



Effective Training – T4T

Building the Foundation for Child and Family Teaming

**UCDAVIS
EXTENSION**

CENTER FOR HUMAN SERVICES

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- 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)



BREAKING THE ICE
In your groups

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
2. Focused on transference of information
3. Simple, direct, easily evaluated



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



Teaching versus Training

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

The background of the slide is a collage of X-Men comic book panels. On the left, Cyclops is shown in a green jacket. In the center, Wolverine is in a yellow and blue suit, shouting, with a speech bubble that reads: "IF YOU'RE GOING TO FLY, THAT WINGSUIT'S YOURS. LEASTWISE, IT'S A BETTER IDEA THAN THIS!" On the right, Storm is depicted with her white hair and purple suit, holding a sword. Below her, Cyclops is shown in his blue and yellow uniform. At the bottom, there's a panel showing Wolverine and other X-Men characters in action.

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

CFT COMMON KNOWLEDGE



Part 1: THE REQUIRMENTS

Part 2: THE CFT STRUCTURE

Part 3: EFFECTIVE TEAMING



The Requirements





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 purpose, goal and agenda for each meeting;
- ✓ Agreed-upon team agreements & clear statements of confidentiality
- ✓ Identification of family and team members strengths and needs
- ✓ A brainstorming and option-generating process
- ✓ 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

CFT EVALUATION



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



The Academy for Professional Excellence, SDSU CFT VIDEO

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.***



QUESTIONS?

THANK YOU!