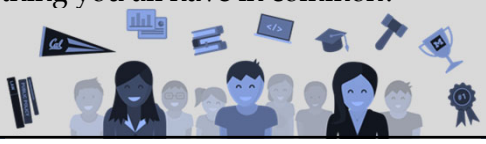
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

ACTIVITY

1) Introduce yourself and your discipline

2) Share a fun fact about yourself

3) Do a little discovery: what might be one thing you all have in common?



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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

ACTIVITY

Work together in your groups to describe and brainstorm the symptoms of the child serving system that may be leading to change.

Continuum of Care Reform

A comprehensive reform effort to make sure that youth in foster care have their day-to-day physical, mental, and emotional needs met; that they have the greatest chance to grow up in permanent and supportive homes; and that they have the opportunity to grow into self-sufficient, successful adults.

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What is Continuum of care reform, CCR branch- http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR/WhatisContinuumCareReform.pdf

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Continuum of Care Reform: Where did it come from?

- Foster Care Reform began in California in 1990
  - (Relating to classification structure)
- Changes made in 1993 (Children under 6)
- More service-based group home care 1998
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Continuum of Care Reform Ultimate Goals

- Integrated system of care
- Services that are coordinated, integrated and seamless
- Active family and youth voice and choice
- Mutual accountability amongst all parts of the system and service providers

What is Continuum of care reform, CCR branch- http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR/WhatIsContinuumCareReform.pdf

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Removed

Question to think about as you watch this video?

Could we as a system have done things differently and maybe decreased some of the trauma exposure through the use of Child and Family Teaming (CFT's)?

https://removedfilm.myshopify.com/pages/watch
Director: Nathanael Matanick and Tony Cruz
Writer: Christina Matanick
Producer: Nathanael Matanick & Christina Matanick

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Video - Removed

Continuum Of Care Reform: These Goals Are Accomplished

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

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The Team

A Team is a group of people coming together who are committed to a common purpose and who hold themselves mutually accountable for the performance of *defined goals and tasks.*

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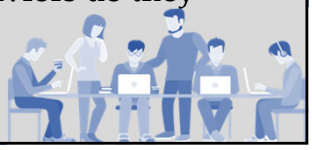
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

ACTIVITY

1. Work as a team to define the characteristics of a successful and well-facilitated team
2. What do good team members do and what behaviors do they exhibit?



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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Child and Family Teams

The CFT is a team of people comprised of the youth, family and all of the ancillary individuals who are working with and/or supporting the family toward achieving their goals and their successful transition out of the system.

Adapted from: Pathways to Mental Health Services Core Practice Model Guide

CFT Logistics

For children and youth without an existing CFT, team membership should start to be identified ASAP. A CFT meeting shall be convened by the placing agency within the first 60 days of the child/youth coming into foster care. A CFT meeting will be convened to discuss any placement changes and service needs for the child or youth in out-of-home care. The team must be consulted to identify the most appropriate placement of the child or youth, while always considering the least restrictive placement option.

ALL COUNTY LETTER (ACL) NO. 16-84

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FAMILY TEAM

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

CFT Logistics

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ALL COUNTY LETTER (ACL) NO. 16-84

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FAMILY TEAM

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

ACTIVITY

1) Who are some of the people and/or roles represented in a CFT?
2) How does each role participate during the CFT process and at CFT meetings?

Other Teaming Efforts

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Continuum of Care Reform Ultimate Goals

- Team Decision Making Meeting (TDM)
- Safety-Organized Practice (SOP)
- Interagency Placement Committee (IPC)
- Multi-Disciplinary Teams (MDT's)
- Wraparound
- Transitional Independent Living Planning Meetings
- Others…

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Continuum of Care Reform Ultimate Goals

The intention of the state's practice is to have one gathering that addresses the child or youth's needs in an efficient manner and also avoids confusion for the child, youth, and family.

What is Continuum of care reform, CCR Branch- http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR/WhatIsContinuumCareReform.pdf

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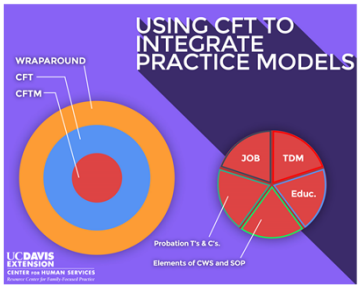
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

One Gathering



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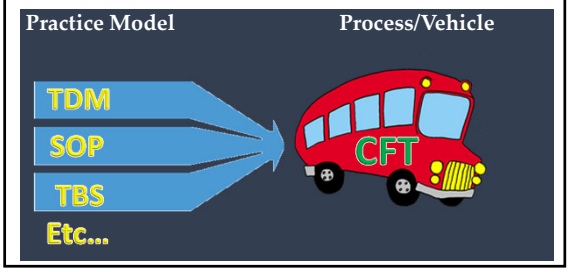
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Integrating Teaming Efforts



The Non-negotiable's

TEAMS

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Research Says:

TEAM CONDITIONS ASSOCIATED WITH SUCCESSFUL OUTCOMES

- Team adheres to practice model (structures, techniques, procedures)
- Team considers multiple alternatives before making decisions
- Team helps all members feel their input is valued

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Research Says:

TEAM CONDITIONS ASSOCIATED WITH SUCCESSFUL OUTCOMES

- Team builds agreement despite differing views
- Team builds appreciation of strengths
- Team planning reflects cultural humility or curiosity

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

What We Have Learned From Other Initiatives:
TEAM NON-NEGOTIABLES

- CULTURALLY-RESPONSIVE
- FAMILY VOICE AND CHOICE
- STRENGTHS-BASED
  - The seeking and finding of that which is working, more success will come

UC DAVIS EXTENSION CENTER FOR HUMAN SERVICES
Resource Center for Family-Focused Practice

"The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them."

-International Institute for Restorative Practices

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

What We Have Learned From Other Initiatives:
TEAM NON-NEGOTIABLES

- INDIVIDUALIZED
- NEEDS DRIVEN
- TRAUMA-INFORMED CARE (TIC)
  - Needs-Goals-Action Steps

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

ACTIVITY: Clarifying Needs

1) Individually complete worksheet

2) Work as a team

3) Come to agreement on each answer

The Team Meeting

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Meeting Structure Overview

CFT Meeting

- Greetings and Agenda
- Confidentiality and Team Agreements
- CFT Purpose (Initial and Ongoing Vision/Mission)
- Strengths and Concerns
- Needs and Goals
- Brainstorming Ideas
- Action Plan
- Evaluation

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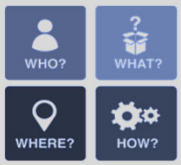
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

ACTIVITY

1) As an individual, review the CFT plan, identify strengths, needs and action plans.
2) Share what you found as individual with your group.



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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

CFT Meeting

1) Watch the video
2) Discuss the strengths and areas of growth from this CFT meeting.

Arizona Department of Health Services/Division of Behavioral Health Services 2003 videos of Child and Family Team/Wraparound process.
https://www.youtube.com/watch?v=iQUWI5pmiUg

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

CFT Meeting Gone Awry

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ACTIVITY: Quiz Time

1) Using your smart phone, download the app Kahoot!
2) Create an account, enter the game PIN and get ready to play

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Review

- Meet Your Community
- Continuum of Care Reform (CCR)
  - What it is, where it came from, and how it affects us
- Child & Family Teams (CFTs)
  - What they are, why they are important, and how do they differ from other efforts
- CFTs
  - Introduction to successful teams

CCR CFT OVERVIEW

QUESTIONS?
REMAINING NEEDS?
COMMENTS?

Section Number:
(Insert Number)

Instructor(s):
(Insert Names)

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Resources

- ALL COUNTY LETTER (ACL) NO. 16-84 Requirements and Guidelines for Creating and Providing child and Family Team: http://www.dss.cahwnet.gov/lettersnotices/EntireLetter/getInfo/acl2016/16-84.pdf
- Pathways to Mental Health Services Core Practice Model Guide: http://www.childtrends.ca.gov/resources/CorePracticeModelGuide.pdf
- ACIN 1-50-16 CCR AB403 General Information http://www.dss.cahwnet.gov/lettersnotices/EntireLetter/getInfo/acin/2016/I-50_16.pdf
- WELFARE AND INSTITUTIONS CODE – WIC 832 HTTP://LEGINFO.LEGISLATURE.CA.GOV/FACES/CODES_DISPLAYSECTION.XHTML?SECTIONNUM=832&LAWCODE=WIC
- Director: Nathanael Matanick and Tony Cruz Writer: Christina Matanick Producer: Nathanael Matanick & Christina Matanick https://remoredflix.wordpress.com/page/watch
- What is Continuum of care reform, CCR Branch- http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR/WhatIsContinuumCareReform.pdf

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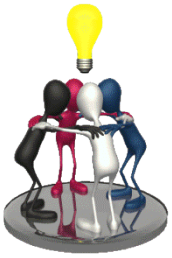
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Continuum of Care Reform Elevator Speech

You just entered an elevator with a colleague. Compose a 20-30 second "speech" that describes the history, structure and goals of California's Continuum of Care Reform effort that will pique interest and involvement.

TEAMING PRACTICES



Child and Family Team Meeting:

-The Child and Family team (CFT) is defined as a group of individuals who are convened and engaged by the placing agency to identify the strengths and needs of the child and his or her family to help achieve positive outcomes for safety, permanency, and well-being. The (CFT) planning process applies to all children who come into care after January 1, 2017, including probation youth in foster care, non-minor dependents, and non-related legal guardians. CFT is comprised of a network of care that shares responsibility to assess, plan, intervene, monitor and refine child service delivery over time.

Values/Principles (from Core Practice Model and ACL): 1) Strengths-based, 2) Needs-driven, 3) Individualized, 4) Family-centered, 5) Culturally Competent.

Safety Organized Practice:

- Safety Organized Practice is a compilation of practice strategies and concrete tools for child welfare workers, supervisors and managers that enhance family participation and equitable decision making in planning for safety. It combines the best of Signs of Safety, Structured Decision Making and Motivational Interviewing techniques to provide ongoing safety plans throughout a case process. The same **values** apply as noted above.

Team Decision Making Meeting:

-A child and family team centered Child Welfare Services meeting to ensure network of care communication, coordination and continuum occurs when making placement decisions.

Values/Principles: 1) Safety is Paramount, 2) Every Child Deserves a Family 3) Every Family Needs the Support of The Community, 4) Public Child Welfare Agencies Need Community partnerships.

Wraparound Child and Team Meeting:

-Meeting to plan and coordinate intensive services for children and families with complex needs using a team-based, family driven approach to keep children in the least restrictive placement as possible.

Values/Principles:

1. Family Voice and Choice 2. Team-Based Decision Making 3. Natural Supports 4. Collaboration 5. Community-Based Service Delivery 6. Culturally Respectful and Relevant 7. Individualized Services 8. Strengths-Based Support 9. Persistence 10. Focus on Outcomes

Inter-Placement Committee (also can be known as Level of Committee or may go by other names)

This committee can be named other things such as the hard to place committee or placing approval committee. This committee may have been used as a staffing for some counties but will no longer be used in this way. This committee will use the recommendations from the CFT and, in turn, approve the higher level of care or justify the shift in the recommendation. This is an agency driven committee to understand and plan for the needs for higher level of care placements. This committee supports the family driven individualized service plan done in a CFT.

Clarifying NEEDS

Fit the following phrases into the appropriate boxes in the table below.

"Johnny needs to go to school"
Anger Management Group
An alarm clock so Johnny can get out of bed
Better support system
More family time
Marital Therapy
Happier family
Better Communication
Respect
Buy a car
"Stop hitting his sister"

Life Domains

Goal	Need	Action Step/Service

Child and Family Teams
CHEAT CARD

Types of Team members

Family, Youth, Friends & Neighbors, Agency Professionals, Community Members

Representative of the youth's:

Tribal or Indian custodian, behavioral health staff, foster family agency worker, short-term residential therapeutic program (STRTP) representative

Values/Principles

- STRENGTHS-BASED
- YOUTH / FAMILY CENTERED & DRIVEN
- UNIQUE AND INDIVIDUALIZED PLANS
- COMPREHENSIVE SHARED PLANNING
- COLLABORATION
- CULTURALLY REFLECTIVE, RESPECTFUL AND RESPONSIVE
- TRAUMA-INFORMED
- OUTCOME FOCUSED
- NEEDS-DRIVEN

Big Ideas

-All behaviors come from unmet needs

-Shared Decision Making minimizes systemic vulnerabilities

- A family driven plan can be just as effective as a professionally driven plan

Timelines

- Team membership building starts ASAP
- Initial CFT meeting must occur before 1st 60 days
- Meetings beyond Initial must be as needed and can be called by any team member
- Must occur no later than every 90 Days

BART SIMPSON
Maryland Merriment Program
Action Plan for

Date:

10/18/17

Child and Family Team Vision:

"Bart to have a home, family and football life"

Team Members Present:

Bart Simpson (youth), Marge Simpson (mom), David Simpson (brother), Carla Jones (SW), Eric Thomson (PO), Candace Hall (former foster parent), Nelson Muntz (friend), Jeffery Cal (Therapist), Mike Topping (group home staff)

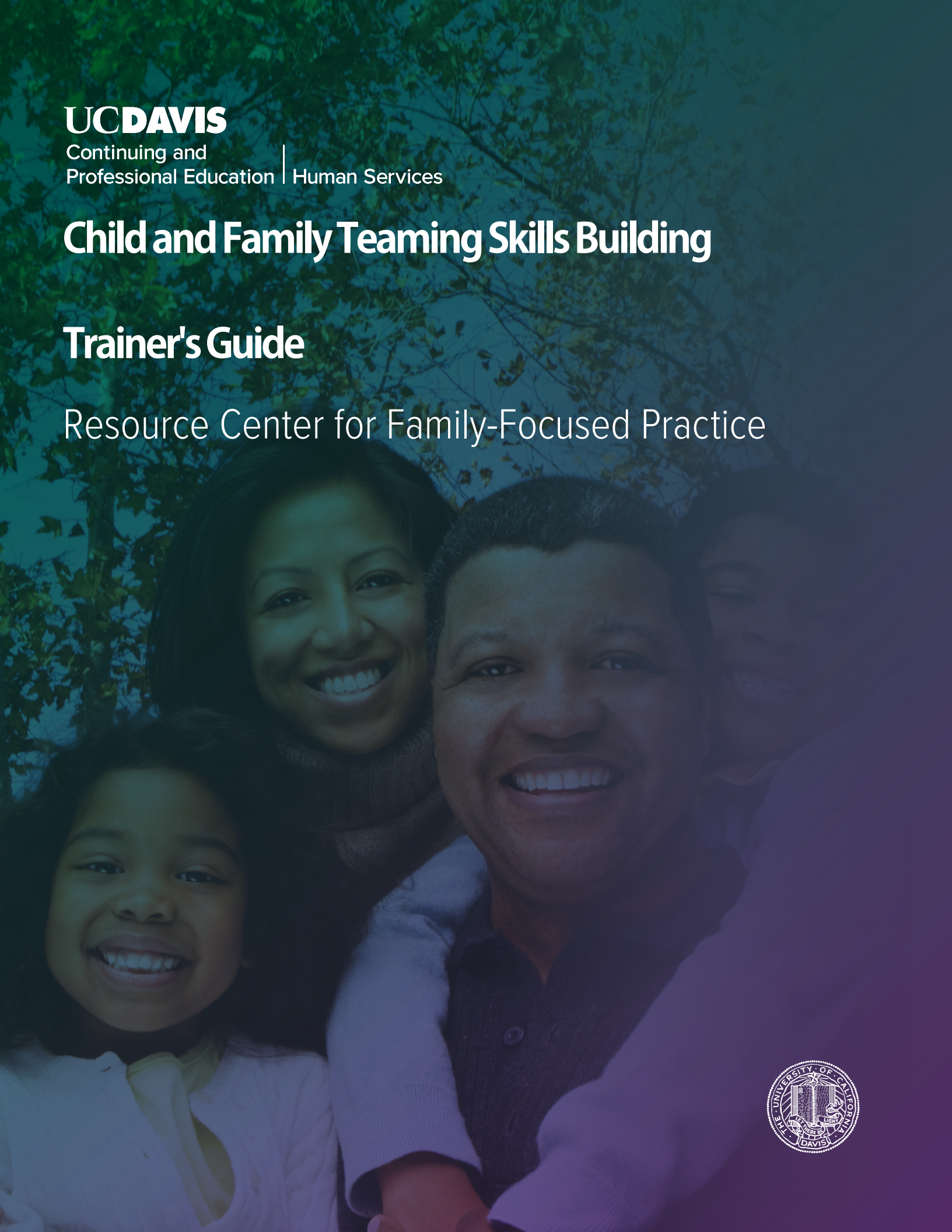
Need(s):	**Strengths:**	**Goals**:	**Action Steps & Details**:
-Bart needs to feel connected to family -Carla Needs to know Marge is active in her treatment	Bart has a relationship w/former stepmother. He has siblings who care. He enjoys playing team sports. Marge is focused on getting in a place where she can care for Bart. Bart has some good friends he considers family. Bart & Marge are strong in their Christian walk.	Bart to leave "Juvy" as soon as he can, so he can spend time with the family he enjoys being around.	-Bart keep following program at Juvenile Hall. -Eric make recommendations for discharge at next court hearing (10/31/17). - Marge stay on track with treatments, also meet with Carla to set up visits (10/30/17 @ 2pm, Carla's office). -Nelson and Bart write letters to each other. -Team members willing to pray for Bart and Marge's family.
-Bart needs to see progress towards being home	Bart cares deeply about his family (both relatives and non-related). Candace is welcoming to have Bart back for as long or little as needed. Bart feels comfortable with Jeffery, and is excited about getting home and back into football.	When Bart is released from "Juvy," he will move in with Candace until Marge is ready (and Carla approves having him to move home with Marge).	-David will be our back-up plan if Bart changes his mind about going with Candace. -Bart, Nelson, Jeffery and Carla (incorporating SOP) will create a Success for Safety Plan that will be shared with the team in the next meeting for feedback and approval. -Carla will look into and deal with what needs to be done for school change. -Candace will call football coach and see if there is anything Bart can do now to prep for the season and report that to Eric. Eric will try to see what Bart can begin doing in "Juvy" toward foul ball prep.

