

Effective Training – T4T

Building the Foundation for

Child and Family Teaming

CHAMP



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Sharon L. Morrison, Ph.D.

Jarred Vermillion, QBE

- 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.

DESIRED OUTCOMES using the CFT CURRICULUM

OBJECTIVES



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





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?



TRAINING REVIEW



Part 1: Ladder of Learning

Part 2: Teaching vs. Training

Part 3: 3 Parts, 3 Domains & 4 Levels



LEARNING LADDER Activity



Teaching versus Training

Teaching

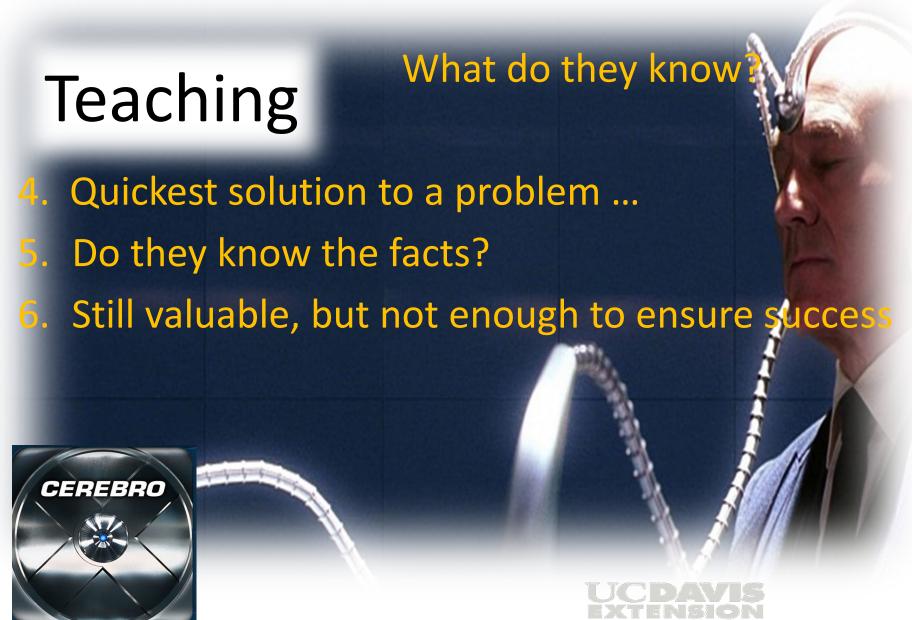
What do they know

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



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Teaching versus Training



Teaching versus Training



What do they remember to use?

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



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:

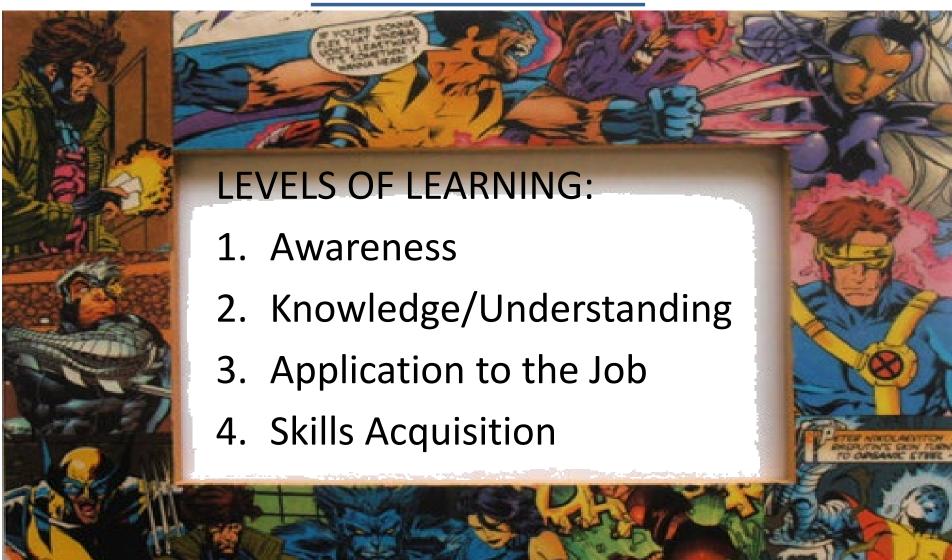
COGNITIVE (Knowledge of information)

AFFECTIVE (Values/feelings)

PSYCHOMOTOR (Skills/performance)



LEARNING TAKES BOTH TEACHING AND TRAINING



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



CFT COMMON KNOWLEDGE

Part 1: THE REQUIRMENTS

Part 2: THE CFT STRUCTURE

Part 3: EFFECTIVE TEAMING



The Requirements



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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



CFT Structure

- ✓ A clearly defined <u>purpose</u>, <u>goal</u> and <u>agenda</u> for each meeting;
- ✓ Agreed-upon team agreements & clear statements of confidentiality
- ✓ Identification of family and team members strengths and needs
- ✓ A <u>brainstorming and option-generating process</u>
- ✓ **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. Strength Based Action Items



Effective Teaming

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



Facilitation Super Themes

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



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.





THE STRENGTHS WE CARRY Activity

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CFT EVALUATION



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





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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