

# WELCOME!

## Child and Family Team Meeting Facilitation Training







San Diego County's vision of region that is  
**Building Better Health**, **Living Safely** and **Thriving**

**BUILDING  
BETTER  
HEALTH**

Improving the health of  
residents and supporting  
healthy choices

**LIVING  
SAFELY**

Ensuring residents are protected  
from crime and abuse,  
neighborhoods are safe, and  
communities are resilient to  
disasters and emergencies

**THRIVING**

Cultivating opportunities  
for all people and  
communities to grow,  
connect and enjoy the  
highest quality of life



# TRAINING DAY CHECKLIST



- ✓ Sign in & Sign Out
- ✓ Pre-Test
- ✓ Training Series Expectations
- ✓ Please Silence Cell Phones
- ✓ Restrooms
- ✓ Snacks & Beverages
- ✓ CE & Completion Certificates
- ✓ BHETA eLearnings
- ✓ Questions





# CHILD AND FAMILY TEAM MEETING FACILITATION

**DATE**

Presenter 1

Presenter 2

Presenter 3

# LEARNING OBJECTIVES

Upon completion of this training participants will be able to:

- Prepare for a CFT meeting
- Practice effective facilitation skills that support safety, permanency and well-being
- Demonstrate effective use of solution focused inquiry
- Incorporate and honor cultural factors in facilitation
- Navigate disagreement and facilitate challenging conversations
- Explain the components of a Child and Family Team meeting

# TODAY'S AGENDA

- Welcome/Team Selection/Introductions
- Group Agreements
- Review of Pathways to Well-Being Core Values and Principles
- Facilitative Actions
- Managing challenging conversations within the Child and Family Team (CFT)
- CFT Meeting Structure
- CFT Meeting Practice

# WELCOME AND WALKABOUT ACTIVITY

## IDENTIFYING YOUR TEAM

- Please stand under the numbered paper corresponding to your answer to the question below.
  - “On a scale of 0-10, with 0 being the lowest and 10 being the highest, please rate yourself on your level of experience and comfort in facilitating a Child and Family Team meeting.”



# GETTING TO KNOW EACH OTHER

- At your table groups please introduce yourself by telling us the following:
  - Your name
  - Your professional role/title
  - Your agency
  - One skill/expertise /hobby you bring today which is not related to your professional role

# GROUP AGREEMENTS

- Offer structure and guide collaboration
- Are specific, mutually agreed upon and upheld by group members
- Prevent conflict or minimize possible damage from disagreement