UC DAVIS
Continuing and Professional Education | Human Services

Child and Family Teaming Skills Building

Trainer's Guide

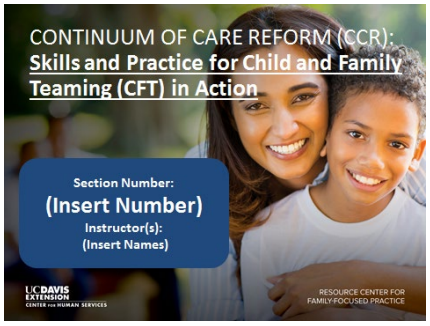
Resource Center for Family-Focused Practice



Slides: 1-3

WELCOME SLIDE

1



2

3

✉ **Handouts:**

- Agenda with Learning objectives—Skills Building (blue paper)
- Training "powerpoint" (on white paper in the binder).

🕮 **Time:** 5 minutes

Materials: (includes videos/dvds/posters)

Steps:

Slide 1 & 2

- 2 minutes - facilitator to welcome attendees
- 1 minute - facilitator to explain housekeeping, deliver instructions and develop/share comfort agreements.

Slide 3

- 2 minutes - facilitator to review agenda for the day and introduction to training materials

🗝 **Talking Points:**

- Welcome participants.
- Create a warm and welcoming environment.
- Recognize and begin to build culture of multi-disciplinary approaches to planning.

Activities:

🗎 **Trainer's Notes:**

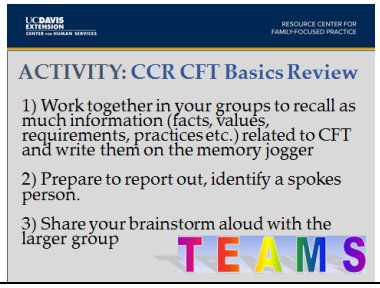
-Trainer should seat attendees in multi-discipline tables.

- Multi- discipline tables should have one of the following roles at each table: child welfare, juvenile probation placement, behavioral health, education, care provider, parent or youth partner, community agency, other.
- Be prepared to reassign seats or adjust according to the constellation of the participants.

Slide 4

Day 1 CFT Overview Review

4



✉ **Handouts:**

- Overview Memory Jogger (salmon colored paper)

🕮 **Time:** 10 minutes

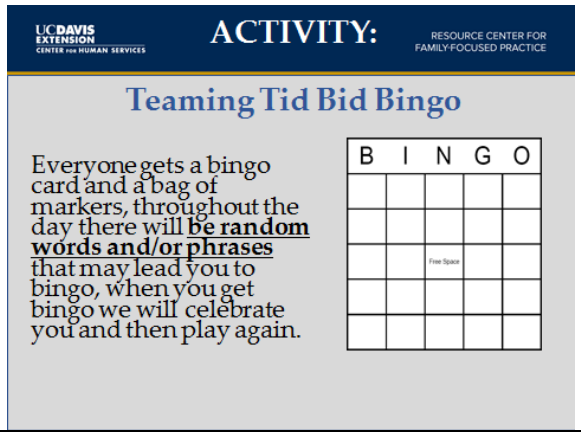
Materials: (includes videos/dvds/posters)

-White easel paper
-Markers

Steps:	🗝 Talking Points:
• 3 minutes for facilitator to review highlights of overview training. • 7 minutes for facilitator to explain directions and facilitate group activity "Overview Memory Jogger." • Place 1 per table "Overview Memory Jogger".	➢ What is Continuum Care Reform (CCR)? ➢ What is a CFT and what does it mean to "Team?" ➢ Non-negotiables to what teaming: • Consider multiple alternatives • All members feel their input is valued • Build agreement • Appreciation of strengths • Reflect cultural humility • Trauma-informed • Family Voice and Choice ➢ A CFT and a CFT meeting are not the same thing. However, a CFT meeting is a part of the Child and Family Team process.

Activities:
Group activity "Overview Memory Jogger activity:"
Part 1: Each group should write down all the items them remember from day one training (cheating allowed). Groups should write down as many as they can remember on the handout provided.
Part 2: Each group presents verbally to the larger group the top 2 highlights (most important) that all should have remembered from Day 1.

🗎 **Trainer's Notes:**
The goal is to facilitate discussion around topics covered in the Overview and build the foundation for the discussions around Skills Building.

Slide 5 **Teaming Tid-bids Bingo**	**5** 

✉ **Handouts:**
- Handout Laminated Bingo sheets on white card stock titled "CFT Bingo" (white paper).

🕮 **Time:** 5 minutes
Materials: (includes videos/dvds/posters)
- Bag of Beans/Beads (or other kind of marker item) to place over bingo boxes.
- Bingo cards (need one per participant)

Steps:	🗝 **Talking Points:**

- 5 minutes- facilitator to introduce activity "CFT Bingo," explain rules and provide examples of how to win at Bingo.

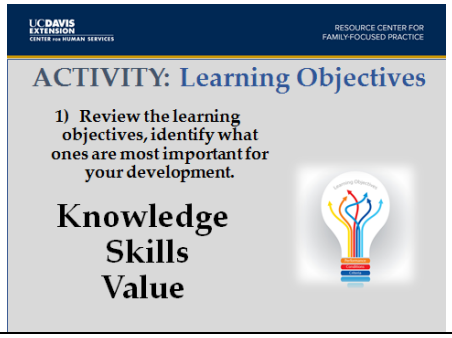
Activities:
Individual activity "CFT Bingo:" Everyone gets a bingo card and a bag of beans or other marker. Throughout the day there will be random bingo words and phrases in the powerpoint, and as a participant sees them, they should put the marker over that word or phrase. The object is to achieve four (4) in a row. Once we have a winner, the game starts over again until the end of the training.

Trainer's Notes:
Here are the bingo place holders in order:

CFT is a team of people
One gathering that addresses the child or youth's needs
Agenda
Vision
Purpose
Strengths
Detailed action steps
Shared responsibility
Trauma-Informed Care (TIC)
Process and product
Solution-focused vs. Deficit-driven
Protective factors
Cultural respect for different discipline
Independent living
Trauma sensitive options
People don't fail, plans fail
Lower power differential
Youth and family centered and driven

Slide 6-7
Review Learning Objectives

6



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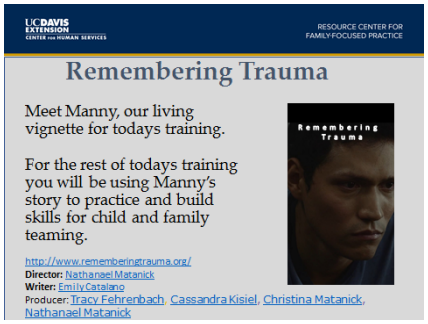


Handouts:
- Agenda with Learning Objectives (in the binder; this is the same handout as the agenda).

Time: 20 minutes
Materials: (includes videos/dvds/posters)
- Easel paper and Markers

Steps:
Slide 6:
- 2 minutes - review learning objectives in binder
- 3 minutes - facilitate "Learning Objectives" activity. Facilitator should provide directions and answer any questions related to the activity.

Talking Points:
- A CFT is a group of individuals that includes the child or youth, family members, professionals, natural community supports, and other individuals identified by the family who are invested in the child, youth and family's success.
- One integrated planning process meeting the

Slide 7: • Watch Video "Remembering Tramua"	unique needs of children, youth, families and communities. ➢ A convening to plan around needs will minimize system vulnerabilities or further traumatic exposure.

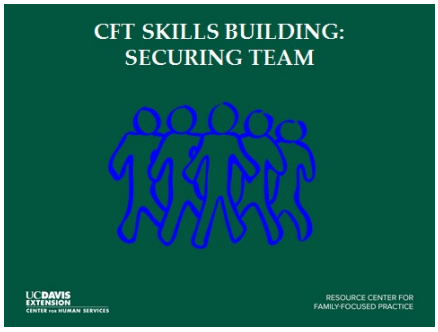
Activities:
Group activity: Learning Objectives Review--identify top objectives you would like to see covered in this training and put to action during this training.
Step 1: As an individual (or in groups depending on the size of the group), review the learning objectives.
Step 2: As an individual identify top objectives you would like to see covered in this training
Step 3: Group Activity is to share top learning objectives.
Step 4: Groups work together to decide on the 4 top learning objectives they believe are important and write them on the easel paper to share with the large group.

Trainer's Notes:
At this point, participants should have common understanding of the content from the Overview and be engaged in the day's agenda.

Encourage participants to take notes on this video as they will be using it throughout the rest of the day. Explain to the participants that the video Vignette will be used for the rest of today's training.

Slide 8-12
Securing Team

8



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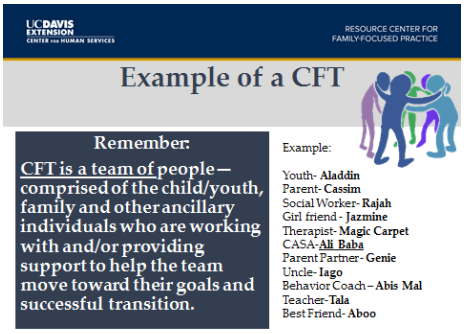

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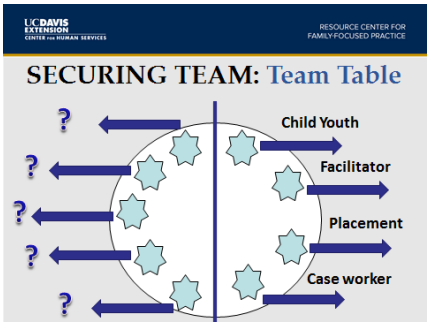

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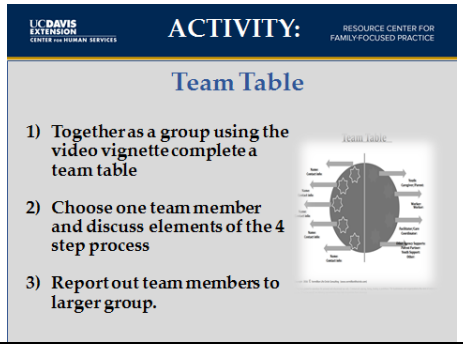


Handouts:
- Team Table (ivory paper)
- Manny Vignette

- ✉ **Extra Handouts:**
- Team Table (2 per table)

📖 **Time:** 45 minutes

Materials: (includes videos/dvds/posters)

- Bag of beans (keep the markers on the tables for participants to use throughout the day. This is for the Bingo game.

Steps:	🗝 **Talking Points:**
Slide 8: • 15 minutes - lecture on the importance of securing a team, mention best practices to managing confidentially (more thorough review in Team Agreements section). Slide 9: • 5 minutes - review an example of a team (Aladdin example). Slide 10: • 10 minutes - lecture on comprehensive team membership. Slide 11: • 10 minutes - Explain the "Team Table" Tool. Facilitator should problem solve any questions or comments related to team member participation. Slide 12: • 10 minutes - introduce and complete group activity "Team Table".	➢ Participant understands an invitation to a CFT requires pre-planning and being present. ➢ Participants should understand that attendance at a CFT has a purpose. ➢ CFT meetings always include the child or youth, family members, the current caregiver, a representative from the placing agency, other individuals identified by the family as being important partners, and any other relevant content experts needed according to relevant domains. ➢ In addition to mandated participation of involved public agency representatives, the composition of the team is driven by family members' preferences. ➢ Engagement with families supports that the community is fundamental to the CFT process. ➢ If a team member is unable to attend the CFT meeting in person (due to proximity issues or other conflicts), it is encouraged that s/he participate by video conferencing or phone. ➢ Building unique team members requires respect and honoring of different disciplines and expertise, and acknowledges and plans around potential competing needs or competing perspectives.

Activities:

Group Activity:

Step 1. Each group will read through vignette they have been assigned, then they will complete a "team table" based on the information they can pull from the case study.

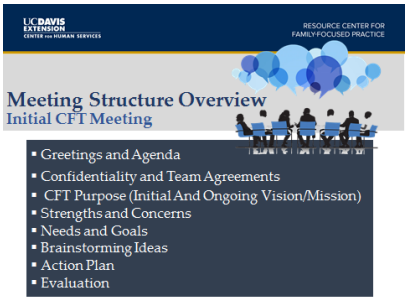
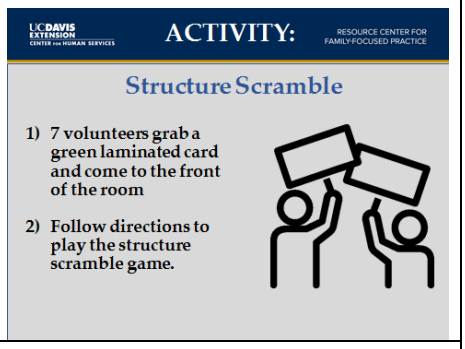
Step 3. Trainer facilitates a dialogue around securing teams from day one including the following discussion items:

- Barriers to team member identification and participation.
- Additional tools for identification of team members.
- Importance of team members to know their purposes and to feel included in the team (both formally and informally).
- Roles

🗎 **Trainer's Notes:**

Participants should understand that they each have distinct roles around their respective disciplines and respect each other's role.

Slides 13-15
Intro CFT Structure

13	14	15
		

✉ **Handouts:**
- Puzzle directions

📖 **Time:** 25 minutes

Materials: (includes videos/dvds/posters)
- Hand-out puzzle pieces
- Dry erase markers (2 per table)

Steps:

Slides 13 and 14:
- 5 minutes - lecture on meeting structure components.
- 10 minutes – provide examples of each meeting component. Answer any questions related to the components.

Slide 15:
- 10 minutes - share instructions and complete activity "Agenda Building".

🗝 **Talking Points:**
- Meeting structure should be consistent.
- Plans must be individualized, culturally relevant and include input from all team members.
- Youth and families voices must be significant part of the development of agenda and action items toward achieving the plan.

Activities

Group Activity:

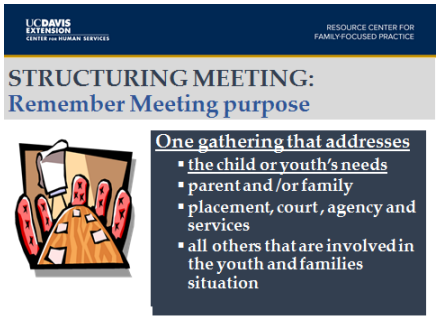
Step 1. Identify 8 volunteers
Step 2. Hand 1 meeting structure items to each volunteer in shuffled order
Step 3. Have the non-volunteers put the current order
Step 4. Instructor scrambles cards
Step 5. Repeat with new volunteers 3 times.
Step 6. Volunteers return to their groups and on a separate piece of paper the volunteer and the group they returned to make an example of the care they were given
Step 7. Using the new cards complete steps 1-5 again.

🗎 **Trainer's Notes:**

Participants will understand the importance of the meeting components. When gathering volunteers staff may be timid at first encourage them that they actually have the easier task in the activity.

Slide 16-21
Structuring Meeting:
Team Agreements

16



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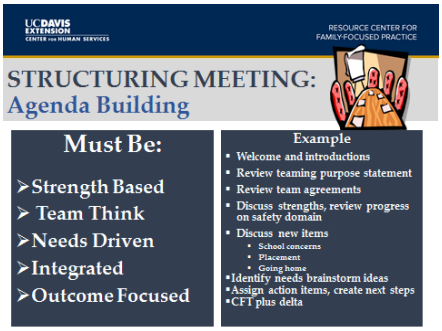


18

19

20

21

✉ **Handouts:**

- Vignette's
- "List of agreements" (blue paper in the binder)

📖 **Time:** 25 minutes

Materials: (includes videos/dvds/posters)

- Easel chart paper

Steps:

Slide 16 and 17:

- 10 minutes - Lecture to introduce and teach CFT meeting agenda building

Slide 18

- 5 minutes - review instruction and complete "Agenda Building" activity.
- 2 minutes - answer any questions and/or address any comments about building an agenda/purpose of meeting.

Slide 19

- 10 minutes - Lecture to

🗝 **Talking Points:**

- At no time should a CFT be considered a rote or repetitive meeting where showing up is good enough.
- Agenda should include items based on relevant domains from the system needs, family needs, and/or other community needs. At no point does a system need take priority over families or a community's needs. Needs and concerns should be prioritized around the family/youth voice.
- Individuals on the team work together to identify each family member's strengths and needs, based on relevant life domains, to develop a child, youth and family-centered case plan.
- The meetings should have a clear purpose and follow a structured format.
- Services and supports to the family should always be individualized to meet their needs. CFT meeting frequency and duration will look different for each family.
- When age-appropriate, a child or youth should always participate in a CFT meeting. Participation should be limited if the nature of the meeting's agenda is not suitable for the child or

introduce and teach team agreements; share importance of team agreements Slide 20 • 5 minutes - Review different types of team agreements, and share examples of team agreements in action. Slide 21: • 10 minutes - Handout "List of Agreements." Introduce and complete "Team Agreements" activity.	youth. ➢ Team defines structure for effective teaming that should include but not be limited to: Ground rules, decision making process, conflict resolution, information sharing, how often we meet, where we meet, etc. ➢ The family members hold significant power of choice when strategies are defined. ➢ In a CFT, the team members will discuss and address any concerns related to sharing information openly and transparently. Working together as a team to discuss necessary information, such as strengths and challenges, will help the family to determine specific goals and implement a plan to meet those goals. Sharing relevant information allows families and professionals to build trust in each other and in them. ➢ Best practice dictates that meetings should be held as frequently as needed to address emerging issues, provide integrated and coordinated interventions, and refine the plan as needed. Frequency of meetings and timeframes should be decided by CFT members. ➢ The CFT meetings should be scheduled at times and locations convenient for family member participation. Meetings should be conducted in a way that establishes a safe environment that engenders trust and reflects the child, youth and family's cultural preferences and norms. ➢ Team agreements will be different on every team depending on context.

Activities:

Slide 17: Individual and Group Activity "Agenda Building:"

Step 1. Using the assigned vignettes, as an individual develop a hypothetical agenda that might be used the meetings.

Step 2. Share your agenda with your group and together integrate your agenda's to one.

Step 3. Share this integrated agenda with the larger group

Slide 20: Individual and Group Activity: "Group Agreements"

Step 1. Have the class participants individually re-read through their assigned vignette. Then facilitator has the team member review group agreement handout and identifies their top suggested group agreements. Participants then share the chosen agreements with their group at the table. Next the table discussed and decided on their top 5 agreements. Lastly the table will share these agreements with the larger group.

Trainer's Notes:

Engage participants in understanding the process of developing group agreements.

Slide 22-24
Structuring Meeting:
Team Agreements
A Real Feel

22	23	24
UC DAVIS EXTENSION CENTER FOR HUMAN SERVICES — RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE **STRUCTURING MEETING:** Developing Purpose ▪ Vision/mission "why are we teaming" ▪ Purpose of meeting, and goals of meeting are agreed upon by all team members ▪ Emphasis on the families voice and choice ▪ **Solution focused vs. Deficit driven** **Example:** as a team we want to get youth in the safeest, funnest and most gelling living situation.	UC DAVIS EXTENSION CENTER FOR HUMAN SERVICES — RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE **STRUCTURING MEETING:** Strengths ▪ Teams should always start with what's working ▪ Identifying strengths of current situations prior to discussing concerns (+1 effect) ▪ Identify what's working, identify **protective factors** and any progress made with topics of concern	UC DAVIS EXTENSION CENTER FOR HUMAN SERVICES — **ACTIVITY:** — RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE Purpose and Strengths 1) Based on your vignette work as a group to develop a CFT purpose 2) Identify as many strengths you find in the vignette on all team members.

✉ **Handouts:**
Vignette

📖 **Time:** 20 Minutes
Materials: (includes videos/dvds/posters)
- Easel Paper
- Markers

Steps:
Slide 22
- 5 minutes to lecture on developing CFT process and the use of a CFT mission/vision

Slide 23
- 5 minutes to lecture on what it means to be strength based and how to complete a strengths inventory.

Slide 24
- Complete Activity CFT Process and Strengths Inventory

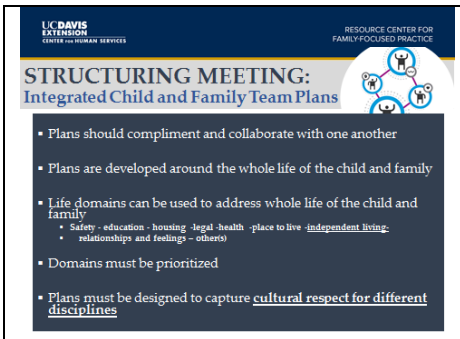
🗝 **Talking Points:**
- ➢ If the CFT cannot agree on placement, the placing agency is required to make the final placement decision.
- ➢ The placing agency must consider all of the CFT placement recommendations and reasons; however, it is the responsibility of the placing agency to determine the most appropriate placement in order to achieve public safety, child safety, permanency and well-being.
- ➢ If an agreement is not reached, the reason for this is transparent for the family.

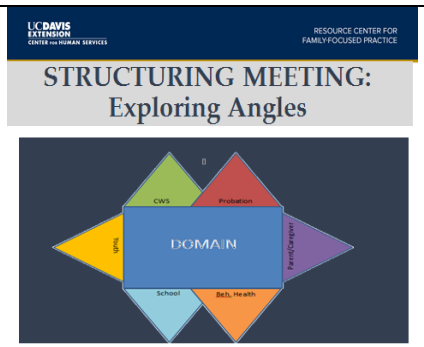
Activities:
Group Activity "CFT Process and Strengths Inventory"
Step 1. Based on your vignette work as a group to develop a CFT process purpose
Step 2. Identify as many strengths for each team member in the vignette.

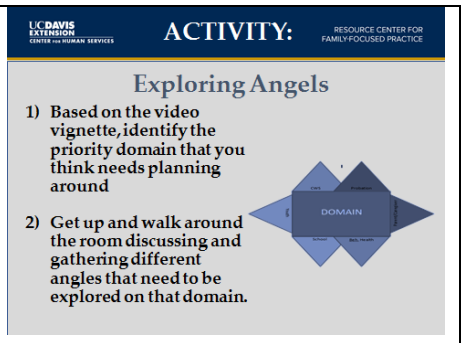
🗎 **Trainer's Notes:**

Slide 25-27
Structuring Meeting
Building Integrated Plans

25	26	27







✉ **Handouts:**

- Vignette
- Handout "Our Angles" (colored blue in binder).

📖 **Time:** 20 minutes

Materials: (includes videos/dvds/posters)

Steps:

-Slide 25 & 26:

- 5 Minutes - lecture on the concept of integration.
- 5 Minutes - share examples of team planning and integration. Answer questions and address comments.

Slide 27:

- 5 minutes - review instructions and complete "Our Angles" activity.
- 3 minutes - answer questions and address comments from activity and concept.

🗝 **Talking Points:**

- Examples of integration
- Barriers to integration
- Not a new concept but a complicated concept
- Team collaboration is only truly gained when everyone is working toward common goals, with a shared understanding of the means to reach them. This has to be based on mutual respect between team members, including understanding, recognizing and valuing each other's contributions to the team.

Activities

Individual Activity "Our Angles:"

Step 1: Using the Hannah and Julie vignettes and the "Our Angles" handout, identify one domain that needs planning.

Step 2: Identify needs and concerns of each team member and write them on in the corresponding triangle.

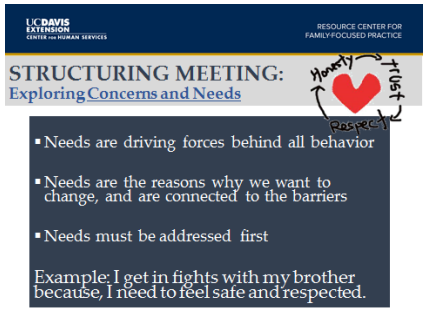
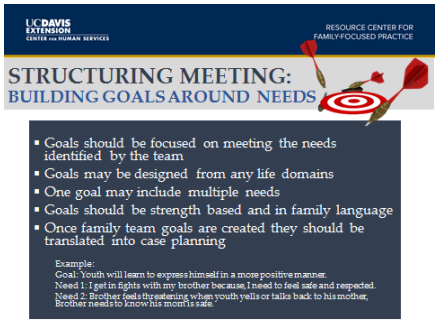
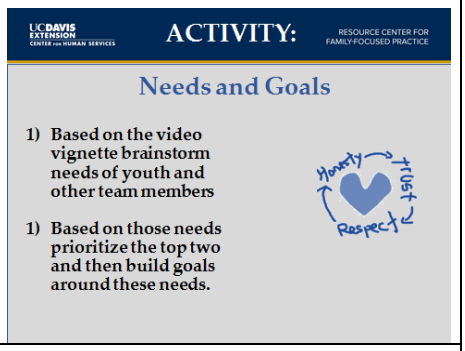
Step 3: Share your work with your peer group.

Trainer's Notes:

Participants may get stuck on finding the correct intervention on behavior instead of identifying the needs/reasons behind the behaviors. It is also important that during the identification of needs, the team members recognize the needs of the youth, family, system/agency partners and those of community members.

Additional information may be researched on underlying needs at :
http://county.milwaukee.gov/imagelibrary/Groups/cntyhhs/Wraparound/needsguide2011.pdf

Slides 28-30
Structuring Meeting
Building Integrated Plans

28	29	30
		

✉ **Handouts:**
Assigned Vignettes

🕮 **Time:**
Materials: (includes videos/dvds/posters)

Steps:
Slide 28:
- 10 minutes lecture themes and concepts of needs driven care.

-Slide 29:
- 10 minutes lecture themes and concepts building goals around needs. Include discussion of integrating goals from different life domains and different agencies.

Slide 30
- 15 minutes to facilitate activity "Needs and Goals".

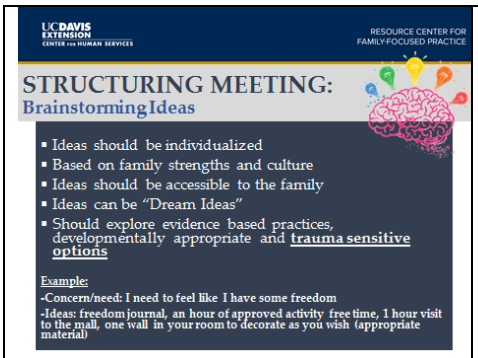
🗝 **Talking Points:**
- ➢ It is **only a CFT meeting** if decisions about goals and strategies to achieve them are made with involvement of the child, youth and family members.
- ➢ Services incorporate a blend of formal and informal resources designed to assist families with successful transitions that ensure long-term success.
- ➢ Plans will identify roles and responsibilities, and timeframes for accomplishing goals.
- ➢ Goal should be strength based and written in the youth and families language.

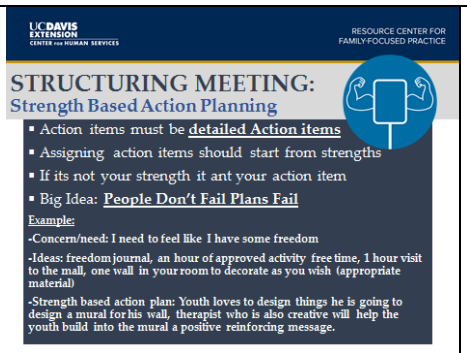
Activities "Needs and Goals
Facilitator instructs the groups to brainstorm as many needs from different team members as possible based on their assigned vignette. Then have the groups prioritize the top two most imperative needs. Lastly, have the groups create goals surrounding these needs. Facilitate larger group discussion on this activity.

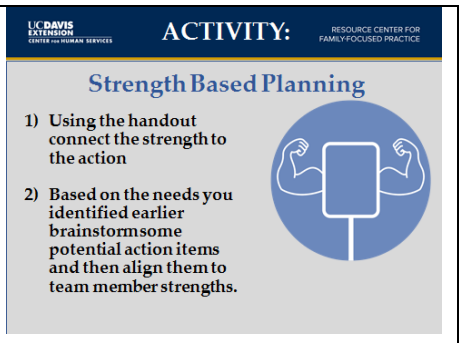
🗎 **Trainer's Notes:**
Participants may struggle with identifying the differences between needs, goals or strategies. Participants may also struggle with expressing needs. A common question is how do you get a person to articulate what their needs are, share promising practices of engagement, family and youth voice, and the realty that most adults are unable to talk needs and that it is teams job to help translate the feeling or frustration into needs.

Slides 31-33
Structuring Meeting
Building Integrated Plans

31	32	33







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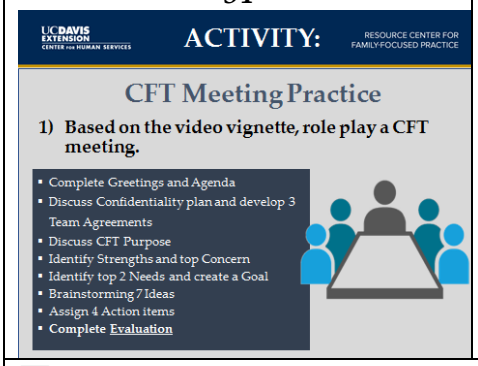


✉ **Handouts:**
Connect the dots

📖 **Time:**
Materials: (includes videos/dvds/posters)

Steps:
Slide 31:
- 5 minutes – discuss and lecture on effective brainstorming

Slide 32:
- 5 minutes – discuss and lecture on strength based action planning

Slide 33:
- 3 minutes to complete activity: 1) "connect the dots" 2)"Strength Based Planning"

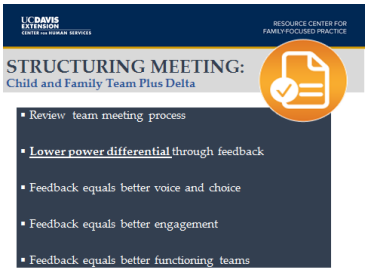
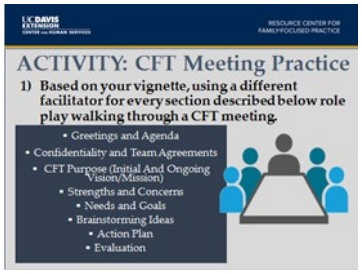
Slide 34:
- Activity

Talking Points:
- Children, youth and their families are the best experts about their own lives and preferences, and their natural supports have valuable information and resources to share.
- Professionals should consider the family's ideas before making their own suggestions.
- Plans must be individualized, culturally responsive and trauma-informed. The team should routinely measure and evaluate child or youth and family member progress and emerging needs.

Activities:
1) Individual activity, trainer instructs groups

Trainer's Notes:
Trainer should remind participants to brainstorm items that are strengths-based, community-based and culturally-relevant ideas. Participants should, by this point, be able to identify strategies that are uniquely designed for each child, youth and family.

Slides 35-36
Structure Meeting Feedback

35	36
	

✉ **Handouts:**

🕮 **Time:** 19 minutes

Materials: (includes videos/dvds/posters)

- Video: CFT meeting gone awry: https://www.youtube.com/watch?V=iquwi5pmiug

Steps:	🗝 **Talking Points:**
-Slide 35: • 5 minutes - lecture on themes and concepts of CFT and CFTM Feedback. -Slide 36: • 2 minutes - provide instruction on Activity: "Video feedback." • 9 minutes - complete activity. • 3 minutes - answer any questions or address any comments related to providing teaming feedback.	➢ In order to have family and youth voice and choice, there must be feedback delivered at the CFTM and throughout the CFT process. ➢ Facilitator should guide the team without leading the team or dictating to the team. ➢ Blame and shame will happen when team members do not feel heard or know how to effectively provide their feedback.

Activities:

Slide 36: Group Activity: "Video feedback:"

Step 1. Watch the video.

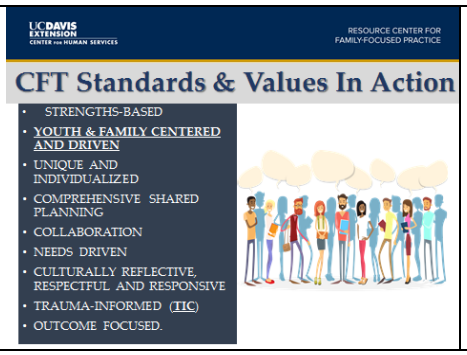
Step 2. Based on the video and lessons learned today, provide feedback on what worked and what areas of opportunity you see.

🗎 **Trainer's Notes:**

Participants should be able to identify effective (and not so effective elements) of teaming.

Slides 37-39
CFT Standards and Values In Action

37	*38*	39



✉ **Handouts:**

✉ **Extra Handouts:**

- Value/principle posters (posted on the walls throughout the room).

🕮 **Time:** 26 minutes

Materials: (includes videos/dvds/posters)

- Standard and Values Principles (with definitions on the back).

Steps:

-Slides 37 and 38:

- 10 minutes - lecture on themes and concepts of CFT Standards & Values.

-Slide 39:

- 3 minutes - provide instructions on activity "Value/Principles Debate."
- 10 minutes - complete activity.
- 3 minutes - answer any questions or address any comments related to providing teaming feedback.

🗝 **Talking Points:**

➢ It is important to recognize that a CFT meeting does not represent the entire process, but is simply one part of a larger strategy, which involves children, youth and families in all aspects of care planning, evaluation, monitoring and adapting (to help them successfully reach their goals).

Activities:

Slide 39: Group Activity: "Value/Principles Debate:"

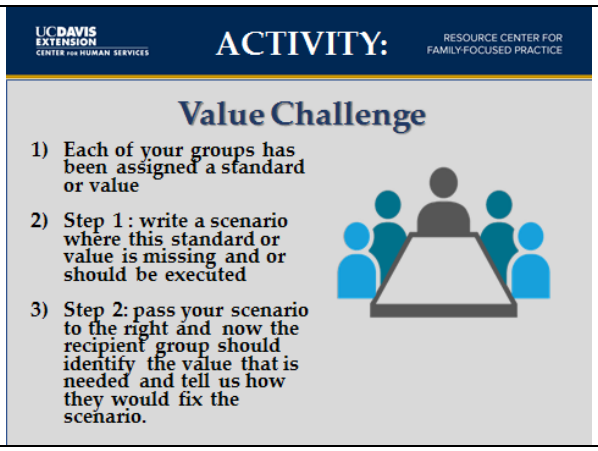
Step 1. Looking at the standards/value posters on the wall, choose one that you think is most important. Stand in front of it.

Step 2. With the people that have joined you under the Standard/Value poster, please discuss what that poster means.

Step 3. Debate with the other groups as to why the poster you chose is most important.

🗎 **Trainer's Notes:**

Facilitator should encourage groups to argue their points. However, please do not let the debate cross over into ineffective learning processes. Facilitator should poke holes in the debate by arguing points and eventually identify that he or she is poking holes as a process of evoking critical thinking.

Slide 40 CFT Standards & Values In Action	

✉ **Handouts:**

🕮 **Time:**

Materials: (includes videos/dvds/posters)

- 8.5 by 11 card stock of different colors (1 per participant)

Steps: -Slide 40: • 3 minutes - provide instructions on activity: "Value Scenario." • 10 minutes - complete activity. • 3 minutes - answer any questions or address any comments related to providing teaming feedback.	🗝 **Talking Points:**

Activities:

Slide 40: "Value Scenario:"

Step 1. Each group is assigned a Standard and/or Value.

Step 2. The group will write two scenarios where this Standard or Value is missing and/or should be executed but is not.

Step 3. Each will pass its Standard or Value scenario to the table to the right (new group), and the recipient group should identify the value that is missing and explain how it could be used to benefit the situation.