# REVIEW

- Core Values: Safety Permanency and Well-Being

- Principles

Services are needs driven

Strength-based approach

Youth/family focused

Individualized and tailored

In the child and family's community

Youth/Family voice/choice are prioritized

Formal and informal supports

Culturally competent

Collaborative approach

# CULTURAL RESPONSIVENESS

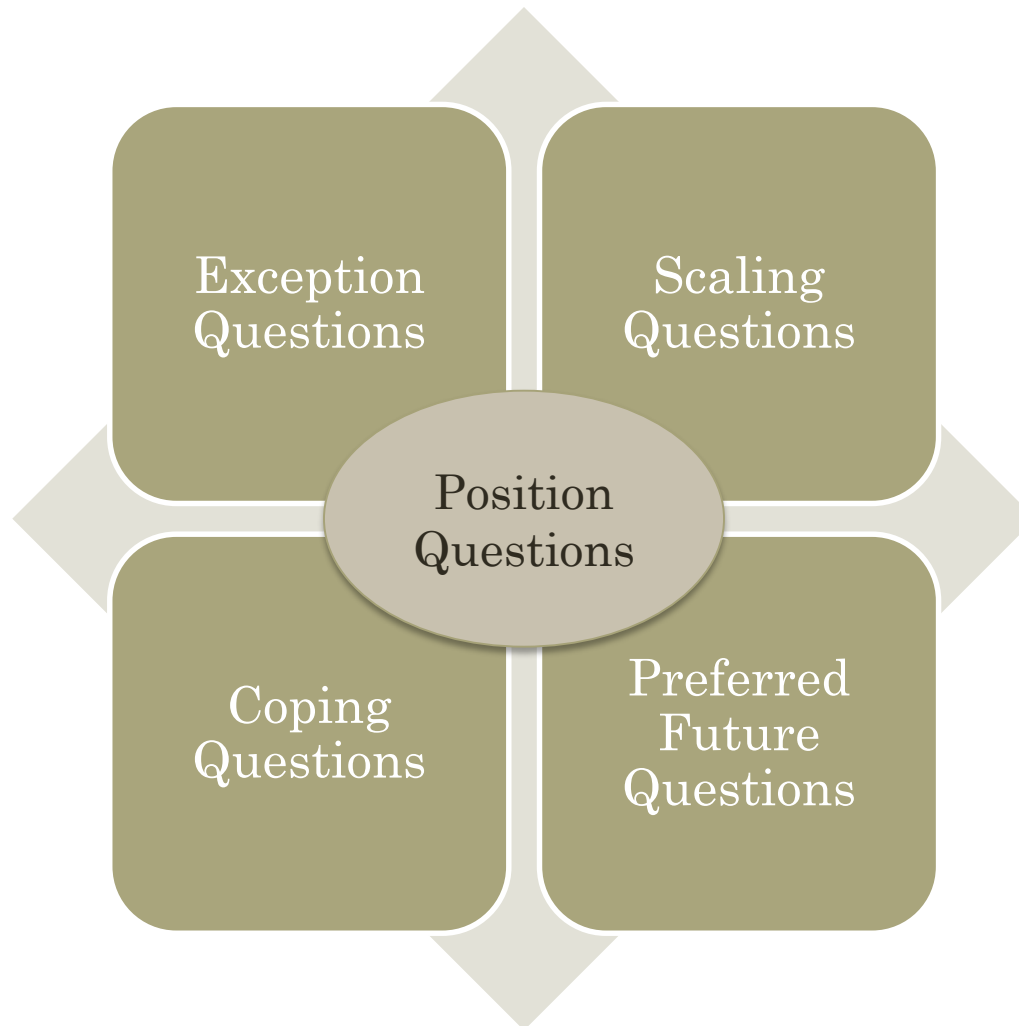
- Any meeting interventions should be applied with a cultural lens
- Meeting should be culturally grounded to meet each individual's unique needs
- Be mindful not to impose personal culture on others
- Help group achieve goals within the norms of their culture

# FACILITATIVE ACTIONS

- Monitors process, structure, and use of time
- Defines and explains the purpose and intended goal of the meeting while keeping the youth/family's voice at the center
- Provides a safe, supportive environment that validates all participants' ideas and perspectives
- Role models respectful communication, identifies areas of agreements within the group, and manages challenging conversations
- Recognizes and is sensitive to changes in emotion, non-verbal cues and manages conflict

# SOLUTION FOCUSED INQUIRY

Review  
the  
Handout



<http://theacademy.sdsu.edu/programs/bbeta/pathways/>

# CONFLICT AND DISAGREEMENT

- Conflict and disagreement are a natural part of group process
- Acknowledging conflict and disagreement provides an opportunity to clarify, explore, and understand positions
- Conflict can be a driving force of creativity because conflict means there are multiple perspectives which can be drawn upon to find a solution
- When people feel understood, they are more likely to see the points of view of others.

# MANAGING CONFLICT AND DISAGREEMENT

- Establish, maintain, and reinforce Group Agreements
- Remain focused on the desired outcome of the meeting
- Assure all conversations and ideas are focused on the youth's best interest
- Clarify positions of individuals in disagreement
- Consider all ideas