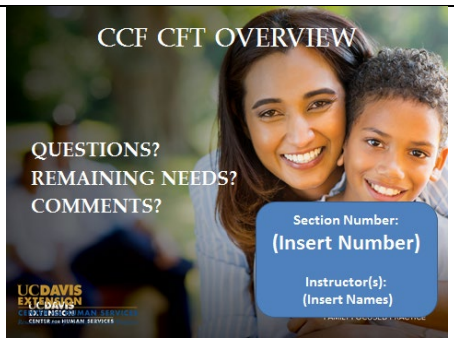
Step 4. Repeat steps 1-3 until all scenarios have been discussed.

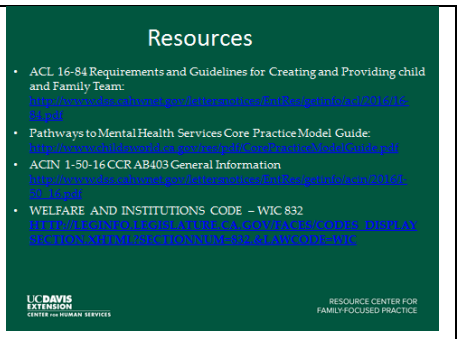
🗎 **Trainer's Notes:**

Take the value/standard posters off the wall. Provide one value to each table. If you have more than 10 tables, merge groups. The goal of this exercise is to practice noticing when participants see that a value/standard is not present and to discuss possible solutions to bring it back to the forefront. We want to hit all of the scenarios created by the group. Each individual group will NOT need to work on their own scenario (only the ones prepared by other groups.)

Slide 41-43
Closing

41	42	43





✉ **Handouts:**

🕮 **Time:** 5 minutes

Materials: (includes videos/dvds/posters)

Steps:

-Slide 41:

- 5 minutes – Review training objectives

Slide 42

- 5 minutes – Close training, complete feedback and evaluation

Slide 43

- Mention resources for further information

🗝 **Talking Points:**

Activities:

🗎 **Trainer's Notes:**

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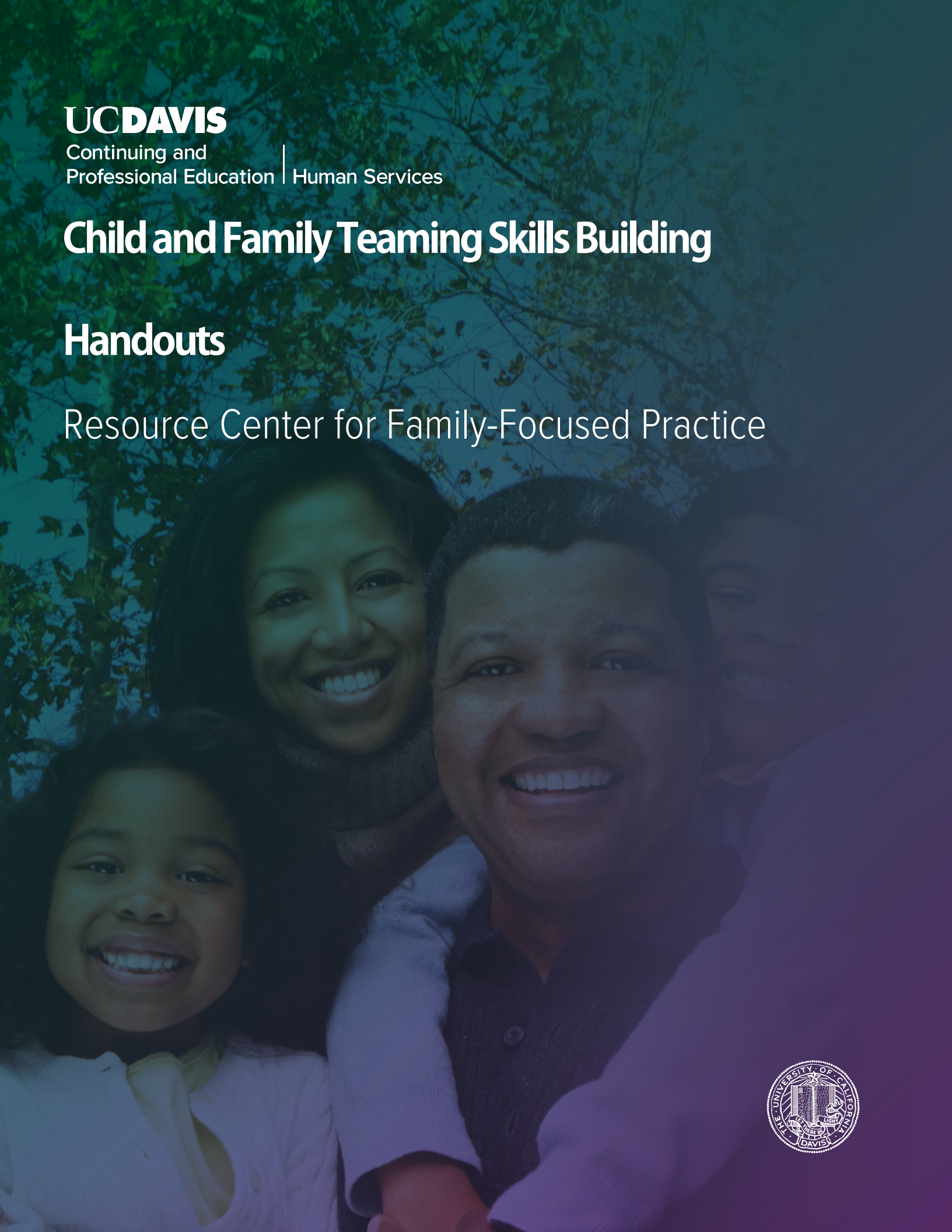
Continuing and Professional Education | Human Services

Child and Family Teaming Skills Building

Handouts

Resource Center for Family-Focused Practice



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CENTER FOR HUMAN SERVICES
Resource Center for Family-Focused Practice

Child and Family Teaming Training for Trainers

Agenda Day Two: Skills and Practice for Child and Family Teaming in Action

Serving Teams

Structuring Meetings

Standards and Values

Strength-Based Action Planning

Part two of the three-day series focused on practicing and developing skills for creating and participating in the Child and Family Teaming. This workshop will provide a interactive and hands on learning environment where participants will demonstrate and apply actions for child and family teaming. The purpose of this workshop is to build participants ability to interact and optimize child and family teaming as a structure to support safety, permanence and wellbeing.

Learning Objectives

Knowledge

- -The Participant will describe the process of team formation
- -The Participant will identify pitfalls for child and family team planning
- -The Participant will describe the specific functions and purpose of child and family team meetings

Skills

- -The Participant will be able to illustrate building a individualized child and family team through vignette and reality based role play.
- -The Participant will be able to demonstrate skills for healthy team plan formation including preparation for meeting, during Child and family Team meeting and post meeting instruction.
- -The Participant will be able to apply team based, strength based, needs focused and child and family driven teaming.
- -The Participant will be able to produce a collaborative built plan focused on safety, including permanency and well-being
- -The Participant will be able to compare effective vs not so effective child and family team planning

Values

- -The Participant will be able to defend the importance of effective team planning
- -The Participant will be able share the values of Child and Family Team Planning

Before we get started….

- Say Hello ☺
- Housekeeping and Comfort Agreements
- Agenda for the Day
- Introduction to Training Materials

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Todays Agenda

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- Review CCR CFT basics
- Develop and practice child and family teaming & CFT meeting components:
  - Securing team
  - Structuring meeting
  - Standards & values.

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ACTIVITY:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

CCR CFT Basics Review

1) Work together in your groups to recall as much information (facts, values, requirements, practices etc.) related to CFT and write them on the memory jogger

2) Prepare to report out, identify a spokesperson

3) Share your brainstorm aloud with the larger group.

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ACTIVITY:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Teaming Tidbit Bingo

Everyone gets a bingo card and a bag of markers. Throughout the day there will **be random words and/or phrases** that may lead you to bingo. When you get bingo we will celebrate you and then play again.

B	I	N	G	O
		Free Space		

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ACTIVITY:

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Learning Objectives

Review the learning objectives, identify which ones are most important for your development.

Knowledge
Skills
Value

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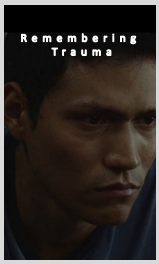
Remembering Trauma

Meet Manny, our video vignette for today's training.

We will be using Manny's story to practice and build skills for child and family teaming.



http://www.rememberingtrauma.org/
Director: Nathanael Matanick
Writer: Emily Catalano
Producer: Tracy Fehrenbach, Cassandra Kisiel, Christina Matanick, Nathanael Matanick

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CFT SKILLS BUILDING: SECURING TEAM

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Example of a CFT

Remember:

CFT is a team of people: comprised of the child/youth, family and other ancillary individuals who are working with and/or providing support to help the team move toward their goals and successful transition.

Example:

Youth - **Aladdin**
Parent - **Cassim**
Social Worker - **Rajah**
Girlfriend - **Jazmine**
Therapist - **Magic Carpet**
CASA - **Ali Baba**
Parent Partner - **Genie**
Uncle - **Iago**
Behavior Coach - **Abis Mal**
Teacher -**Tala**
Best Friend - **Aboo**

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SECURING TEAM: 4 Steps

- Step 1
  Gather potential team members inventory
  - input from youth, parent, family members formal supports and service providers
- Step 2
  Team think any complicating participation factors
  - i.e. safety, distance, confidentiality, court restrictions
- Step 3
  Team think the type of participation
  - core team, extended team, action taker
- Step 4
  Complete team member orientation
  - basic overview of team, purpose of teaming, participation expectations, complete team member needs assessment

Vermillion life Circle Consulting, tools for teaming 2016

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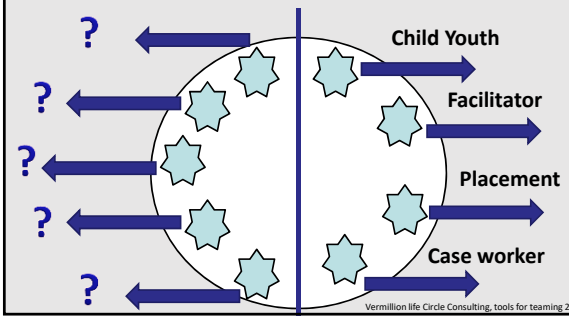
SECURING TEAM: Team Table



Vermillion life Circle Consulting, tools for teaming 2016

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ACTIVITY:

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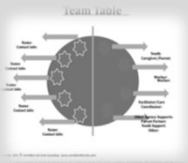
Team Table

1) Together as a group using the video vignette, complete a team table
2) Choose one team member and discuss elements of the 4 step process
3) Report out team members to larger group.



CFT SKILLS BUILDING: STRUCTURING MEETING

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Meeting Structure Overview

Initial CFT Meeting

- Greetings and Agenda
- Confidentiality and Team Agreements
- CFT Purpose (initial and ongoing vision/mission)
- **Strengths** and Concerns
- Needs and Goals
- Brainstorming Ideas
- Action Plan
- Evaluation

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ACTIVITY:

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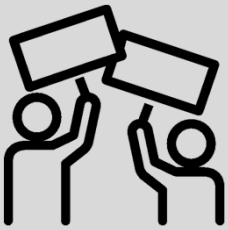
Structure Scramble

1) 7 volunteers grab a green laminated card and come to the front of the room
2) Follow directions to play the structure scramble game.



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STRUCTURING MEETING:

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Meeting Purpose

One gathering that addresses

- **the child or youth's needs**
- **parent and/or family**
- **placement, court, agency and services**
- **all others that are involved in the youth and families situation**

ACL 16-84 Requirements and Guidelines for Creating and Providing child and Family Team: http://www.dss.cahwnet.gov/lettersnotices/EntRes/getinfo/acl/2016/16-84.pdf

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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Meeting Agenda

Must Be:

- Strength-based
- Team Think
- Needs Driven
- Integrated
- Outcome Focused

Example

- Welcome and introductions
- Review teaming purpose statement
- Review team agreements
- Discuss strengths, review progress on safety domain
- Discuss new items
  - School concerns
  - Placement
  - Going home
- Identify needs/brainstorm ideas
- Assign action items, create next steps
- CFT plus delta

Pathways to Mental Health Services Core Practice Model Guide: http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf

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ACTIVITY:

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Meeting Agenda

1) **Using the video vignette, as an individual develop a hypothetical agenda that might be used**
2) **Share your agenda with your group and together integrate your agendas into one.**

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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Team Agreements

RULES FOR OUR RELATIONSHIP AND CFT MEETING

- Develop a sense of **shared responsibility**
- Increase members' **awareness** of their own behavior(s) and needs
- Empower the facilitator(s) to **guide the group** according to the agreements
- Enhance the **quality of the group process**
- Strike a **balance** between **process and product.**

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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Team Agreements

TYPES OF TEAM AGREEMENTS

- Decision Making
- Confidentiality
- Mandated Reporting
- Conflict Resolution
- Comfort Agreements
- Communication Agreements
- Team Process Agreements
- Meeting Cancellations
- And more…

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ACTIVITY:

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Team Agreements

1) **Based on the video vignette, use the list of agreements handed out and identify what agreements would be best for this situation.**

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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Team Vision

- Vision/mission "Why are we teaming"
- Purpose and goals of the meeting are agreed upon by all team members
- Emphasis on the family's voice and choice
- **Solution focused vs. Deficit driven**

Example: as a team, we want to get youth in the safest, funniest and most gelling living situation.

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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Strengths Inventory

- Teams should always start with what's working
- Identifying strengths of current situations prior to discussing concerns (+1 effect)
- Identify what's working, identify **protective factors** and any progress made with topics of concern

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ACTIVITY:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Purpose and Strengths

1) **Based on your vignette, work as a group to develop a CFT purpose**

2) **Identify as many strengths as you find in the vignette on all team members.**

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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

CFT Team Plan

- Plans should compliment and collaborate with one another
- Plans are developed around the whole life of the child and family
- Life domains can be used to address whole life of the child and family
  - -Safety, education, housing, legal, health, place to live, independent living, relationships and feelings, other(s)
- Domains must be prioritized
- Plans must be designed to capture **cultural respect for different disciplines**

Pathways to Mental Health Services Core Practice Model Guide: http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf

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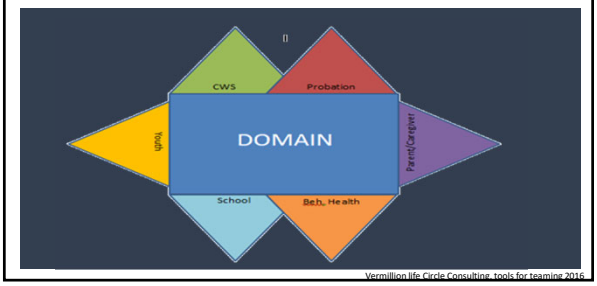
STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

CFT Team Plan: Exploring Angles



Vermillion life Circle Consulting, tools for teaming 2016

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ACTIVITY:

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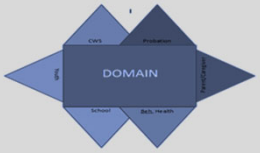
Exploring Angles

1) **Based on the video vignette, identify the priority domain that you think needs planning around**

2) **Get up and walk around the room discussing and gathering different angles that need to be explored on that domain.**



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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Needs Discovery

- Needs are driving forces behind all behavior
- Needs are the reasons why we want to change, and are connected to the barriers
- Needs must be addressed first

Example: I get in fights with my brother because I need to feel safe and respected.

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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Needs Discovery

- Goals should be focused on meeting the needs identified by the team
- Goals may be designed from any life domains
- One goal may include multiple needs
- Goals should be strength-based and in family language
- Once family team goals are created they should be translated into case planning

Example:
Goal: Youth will learn to express himself in a more positive manner.
Need 1: I get in fights with my brother because I need to feel safe and respected.
Need 2: Brother feels threatening when youth yells or talks back to his mother, Brother needs to know his mom is safe.

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ACTIVITY:

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Needs and Goals

1) **Based on the video vignette, brainstorm needs of youth and other team members**

1) **Based on those needs, prioritize the top two and then build goals around these needs.**

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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Brainstorming

- Ideas should be individualized
- Based on family strengths and culture
- Ideas should be accessible to the family
- Ideas can be "Dream Ideas"
- Should explore evidence-based practices, developmentally-appropriate and **trauma-sensitive options**

Example:

-Concern/need: I need to feel like I have some freedom

-Ideas: freedom journal, an hour of approved activity free time, 1 hour visit to the mall, one wall in your room to decorate as you wish (appropriate material)

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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Action Planning

- Action items must be **detailed**
- Assigning action items should start from strengths
- If its not your strength, it can't be your action item
- Big Idea: **People Don't Fail; Plans Fail**

Example:

-Concern/need: I need to feel like I have some freedom

-Ideas: freedom journal, an hour of approved activity free time, 1 hour visit to the mall, one wall in your room to decorate as you wish (appropriate material)

-Strength based action plan: Youth loves to design things. He is going to design a mural for his wall. The therapist – who is also creative – will help the youth build in the mural a positive reinforcing message.

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ACTIVITY:

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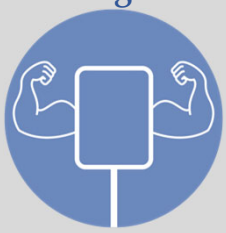
Strength-based Planning

1) **Using the handout, connect the strength to the action**
2) **Based on the needs you identified earlier, brainstorm some potential action items and then align them to team member strengths.**



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STRUCTURING MEETING:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Plus/Delta

- Review team meeting process
- **Lower power differential** through feedback
- Feedback equals better voice and choice
- Feedback equals better engagement
- Feedback equals better functioning teams

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ACTIVITY:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

CFT Meeting Practice

1) **Based on the video vignette, roleplay a CFT meeting.**

- Complete Greetings and Agenda
- Discuss Confidentiality plan and develop 3 Team Agreements
- Discuss CFT Purpose
- Identify Strengths and top Concern
- Identify top 2 Needs and create a Goal
- Brainstorming 7 Ideas
- Assign 4 Action Items
- **Complete Evaluation**

Continuum Of Care Reform:
CFT Standards & Values In Action

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CFT Standards & Values In Action

- STRENGTHS-BASED
- **YOUTH & FAMILY CENTERED AND DRIVEN**
- UNIQUE AND INDIVIDUALIZED
- COMPREHENSIVE SHARED PLANNING
- COLLABORATION
- NEEDS DRIVEN
- CULTURALLY REFLECTIVE, RESPECTFUL AND RESPONSIVE
- TRAUMA-INFORMED CARE (**TIC**)
- OUTCOME FOCUSED.

ACL 16-84 Requirements and Guidelines for Creating and Providing child and Family Team: http://www.dss.cahwnet.gov/lettersnotices/EntRes/getinfo/acl/2016/16-84.pdf

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ACTIVITY:

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Values Debate

1) **Review CFT value, identify its importance**
2) **Debate to the larger group why your value is the most important one.**

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ACTIVITY:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Value Challenge

1) Each of your groups has been assigned a standard or value
2) Step 1 : write a scenario where this standard or value is missing and or should be executed
3) Step 2: pass your scenario to the right; now the recipient group should identify the value that is needed and tell us how they would fix the scenario.

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

REVIEW

- Review CCR CFT Basics
- Develop and practice child and family teaming & team CFT meeting components
  - Securing team
  - Structuring meeting
  - Standards & values

Resources

- ACL 16-84 Requirements and Guidelines for Creating and Providing child and Family Team: http://www.dss.cahwnet.gov/letterandnews/FmRes/getinfo/acl/2016/16-84.pdf
- Pathways to Mental Health Services Core Practice Model Guide: http://www.childtrauma.org/wp/pdf/CorePracticeModelGuide.pdf
- ACIN 1-50-16 CCR AB403 General Information http://www.dss.cahwnet.gov/letterandnews/FmRes/getinfo/acin/2016/I-50_16.pdf
- WELFARE AND INSTITUTIONS CODE – WIC 832 HTTP://LEGINFO.LEGISLATURE.CA.GOV/FACES/CODES_DISPLAYSECTION.XHTML?SECTIONNUM=832&LAW=CODE=WIC
- https://removedfilm.myshopify.com/pages/watch Director: Nathanael Matanick and Tony Cruz Writer: Christina Matanick Producer: Nathanael Matanick & Christina Matanick
- Arizona Department of Health Services/Division of Behavioral Health Services 2003 videos of Child and Family Team/Wraparound process. https://www.youtube.com/watch?v=iQUWI5pmiUg
- Vermillion Life Circle Consulting, Tools for Teaming 2016

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Overview Memory Jogger

As a table group, write down all the items that you remember from the Overview training (cheating is allowed) on this handout.

1.	
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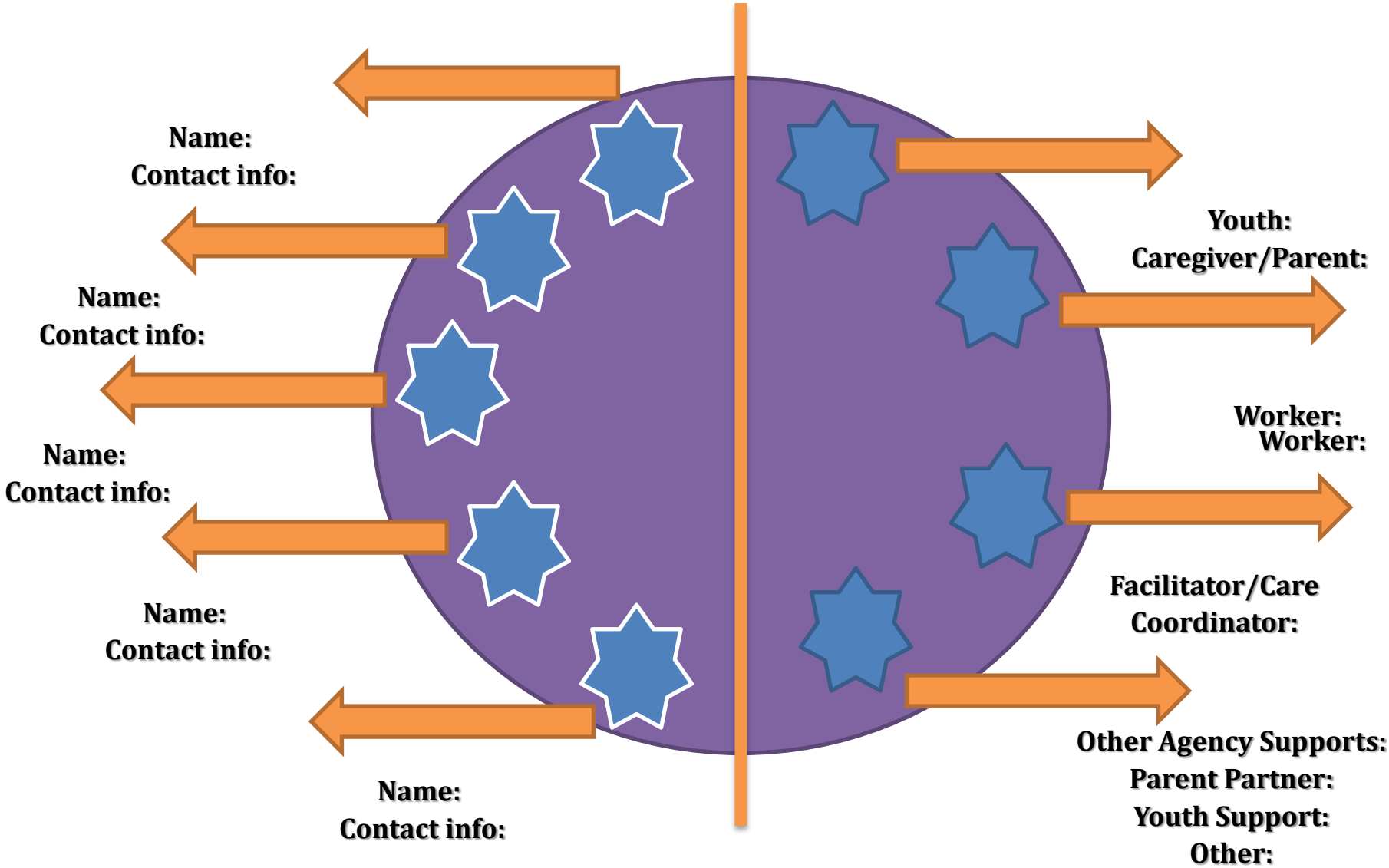
15.	

Team Table



Resource Center for Family Focused Practice, Child and Family Teaming v.2 Dec 2016

List of Agreements

• Share all relevant information	• **Respect**—Give undivided attention to the person who has the floor (permission to speak).
• If you miss a meeting, support decisions made in your absence	• **Confidentiality**—What we share in this group will remain in this group.
• Stay on subject; stay on task	• **Openness**—We will be as open and honest as possible without disclosing others' (family, neighbors, or friends) personal or private issues. It is okay to discuss situations, but we won't use names or other ID. For example, we won't say, "My older brother …" Instead we will say, "I know someone who …"
• Be constructive	• **Right to pass**—It is always okay to pass (meaning "I'd rather not" or "I don't want to answer").
• Listen to each other	• **Nonjudgmental approach**—We can disagree with another person's point of view without putting that person down.
• Observe time frames	• **Taking care to claim our opinions**—We will speak our opinions using the first person and avoid using 'you'. For example, " I think that kindness is important." Not, " You are just mean."
• Keep to time and agenda	• **Sensitivity to diversity**—We will remember that people in the group may differ in cultural background, sexual orientation, and/or gender identity or gender expression and will attempt never to make insensitive or careless remarks.
• Start and end meetings on time	• **Anonymity**—It is okay to ask any question by using the suggestion box.
• Take risks	• **Acceptance**—It is okay to feel uncomfortable; adults feel uncomfortable, too, when they talk about sensitive and personal topics, such as sexuality.
All ideas are valid	• **Have a good time**—It is not only okay to have a good time but it is important. Creating a safe space is about coming together as a community, being mutually supportive, and enjoying each other's qualities.
• There will be no review for those who are late	• We vote to decide and need **unanimous** vote.
• Listen with an open mind before you speak	• We vote to decide and need **consensus** vote.

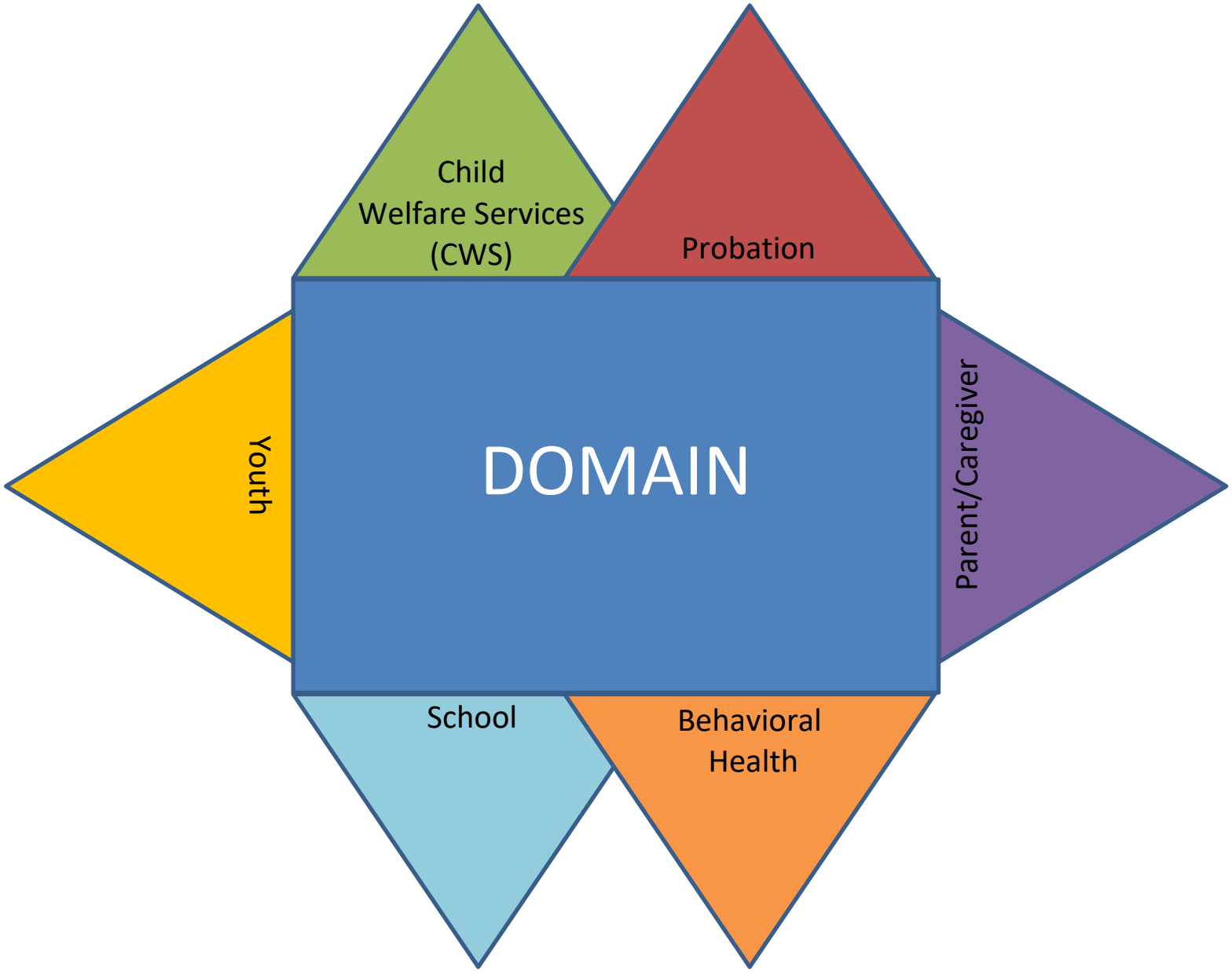
• No side conversations	• If someone becomes un-effectively escalated, he or she will take a break.
• Participate fully	
• Think creatively	
• Share responsibility for the meeting's effectiveness; remind the group of its own guidelines if necessary	
• Respect and share talking time	
• Be brief	
• Speak for yourself, not on behalf of others	
• Consider how differences of opinion are natural and useful	
• One person talks at a time	
• Take responsibility for what you need in the meeting	
• Encourage everyone to participate	
• Let the group know your attendance plans	
• Turn off cell phones or put them on on silent notification	
• Respect confidentiality	
• Have fun	

	Date:		
	Youth Name:		
	Meeting Location:		
	Time:		

Child and Family Team Vision:
Team Members Present:

Need(s):	**Strengths:**	**Goals**:	**Action Steps and Details**:

Our Angles



Resource Center for Family Focused Practice, Child and Family Teaming v.2 Dec 2016

Strengths and Action: Connect the Dots

Plays the guitar		Help Dad develop calendar
Cooks		Show parent impact of trauma
Knows about the brain		Take the youth to school
Enjoys computers		Teach youth a new effective coping skill
Always listens to people		Teach Mom how to make healthy lunch
Is on time and trustworthy		Take time to understand me

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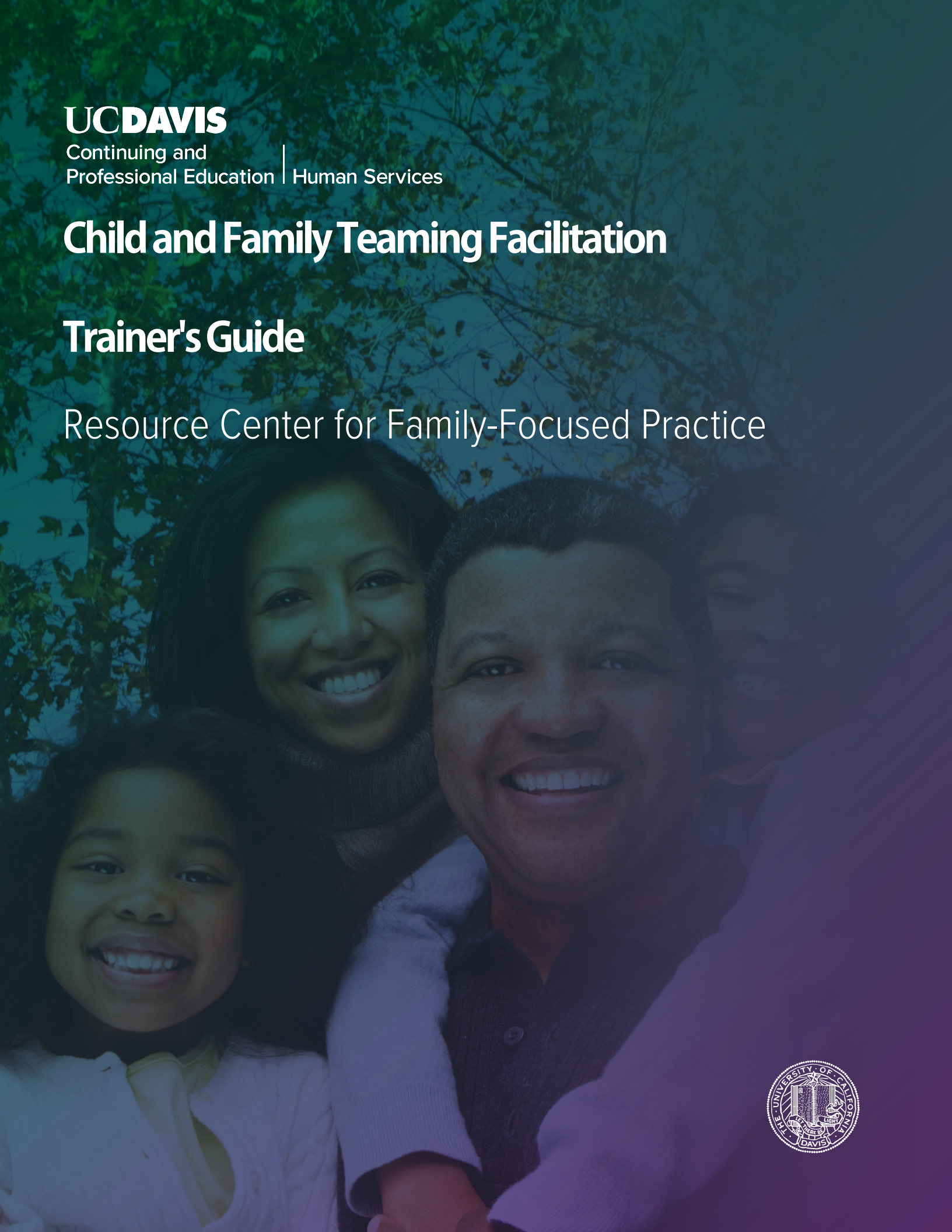
Child and Family Teaming Facilitation

Trainer's Guide

Resource Center for Family-Focused Practice



Slide 1

Welcome Slide

1

✉ **Handouts:**

- Agenda with Learning Objectives--Facilitation (blue paper)
- Training Power Point

🕮 **Time:** Approx 5 minutes

Materials: (includes videos and posters)

- Values/Standards Posters have been posted on the walls prior to class

Steps:

-Welcome attendees
-Explain housekeeping
-Review agenda for the day
-Introduce training materials

🗝 **Talking Points:**

- Welcome participants.
- Create a warm and welcoming environment.
- Build a culture of multiple disciplinary approaches

Activities:

🗎 **Trainer's Notes:**

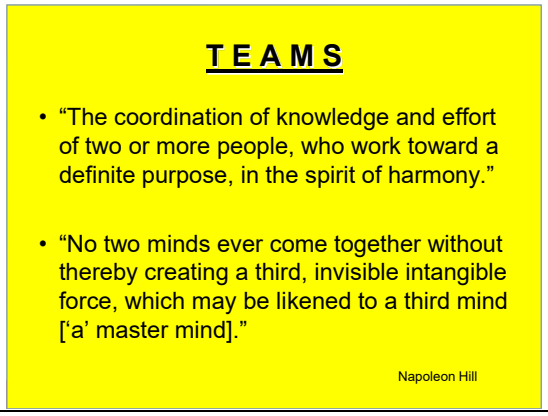
-Trainer should assign participants to table groups by disciplines.

- Provide cards at each table with disciplines identified and ask participants to seat themselves where they are matched with their disciplines. Cards suggested are: child welfare, juvenile probation placement, behavioral health, education, care provider, parent or youth partner, community agency and other.
- Be prepared to reassign or adjust seating plans according to the constellation of the participants.

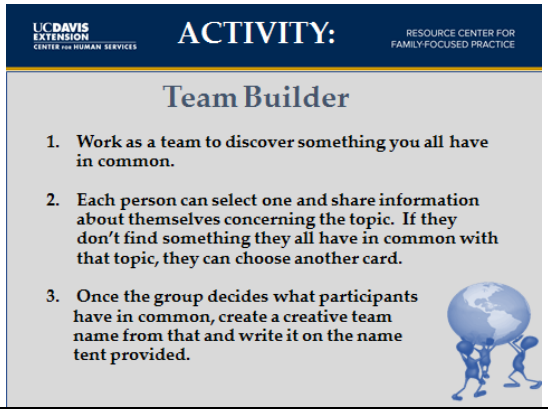
Slide 2-3
Today's Agenda

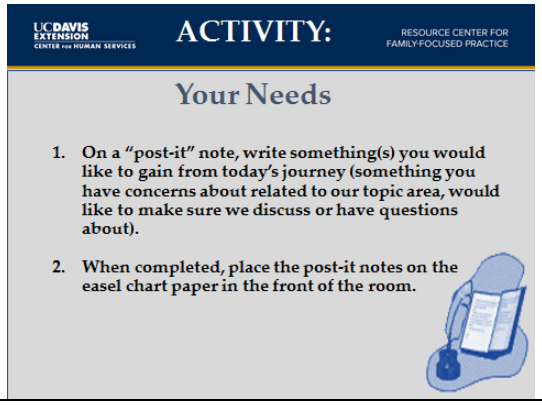
2

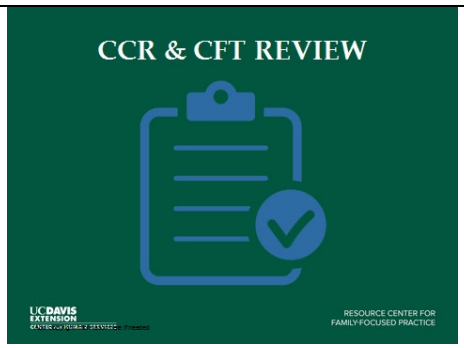
3



✉ **Handouts:**

🕮 **Time:** 5 minutes **Materials:**	
Steps: Slide 2 • Review Agenda for training Slide 3 • "Read" slide.	🗝 **Talking Points:** -We have definitions of CFTs. -The art of facilitation is not completely covered in a one-day class -We wish to do some review for those of you who have had formal facilitation training, and also to build upon skills by providing some more advanced tools. -We would also like to begin to build a foundation for those who have not had formal facilitation training
Activities:	
🗎 **Trainer's Notes:** The purpose of this discussion is to point out the uniqueness of teaming in a Child and Family Team.	
Slide 4 **Team Builder**	**4** 
✉ **Handouts:** Commonalities (each card on a different color paper)	
🕮 **Time:** 15 minutes **Materials:** ▪ Laminated "index" cards: Commonalities ▪ Name tent for each table	
Steps: At this time, ask each table to create a team name. They will use it later on in the training. Introduce activity - Instructions: -Discover something you all have in common. -Each table is provided a set of index cards with "categories" on them. Each person can select one and share information about themselves concerning the topic. If they don't find something they all have in common with that topic, they can	🗝 **Talking Points:** -How many of you started with "My Hobbies" or "My Favorite Possible Vacation Spot?" Why? (As people are just beginning to get to know each other, they usually chat about non-threatening, simple topics - facilitation point/tool: providing chat time helps create a safe environment and levels the power on the team). -Why would we create an activity like this? (It helps people get to know each other "beyond job

choose another card. Once the group decides what participants have in common, create a creative team name from that and write it on the name tent provided. ("Index" Card Topics: My Hobbies; My Life Theme; The Value I Hold Most Dear; My Favorite Possible Vacation Spot)	descriptions" and provides an opportunity for them to share what they might have in common - facilitation point/tool: establishing commonality and common purpose is imperative to successful teams).
Activity: See steps above.	
Trainer's Notes: -See Talking Points above. The activity serves as a "fun warm up," but the key is to relate the activity to key facilitation points.	
Slide 5 **Your Needs**	**5** 
Handouts:	
Time: 10 minutes **Materials:** ▪ Post-it (sticky) notes - several at each table	
Steps: -Provide instructions for the activity (see below); -Explain that you will do your best to meet as many needs as possible throughout the day.	**Talking Points:**
Activity: -On a "post-it" note, write something(s) you would like to gain from today's journey (something you have concerns about related to our topic area, would like to make sure we discuss or have questions about). -When completed, place the post-it notes on the easel chart paper in the front of the room.	
Slides 6-13 **Review of CFT Training** **Days One and Two**	**6**



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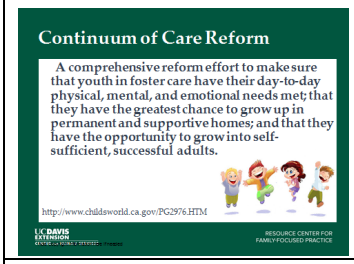

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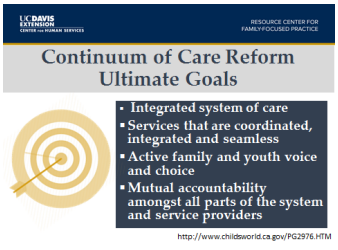

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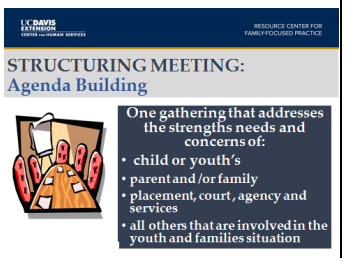

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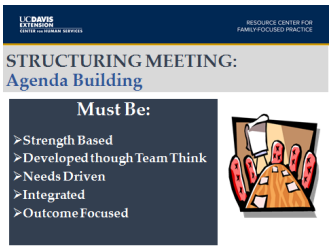

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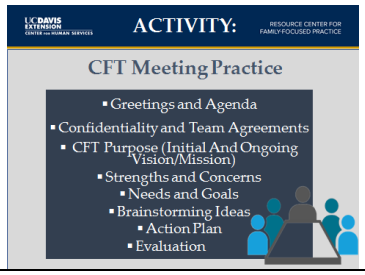


✉ **Handouts:**

📖 **Time:** 15 minutes

Materials:

🗝 Talking Points:

Steps:

-Slide 6-7: Day One on Continuum of Care Reform

-Slide 8-9: CCR CFT Logistics.

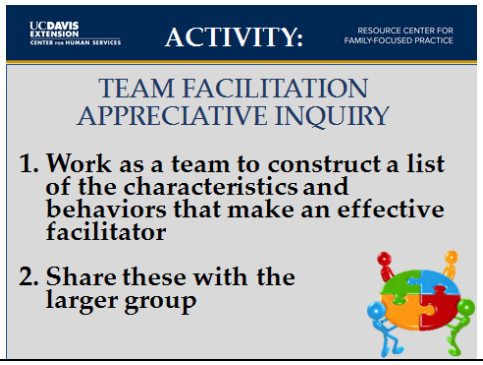
-Slide 10-13: Meeting Structure - first meeting, ongoing meetings, day Two on Skills and Practice for Child and Family Teaming in Action, CFT Standards and Values,Securing Team and Structuring Meeting via Standards and arriving at a Strengths-Based Action Plan.

Activities:

Slides 14-16
Team Facilitation

14

15



✉ **Handouts:**

🕮 **Time:** 15 minutes

Materials:

- Easel Chart Paper

Steps:

-Slide 14: Introduction to topic - Team Facilitation

-Slide 15: Activity

🗝 **Talking Points:**

-Discuss the characteristics and behaviors of "good" facilitators

Activities:

-In class one, participants conducted an Appreciative Inquiry about what makes for a successful team. This Appreciative Inquiry focuses on facilitation and how the participants define an effective, successful facilitator.

-Work as a team to construct a list of the characteristics and behaviors that make an effective facilitator. Note these attributes on easel chart paper in preparation for sharing with the larger group.

🗎 **Trainer's Notes:**

- Ask each group to select one or two of the most thorough attributes and invite a spokesperson to share highlights with the larger group. Then, on the easel at the front of the room, add any characteristics from their lists that weren't included.

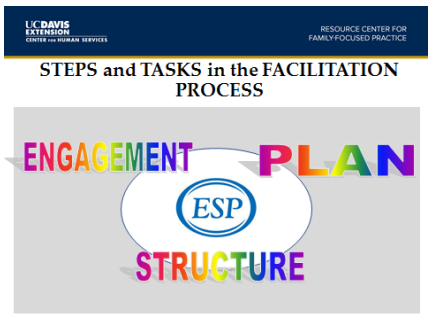
- The key is that people already have a sense of, or knowledge about, what goes into good facilitation. So the task is to assist participants in perceiving what they already know and providing the tools they need to be successful in facilitation.

Slide 16

Steps and Tasks in the Facilitation Process

ESP

16



✉ **Handouts:**

📖 **Time:** 15 minutes

Materials:

- Large Cut Out Letters (E S P)—Three sets of approximately 6 " letters: ESP—laminated on different colored cards

Steps:	🗝 **Talking Points:**
-Introduce Slide	- Each "phase" of the teaming process has tasks that need to be performed to move forward the (participants can respond).....Strengths-Based Action Plan. - For fun, we have abbreviated these into "ESP" - Engagement, Structure and Plan. This includes Initial and Ongoing Engagement, Creating Meeting Structure for Each Meeting, and Creating as well as Implementing a Strengths-Based Action Plan.

Activity:

- At the break prior to this activity, the trainer can "hide" a letter on each table. After reviewing the talking points, ask each team (by team name created at the beginning of class), one at a time, to "find" their letter and hold it up. The entire group responds with what that letter stands for...Engagement, Structure or Plan.

🗎 **Trainer's Notes:**

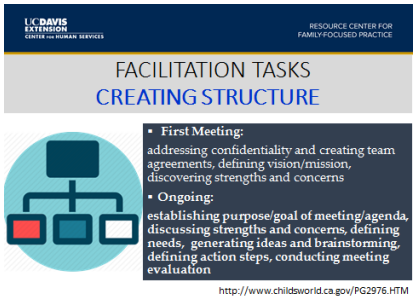
-Practiced facilitators have skills and tools that assist them in doing all three of these tasks. We will be reviewing the tasks in more detail, calling upon the expertise you already have, and hopefully, advancing your skills in each area.

Slides 17-21

Structuring the Meeting: Establishing Purpose

17

18



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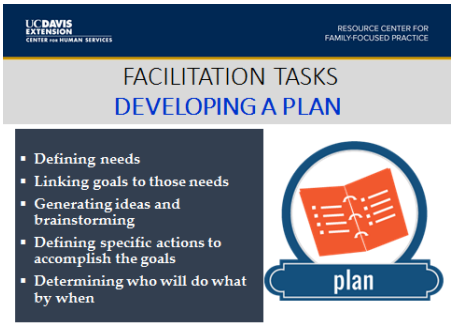

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✉ **Handouts:**

🕮 **Time:** 15 minutes

Materials:

Steps:	🗝 **Talking Points:**
Overview: Slide 18 - The main tasks in the Initial and Ongoing Engagement. Slide 19 - The main tasks in Creating the Structure. Slide 20 - The main tasks in Developing a Plan. Slide 21-The main tasks in Implementing the Plan.	-Each slide provides a list of the major tasks to accomplish during each "phase" -Trainer will discuss each task in the categories listed in the steps column.

Activities:

🗎 **Trainer's Notes:**

For those participants who have not had formal facilitation training, these slides will provide a foundation for what should occur. For more seasoned facilitators, they provide a review, and perhaps a different way of organizing the tasks than they may have originally envisioned.

Slide 21 **Team Facilitation: Advancing Our Skills**	**21**

✉ **Handouts:**

🕮 **Time:**

Materials:

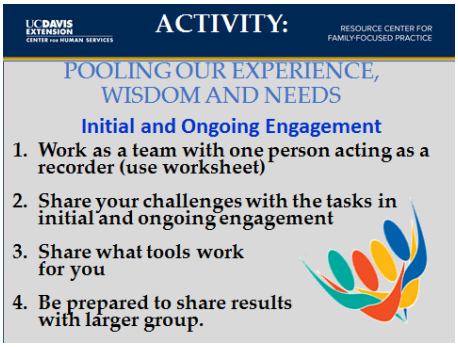
Steps:	🗝 **Talking Points:**
-Introduce Topic	

Activities:

🗎 **Trainer's Notes: Overview -**

For the next series of slides, the trainer will facilitate a process for the participants whereby, for each "phase," the participants share their frustrations and questions, provide their ideas about what has worked, the tools that they use; review the tasks of what is supposed to happen in that phase; practice an activity related to that phase; and then bring tools and strategies together to include those suggested by the participants and those offered on the Additional Tools and Strategies slide for each phase (if not already discussed via the process).

Slide 22
Initial and Ongoing Engagement

22	23
	

✉ **Handouts:**

- Initial and Ongoing Engagement Worksheet (One for each recorder at each table) (green paper)

🕮 **Time:** 20 minutes

Materials:

- Easel chart paper

Steps:	🗝 **Talking Points:**
Slide 22 • Introduce the Facilitation skill of Engagement Slide 23 • Activity Instructions Below	-Will depend on challenges. However, tools for each challenge should be offered, as appropriate.

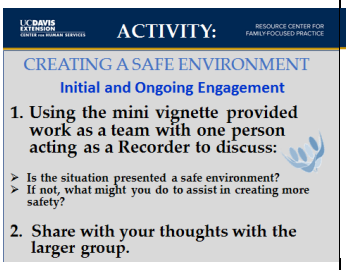
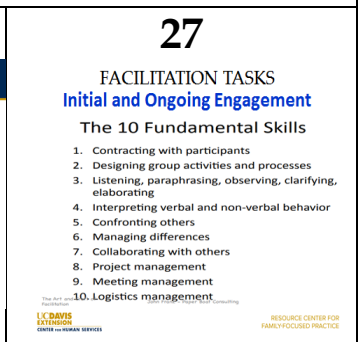
Activity:

-Work as a team with one person acting as a Recorder - Use Worksheet.
-Share your challenges with the tasks in Initial and Ongoing Engagement.
-Do you also have some tools that work for you to share?
-Be prepared to share results with larger group.

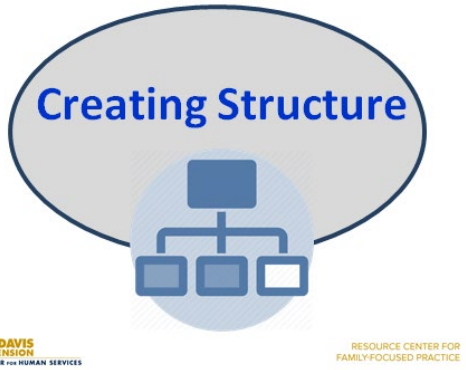
🗎 **Trainer's Notes:**

-During the activity, show slide 24 for reference purposes (about what is supposed to happen during this "phase").
-Note the most common challenges/repeated themes on easel paper; address issues as appropriate.
-On separate page, note strategies and recommendations for success.

Slide 24-26
Initial and Ongoing Engagement

24	25	26	27
			

- ✉ **Handouts:** Vignettes - Safe Environment Exercise (3 sets of 4 mini vignettes—laminated on different colors)

🕮 **Time:** 35 minutes **Materials:**	
Steps: Slide 24: • Display slide as participants are working on previous activity. Slide 25: • Activity "Creating a Safe Environment" Slide 26 • Discuss additional tools for facilitation Slide 27 • Review John Franz, 10 fundamental skills of a facilitator	🗝 **Talking Points:** -A significant part of initial and ongoing engagement is assisting in creating a safe environment for all team members.
Activities: -Each team is provided with a different laminated mini vignette (based on attendance, some tables may have duplicates vignettes, meaning you may have to use a vignette more than once). -Work as a team to discuss: (1) Is the situation presented a safe environment? (2) If not, what might you do to assist in creating more safety? -Have someone on each team read the mini-vignette aloud. Each table spokesperson should present and discuss their scenario with the larger group (4 scenarios). -Then ask the group if any of the teams like to add different ideas?	
🗎 **Trainer's Notes:** The goal for showing this slide is to "seed" the table conversation so participants begin the discussion.	
Slide 28=34 **Creating Structure**	**28** 

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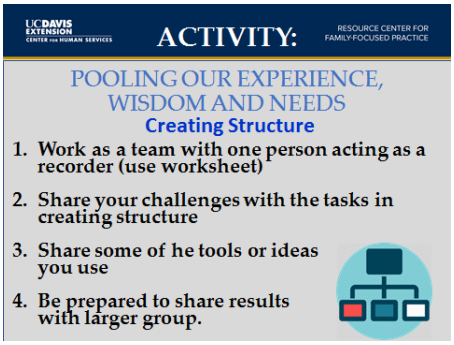

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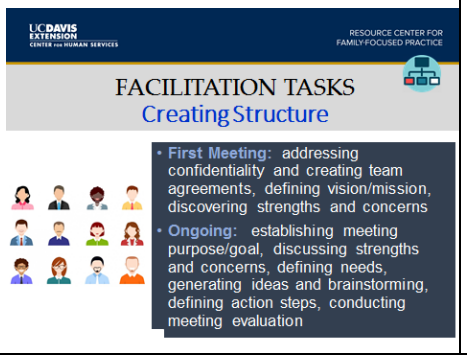

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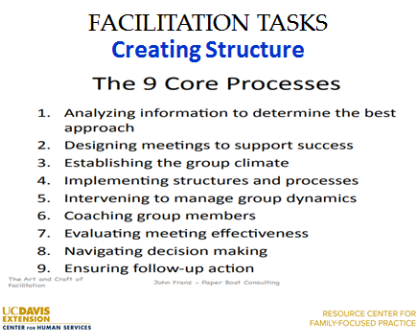
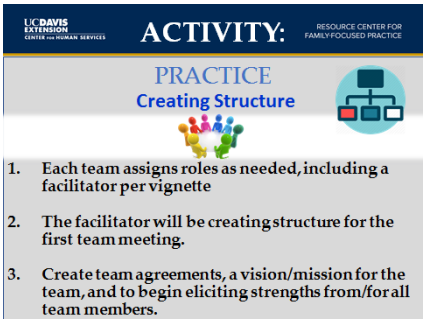
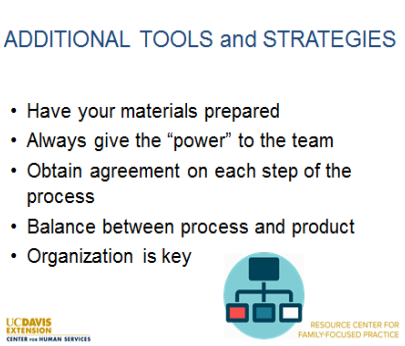


32	33	34
		

✉ **Handouts:**
Structure Worksheet (One for each recorder at each table)

🕮 **Time:** 10 minutes
Materials:
- Easel Chart paper for Team Agreements, Vision Statement and Strengths

Steps:
Slide 28
- Introduce topic

Slide 29
- Activity "Pooling Our Experience, Wisdom and Needs."
- Explain instructions for completing vignette role play
- Synthesize on easel paper the strategies and tools that arose during the previous activity, "Pooling Our Experience, Wisdom and Needs." From the Vignette Activity and class discussions, create a "list" of strategies for Engagement "phase."

Slide 30
- Display slide as participants are working on the previous activity.
- Discuss Creating Structure.

Slide 31
- Review John Franz, 9 Core processes of facilitation

Slide 32
- Watch video "Removed 2" Explain that the rest of the training this will be out video vignette

Slide 33
- Complete Activity

Slide 34
Review and introduce

🗝 **Talking Points:**
-All team members should be prepared ahead of time for what is expected in a teaming process. Few people have "working as a team" experience.
-Frequently, we "require" people to attend meetings by virtue of their job descriptions or relationships with the family. It can be much more effective to **invite** people, emphasizing why they are needed and the strengths they bring to the team.
-As discussed at the beginning of the day, people need to see each other as people; providing informal chat time (team building) assists with that.
-Level the power by addressing the power differentials in the room by virtue of job descriptions, explaining roles, and inviting people to see each other as people – beyond job descriptions – for purposes of working as an effective team.
-Indirectly address possible tensions to help create a safe environment and assist in team movement in the long run. (For example, say: "we may not always agree....")
-Team agreements - as discussed in Day Two - are very important for safety and they must be defined by ALL team members so they will hold themselves accountable for following what they have created. Trainers should pay attention to logistics, such as having easel chart paper and markers with you; having a draft of agenda items (team may need to go different directions); to help maintain the structure.
-Structure is also maintained by helping the team to be accountable for itself (rather than see the

	facilitator as "leader" and, therefore, responsible for everyone's behavior). Take as many opportunities as possible to ask the team what they think. -Ask the team if they are ready to move on to the next topic, if they are done brainstorming, if there is something else they would like to talk about, etc. This not only helps them be accountable and responsible (owning the process and plan), it models team process for them. -Organization includes making sure that each team member has a copy of the agenda and the plan, posting the vision statement at each meeting, as well as the strengths "list" (so it can be added to), creating congruence from one meeting to the next. -It is easier to maintain structure when there is a balance between process and product. Some team members will be more oriented one way and some the other. If you keep a balance, you can hold the members' attention and participation more easily.

Activities:
Using Video Vingette:
-Each team assigns roles as needed, including a facilitator.
-The facilitator (as he/she is engaging team) will be creating structure for the first team meeting.
-The primary focus of this exercise is to create team agreements, a vision/mission for the team, and to begin eliciting strengths from/for all team members.

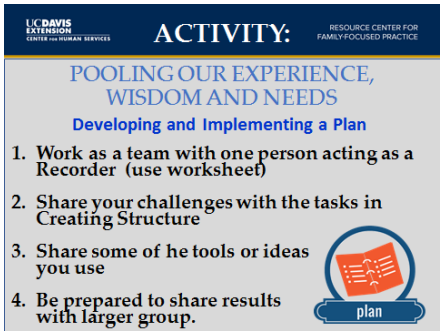
Trainer's Notes:
-During the activity, show slide 28 for reference purposes about what is supposed to occur during this "phase."
-Note the most common challenges/repeated themes on easel chart paper and address issues as appropriate.
On a separate page, note strategies and recommendations for success.
The trainer will want to circle the room, being available to assist and watch over how teams are doing.
Participants who do not have experience with teaming and/or facilitation often get "stuck."
The trainer can "stop the action" at any point to assist the group as a whole or process a particular step with the larger group.
At the end of the time allotment, (as needed), process with the larger group how the "creating structure" process went and address any questions or challenges.

Slide 31

Developing & Implementing a Plan

35

36



37

38

✉ **Handouts:**

Plan Developing and Implementing Worksheet (One for each recorder at each table) (salmon paper)

🕮 **Time:** 20 minutes

Materials:

Steps:

Slide 35

- Introduce the topic of developing a plan

Slide 36

- Activity Instructions Below

Slide 37

- Lecture on facilitation tasks

Slide 38

- Continue lecture on facilitation tasks

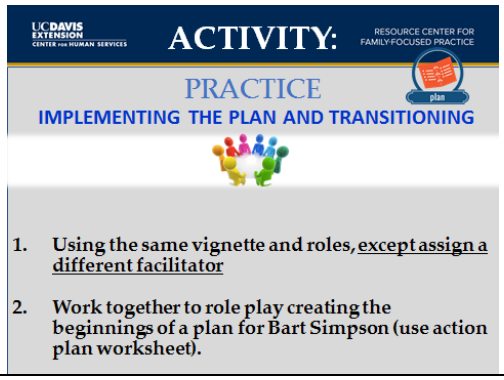
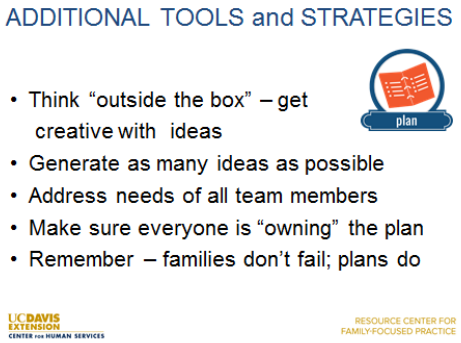
🗝 **Talking Points:**

-Will depend on challenges. However, tools for each challenge should be offered, as appropriate.

Activity:

-Work as a team with one person acting as a Recorder - Use Worksheet.
-Share challenges with the tasks in Developing and Implementing a Plan.
-Do you also have some tools that work for you to share?
-Be prepared to share discoveries with larger group.

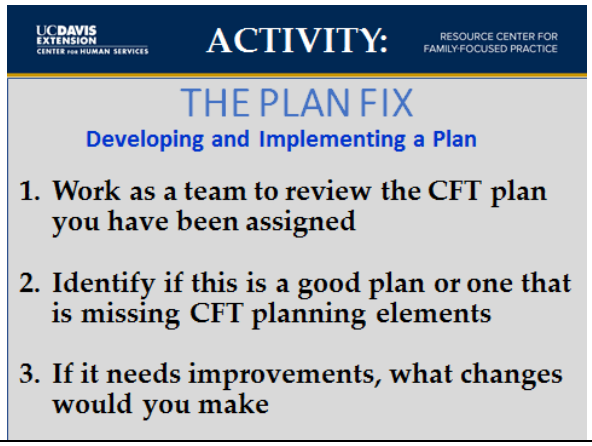
✉ **Handouts:**

Slide 39-41 **Practice**	**39** 
40 	**41** 
✉ **Handouts:** ▪ Action Plan Worksheet (red paper)	
🕮 **Time:** 45 minutes (variable) **Materials:** ▪ Easel chart paper	
Steps: Slide 39 • Activity • Synthesize the large group discussion and questions or challenges on developing a plan. Slide 40 • Review Facilitation personal characteristics Slide 41 • Lecture on additional tools and stratigies	🗝 **Talking Points:** -It is important to get creative and not just use cookie cutter approaches. Interventions should be individualized to the people for whom they apply. -We should always seek more than two choices or options. - Community and system representatives should feel that their needs are being addressed as well as the family's and the youth's. -The plan should, ultimately, belong to everyone. Each member should feel that he/she participated in the creation and, even if there are matters with which they don't agree, all are willing to voice concerns, give the plan a try, and not sabotage the efforts. -Just a reminder: we often miss needs or define them incorrectly. When we do, the plan may fail. Blaming the family serves no purpose; it is the plan that has

	failed to capture what is right for them. Revise and try again.

Activity:
-Using the same vignette and roles, **except** assigning a different facilitator, the team will now create the beginnings of a plan for Bart Simpson, using the Action Plan worksheet.

Trainer's Notes:
-An example Bart Simpson Action Plan was distributed during the first class in this series. So, while it may look familiar to some, it provides an opportunity to actually create a plan on their own.
-Reminders should be given about beginning with NEEDS, not GOALS.
-Again, circle the room to assist, as needed.
-At the end of the allotted time, process with the larger group how the "developing a plan" process went and address any questions or challenges.
-Be sure to synthesize tools and strategies from previous activities, discussions and slide contents.

Slide 42 **The Plan Fix**	**42** 

Handouts:
- The Fix Plan Worksheet (ivory paper)

Time: 15 minutes
Materials:

Steps:	**Talking Points:** One of the facilitator's roles in a CFT is to help the group be strengths-based and to ensure the family voice and choice is present (especially that of the child and youth). The facilitator also works with the group to elicit goals and strengths.

Activity:
-Distribute plan and ask the teams to review.
-Do they think this is a good plan? If so, why?
-If they think the plan needs improvement, what changes would they make?
-Fix it.

Trainer's Notes:
The plan presented is "problem" oriented. It does not begin with needs. It has no place for strengths that can be used to accomplish the goals. What are the goals? To "stop" the problem? If part of this young

man's need is to feel heard/listened to (see Warning Signs, first row), is telling Mom he needs to be heard sufficient? What should Mom be doing? Plans should not be focused on "fixing" the youth.

Slide 43 **Bringing It All Together**	**43**
✉ **Handouts:**	
🕮 **Time:** 10 minutes **Materials:**	
Steps:	🗝 **Talking Points:** -Summarize the teaming process and what has been accomplished today. -Take a look at the "Needs" display created at the beginning of the day, and ask participants if they feel some of their needs have been met.
Activities:	
🗎 **Trainer's Notes:**	
Slide 44 **Leftover Needs, Questions, Concerns**	**44**
✉ **Handouts:**	
🕮 **Time:** 5 minutes **Materials: (includes videos/DVDs/posters)**	
Steps: -Discuss any remaining questions or requests -Make sure the learning objectives were addressed – especially those deemed most important by the class at the beginning of the day.	🗝 **Talking Points:** -Any remaining questions or requests?

Activities:

Trainer's Notes:

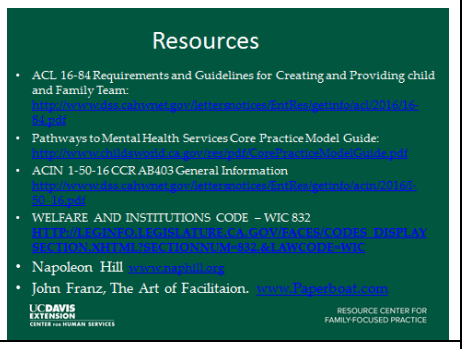
Remember you may not be able to cover every topic in great depth. This is an opportunity to share information that participants question or on which they request additional guidance.

Slide 45-47
Evaluation,
Thank you,
END

45

46

47



Handouts:

Course Evaluation

Time: 5-10 minutes

Materials:

- Pens

Steps:

Slide 45

- Review class

Slide 46

- Complete evaluations and conclude

Slide 47

- Note resources

Talking Points:

Activities:

Trainer's Notes:

Note any Frequently answered questions, please report those to RCFFP specialist.

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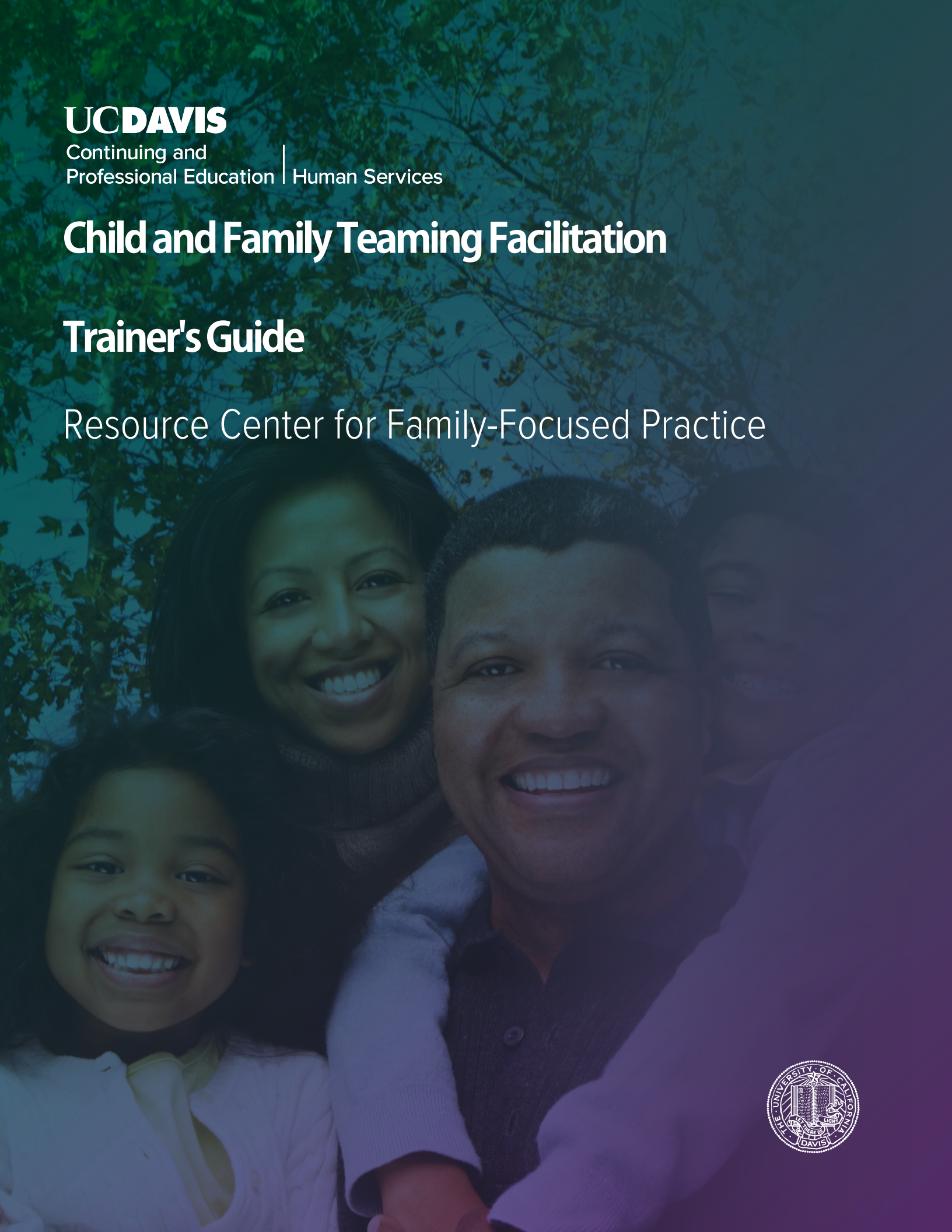
Child and Family Teaming Facilitation

Trainer's Guide

Resource Center for Family-Focused Practice



Agenda Day Three: Child and Family Teaming Facilitation

Team Builder

Teams

Your needs

Review of CFT training days one and two

Team Facilitation

Structuring a Meeting: Establishing Purpose

Initial and Ongoing Engagement

Creating a Safe Environment

Creating Structure

Developing and Implementing a Plan

Implementing the Plan and Transitioning

Bringing it All Together

Part three of the three-day series focuses on assisting participants in the fine art of team facilitation. With the importance of teaming efforts now recognized throughout systems, many people have experienced introductory facilitation skills training. This workshop will briefly review these foundational skills for those participants who may not have been introduced to them and then move into more advanced views of facilitation. The purpose of this workshop is to advance foundational facilitation skills for more effective teaming.

Learning Objectives – Knowledge

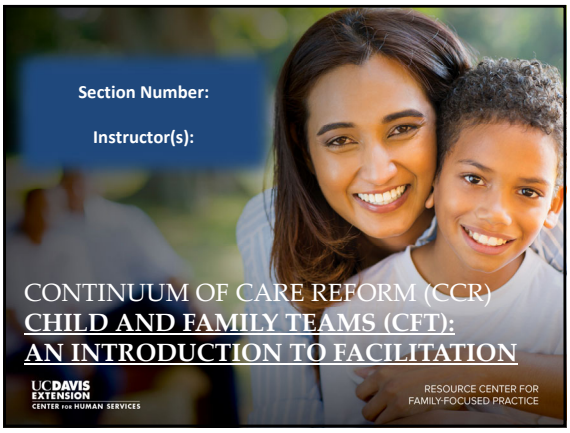
1. Participants will discuss steps in the facilitation process
2. Participants will understand some of the fundamental tools necessary for good facilitation
3. Participants will describe advanced skills necessary to facilitate child and family teams

Learning Objectives – Skills

1. Through workshop activities, participants will demonstrate the ability to facilitate teams through the difficult challenges of different agendas, times of apparent "stagnation," differing views and conflict.

Learning Objectives – Values

1. Participants will recognize and value the art of successful team facilitation
2. Participants will be aware of the needs of each individual team member and value his/her perspective.
3. Participants will recognize and value the effective communication and conflict management skills needed for advancing team process



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Today's Agenda

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

- Review CFT foundations and requirements
- Introduction to CFT facilitation
- Develop and practice CFT Facilitation components
  - Engagement
  - Planning
  - Structure

TEAMS

- "The coordination of knowledge and effort of two or more people, who work toward a definite purpose, in the spirit of harmony."

- "No two minds ever come together without thereby creating a third, invisible intangible force, which may be likened to a third mind ['a' master mind]."

Hill, Napoleon. *Think and Grow Rich*. New York: Fawcett Books, 1987.

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

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ACTIVITY:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Team Builder

1. Work as a team to discover something you all have in common.
2. Each person can select one and share information about themselves concerning the topic. If they don't find something they all have in common with that topic, they can choose another card.
3. Once the group decides what participants have in common, create a creative team name from that and write it on the name tent provided.

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ACTIVITY:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Your Needs

1. On a "Post-It" note, write something(s) you would like to gain from today's journey (something you have concerns about related to our topic area, would like to make sure we discuss or have questions about).
2. When completed, place the post-it notes on the easel chart paper in the front of the room.

CCR & CFT REVIEW

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Continuum of Care Reform

A comprehensive reform effort to make sure that youth in foster care have their day-to-day physical, mental, and emotional needs met; that they have the greatest chance to grow up in permanent and supportive homes; and that they have the opportunity to grow into self-sufficient, successful adults.

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What is Continuum of care reform, CCR branch- http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR/WhatIsContinuumCareReform.pdf

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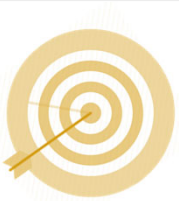
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Continuum of Care Reform Ultimate Goals



- Integrated system of care
- Services that are coordinated, integrated and seamless
- Active family and youth voice and choice
- Mutual accountability amongst all parts of the system and service providers

What is Continuum of care reform, CCR branch- http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR/WhatIsContinuumCareReform.pdf

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CFT Logistics

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

For children or youth in placement who are receiving Intensive Care Coordination (ICC), Intensive Home-Based Services (IHBS) or Therapeutic Foster Care (TFC), a CFT meeting must occur at least every 90 days. For children and youth who are not receiving SMHS, the placing agency will convene a CFT meeting no less than once every six months. Best practice dictates that meetings should occur as soon as possible for, but not limited to, case planning purposes, placement determination, emancipation planning and/or safety planning and, therefore, frequency of meetings and timeframes varies.

ALL COUNTY LETTER (ACL) NO. 16-84

FAMILY TEAM

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PURPOSE OF CFT MEETING

One gathering that addresses the strengths, needs and concerns of:

- child or youths
- parent and/or family
- placement, court, agency and services
- all others that are involved in the youth and family's situation

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CFT MEETING DISCUSSION

Must Be:

- Strength-based
- Developed through Team Think
- Needs Driven
- Integrated
- Outcome Focused

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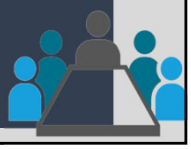
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

CFT Meeting Structure

- Greetings and Agenda
- Confidentiality and Team Agreements
- CFT Purpose (Initial And Ongoing Vision/Mission)
- Strengths and Concerns
- Needs and Goals
- Brainstorming Ideas
- Action Plan
- Evaluation



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CFT Standards & Values In Action

- YOUTH & FAMILY CENTERED AND DRIVEN
- UNIQUE AND INDIVIDUALIZED
- COMPREHENSIVE SHARED PLANNING
- STRENGTH-BASED
- COLLABORATION
- NEEDS DRIVEN
- CULTURALLY REFLECTIVE, RESPECTFUL AND RESPONSIVE
- TRAUMA-INFORMED (TIC)
- OUTCOME FOCUSED.

TEAM FACILITATION

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ACTIVITY:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

TEAM FACILITATION APPRECIATIVE INQUIRY

1. **Work as a team to construct a list of the characteristics and behaviors that make an effective facilitator**
2. **Share these with the larger group**

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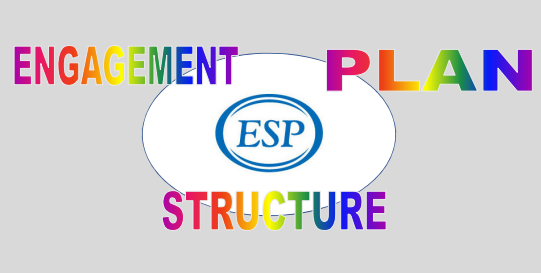
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

STEPS and TASKS in the FACILITATION PROCESS



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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

FACILITATION TASKS
INITIAL AND ONGOING ENGAGEMENT

- Building rapport
- Creating a safe environment
- Assisting others in understanding the team process and roles within that process
- Helping each team member feel heard and feel his/her perspective is valued
- Support members in staying engaged over time

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RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

FACILITATION TASKS
CREATING STRUCTURE

- **First Meeting:**

  addressing confidentiality and creating team agreements, defining vision/mission, discovering strengths and concerns
- **Ongoing:**

  establishing purpose/goal of meeting/agenda, discussing strengths and concerns, defining needs, generating ideas and brainstorming, defining action steps, conducting meeting evaluation

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FACILITATION TASKS
DEVELOPING A PLAN

- Defining needs
- Linking goals to those needs
- Generating ideas and brainstorming
- Defining specific actions to accomplish the goals
- Determining who will do what by when

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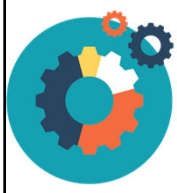
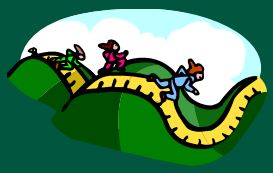
FACILITATION TASKS
IMPLEMENTING THE PLAN AND TRANSITIONING



- Defining and revising plan as needed
- Evaluating and tracking progress
- Guiding participants toward task completion
- Planning for transition

TEAM FACILITATION – ADVANCING OUR SKILLS



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Initial and Ongoing Engagement

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ACTIVITY:

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POOLING OUR EXPERIENCE, WISDOM AND NEEDS

Initial and Ongoing Engagement

1. Work as a team with one person acting as a recorder (use worksheet)
2. Share your challenges with the tasks in initial and ongoing engagement
3. Share what tools work for you
4. Be prepared to share results with larger group.

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FACILITATION TASKS

INITIAL AND ONGOING ENGAGEMENT

- Building rapport
- Creating a safe environment
- Assisting others in understanding the team process and roles within that process
- Helping each team member feel heard and feel their perspective is valued
- Support members in staying engaged over time

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ACTIVITY:

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CREATING A SAFE ENVIRONMENT

Initial and Ongoing Engagement

1. **Using the mini vignette provided, work as a team with one person acting as a Recorder to discuss:**

- **Is the situation presented a safe environment?**
- **If not, what might you do to assist in creating more safety?**

2. **Share your thoughts with the larger group.**

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ADDITIONAL TOOLS AND STRATEGIES

- Prepare people for teamwork
- Invite
- Provide "chat" time
- Level the power
- Address initial tensions
- Create highly participatory team agreements (assists with safety)

FACILITATION TASKS

Initial and Ongoing Engagement

1. Contracting with participants
2. Designing group activities and processes
3. Listening, paraphrasing, observing, clarifying, elaborating
4. Interpreting verbal and non-verbal behavior
5. Confronting others
6. Managing differences
7. Collaborating with others
8. Project management
9. Meeting management
10. Logistics management

The Facilitator's Fieldbook Paperback – October 3, 2012
by Tom Justice (Author), David W. Jamieson Ph.D.

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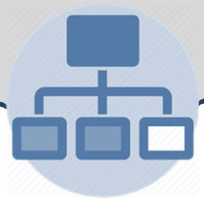
RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

Creating Structure



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ACTIVITY:

RESOURCE CENTER FOR FAMILY-FOCUSED PRACTICE

POOLING OUR EXPERIENCE, WISDOM AND NEEDS

Creating Structure

1. Work as a team with one person acting as a recorder (use worksheet)
2. Share your challenges in creating structure
3. Share some of the tools or ideas you use
4. Be prepared to share results with larger group.

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FACILITATION TASKS

Creating Structure

- **First Meeting:** addressing confidentiality and creating team agreements, defining vision/mission, discovering strengths and concerns
- **Ongoing:** establishing meeting purpose/goal, discussing strengths and concerns, defining needs, generating ideas and brainstorming, defining action steps, conducting meeting evaluation

FACILITATION TASKS
Creating Structure

1. Analyzing information to determine the best approach
2. Designing meetings to support success
3. Establishing the group climate
4. Implementing structures and process
5. Intervening to manage group dynamics
6. Coaching group members
7. Evaluating meeting effectiveness
8. Navigating decision making
9. Ensuring follow up action

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Removed Part 2: Remember My Story

Use this video vignette for the rest of today's training in the roleplaying activities.

https://removedfilm.myshopify.com/pages/watch
Director: Nathanael Matanick and Tony Cruz
Writer: Christina Matanick
Producer: Nathanael Matanick & Christina Matanick

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ACTIVITY:

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PRACTICE

Creating Structure

1. Each team assigns roles as needed, including a facilitator per vignette
2. The facilitator will be creating structure for the first team meeting
3. Create team agreements, a vision/mission for the team, and to begin eliciting strengths from/for all team members.

ADDITIONAL TOOLS and STRATEGIES

- Have your materials prepared
- Always give the "power" to the team
- Obtain agreement on each step of the process
- Balance between process and product
- Organization is key

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Developing and Implementing a Plan

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ACTIVITY:

POOLING OUR EXPERIENCE, WISDOM AND NEEDS

Developing and Implementing a Plan

1. Work as a team with one person acting as a Recorder (use worksheet)
2. Share your challenges in Creating Structure
3. Share some of the tools or ideas you use
4. Be prepared to share results with larger group.

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FACILITATION TASKS

INITIAL AND ONGOING ENGAGEMENT

- Defining needs
- Linking goals to those needs
- Generating ideas and brainstorming
- Defining specific actions to accomplish the goals
- Determining who will do what by when

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FACILITATION TASKS

IMPLEMENTING THE PLAN AND TRANSITIONING

- Defining and revising plan as needed
- Evaluating and tracking progress
- Guiding participants toward task completion
- Planning for transition

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ACTIVITY:

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PRACTICE

plan

IMPLEMENTING THE PLAN AND TRANSITIONING

1. Using the same vignette and roles, <u>except assign a different facilitator</u>
2. Work together to role play creating the beginnings of a CFT plan (use action plan worksheet).

FACILITATION TASKS
Creating Structure

1. Steadiness
2. Confidence
3. Assertiveness
4. Openness
5. Flexibility
6. Authenticity
7. Creative
8. Humility
9. Optimism
10. Results-oriented disposition

The Facilitator's Fieldbook Paperback – October 3, 2012
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ADDITIONAL TOOLS and STRATEGIES

plan

- Think "outside the box" – get creative with ideas
- Generate as many ideas as possible
- Address needs of all team members
- Make sure everyone is "owning" the plan
- Remember – families don't fail; plans do

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ACTIVITY:

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THE PLAN FIX

Developing and Implementing a Plan

1. Work as a team to review the CFT plan you have been assigned
2. Identify if this is a good plan or one that is missing CFT planning elements
3. If it needs improvements, what changes would you make?

BRINGING IT ALL TOGETHER

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CCR CFT OVERVIEW

QUESTIONS?
REMAINING NEEDS?
COMMENTS?

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Review

- Review CFT foundations and requirements
- Introduction to CFT facilitation
- Develop and practice CFT Facilitation components
  - Engagement
  - Planning
  - Structure

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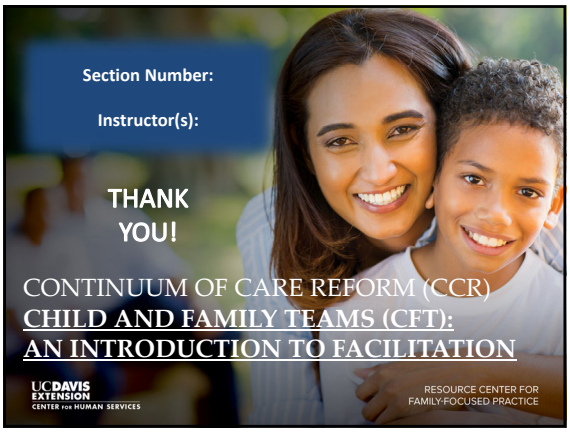

Section Number:

Instructor(s):

THANK YOU!

CONTINUUM OF CARE REFORM (CCR)

CHILD AND FAMILY TEAMS (CFT):

AN INTRODUCTION TO FACILITATION

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Resources:

- ACL 16-84 Requirements and Guidelines for Creating and Providing child and Family Team: http://www.dss.cahwnet.gov/lettersnotices/EntRes/getinfo/acl/2016/16-84.pdf
- Pathways to Mental Health Services Core Practice Model Guide: http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf
- ACIN 1-50-16 CCR AB403 General Information http://www.dss.cahwnet.gov/lettersnotices/EntRes/getinfo/acin/2016/I-50_16.pdf
- Welfare and Institutions Code – WIC 832 http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=832.6&lawCode=WIC

Citations

- Napoleon Hill www.naphill.org Hill, Napoleon. *Think and Grow Rich*. New York: Fawcett Books, 1987. Print.
- The Facilitator's Fieldbook Paperback – October 3, 2012 by Tom Justice (Author), David W. Jamieson Ph.D.

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MY HOBBIES

THE VALUE I HOLD MOST DEAR

MY LIFE THEME

MY FAVORITE POSSIBLE VACATION SPOT

S

P

E

What have been your greatest challenges and/or frustrations with "Initial and Ongoing Engagement?" (Examples might be getting people to come to meetings, helping people talk, one person talking too much, etc.)

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Do you have any tools or strategies that **have** worked to overcome challenges?

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A recently formed CFT consists of six members at this time. They are Junior (aged 14), the social worker, the probation officer, the mother of Junior, a parent partner and a mental health worker, who is the facilitator. While the first meeting seemed to go "smoothly," there was tension between the social worker and the probation officer. This is now the second meeting and everyone can feel the tension in the room as strengths and concerns are discussed more in depth.

This is the third CFT of a team that consists of Junior (aged 16), the mother of Junior, the social worker, the mom's best friend and neighbor, Junior's therapist and the facilitator. Because placement is a current concern, it was decided that the TDM and the CFT would occur together, so today, the social worker's supervisor is present.

You, the facilitator, had difficulty with Junior's mother agreeing to have the social worker at every meeting; she "does not like her." Now that the social worker has been joined by her supervisor, who is sitting beside her "employee;" you can see that Mom is quietly furious. She was not consulted in this decision.

This is the first CFT meeting for Junior (aged 15) and his mother. Attending this meeting are the probation officer, the social worker and a mental health clinician. The social worker is facilitating. Junior "hates" his probation officer and is sullenly remaining silent. The facilitator's usual efforts to draw him out have failed. The meeting is stalled unless you "ignore" Junior.

The second meeting of the CFT for junior and family has begun. The team consists of Junior (aged 13), his younger brother (aged 9), their mother, the biological father (who is estranged from the family, but loves his sons), mother's new live-in boyfriend, the social worker and a mental health facilitator. Everyone seems to be agreeing, but there is an air of "going along to get along" with tension beneath the surface.

STRUCTURE

What have been your greatest challenges and/or frustrations with "Creating and Maintaining Structure?" (Examples might include getting people to stay on topic, or having people follow the team agreements.)

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Do you have any tools or strategies that **have** worked to keep structure intact?

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What have been your greatest challenges and/or frustrations with "Developing and Implementing a Plan?" (Examples might include conflicting agendas, or lack of follow through, team stagnation.)

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What tools or strategies **have** worked for developing and implementing a plan?

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_____

BART SIMPSON
Maryland Merriment Program
Action Plan for

Date:

Child and Family Team Vision:

Team Members Present:

Need(s):	Strengths:	Goals:	Action Steps and Details:

FAMILY PLAN

Potential Problem	Warning Signs	What will help	Who will help	When	Back up
AWOL from house or group home	Angry, sad, frustrated. Fighting with peers and siblings. Disagreement with mom. Not feeling heard / listened to.	Going to a safe place for time to cool off. Safe places include the bedroom, outside, or recreation center and park, when approved by mom or staff first. Telling Mom what you need (to be listened to).	Mom Group home staff Friend or family on the Connectedness Map.	When warning signs are present. When tempted to go AWOL. During an AWOL, in order to change to a more positive behavior.	Call a friend or family member on the Connectedness Map to discuss the situation. Talk to mom or a Youth Partner.
Hitting, punching and pushing each other.	Feeling angry. Talking faster, trying to explain, feel fists clinching, face feels flush, frustration, sadness, bored.	Using coping skills. Listening to music, shadow boxing, swimming, taking space, talking to mom, playing on the computer, football, cheerleading, playing games, counting to 10, taking a deep breath.	Mom Group home staff Friend or family on the Connectedness Map.	When warning signs are present. When tempted to hit, punch or push someone.	Call a friend or family member on the Connectedness Map to discuss the situation. Talk to mom or a Youth Partner.
Yelling and arguing	Feeling angry. Talking faster, trying to explain, elevated voice.	Treat people the way you want to be treated. Use above stated coping skills.	Mom Group home staff Friend or family on the Connectedness Map.	When warning signs are present. When tempted to hit, punch or push someone.	Call a friend or family member on the Connectedness Map to discuss the situation. Talk to mom or Youth Partner.

Crisis Access Number: (800) 000-0000 for mental health emergencies Call 911 if immediate safety is in question

Signed by Date

Client:	
Caretaker(s):	
Group Home Staff:	
Other(s):	