# PREPARATION AND PLANNING CARE COORDINATOR ROLE



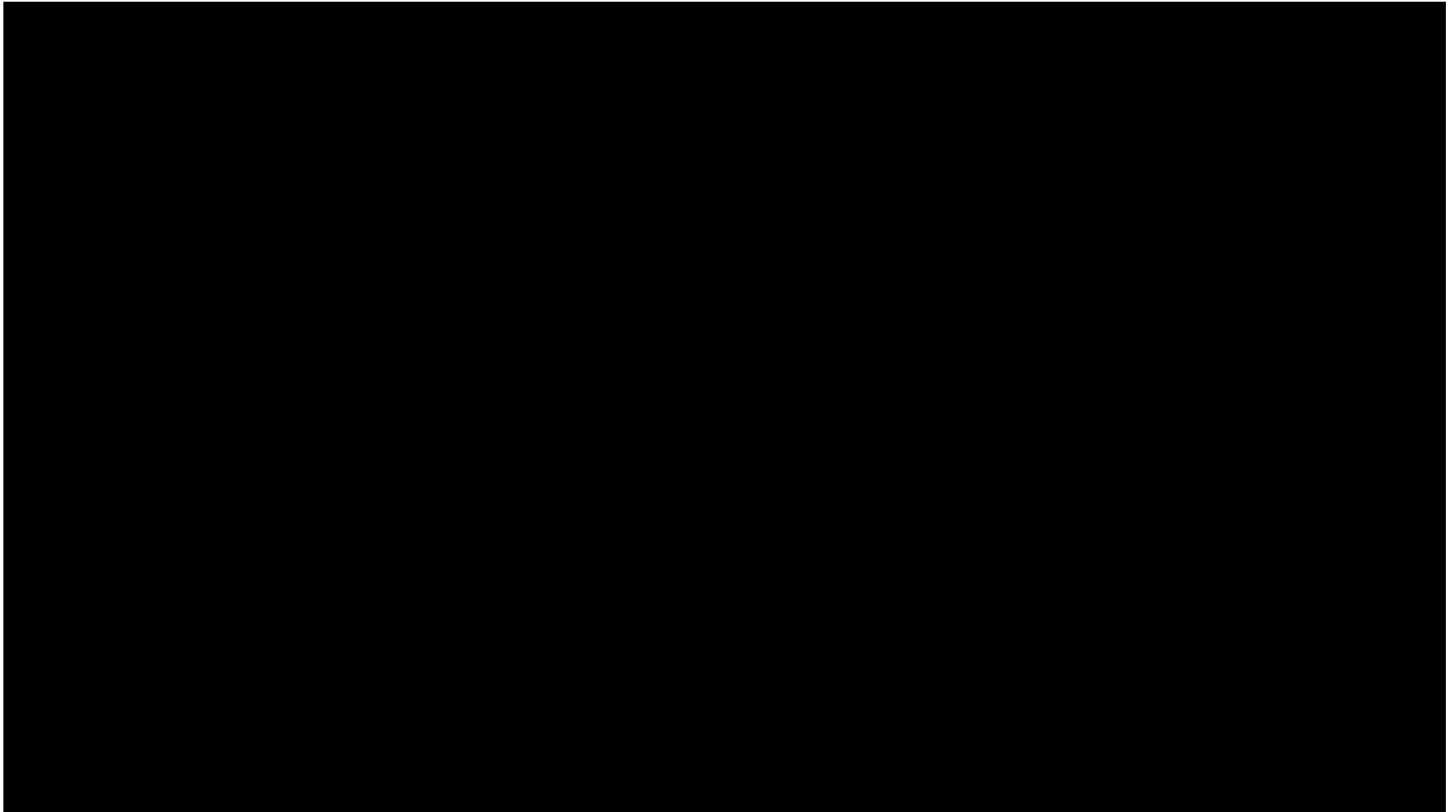
- Meets with youth/family to explain CFT meeting purpose, process, and who youth would like to have attend
- Collaborates with PSW to exchange information related to the needs of the youth/family
- Elicits assistance from the PSW regarding inviting team members and identifying people who are not permitted to attend
- Identifies with the youth/family and PSW potential “hot button” issues or areas of conflict

# PREPARATION AND PLANNING CARE COORDINATOR ROLE

- Reviews confidentiality guidelines and limits of meeting
- Addresses potential dual role conflicts by establishing and clarifying therapist vs. facilitator role
- Acts as main point of contact with team members and scheduling the CFT meetings
- Be prepared with supplies and confirms meeting time and location with meeting participants

Note: some agencies have chosen to have an identified facilitator who is not the Care Coordinator

# VIDEO CLIP: PREPARATION AND PLANNING



# THE CHILD AND FAMILY TEAM MEETING

Review  
the  
Handout



# CHILD AND FAMILY TEAM MEETING AGENDA

- Purpose (for Initial or when new members join)
- Introduction
- Teaming Standards and Group Agreements
- Strengths
- Desired Outcomes
- Existing Services
- Needs/Concerns
- Ideas
- Action Plan

# PURPOSE

## Objective:

- The purpose of the team is to address the youth's behavioral, emotional and social well-being.
- Clarify the team's role and scope of the team within the context of the larger case.

## Facilitator Activities:

- Give information regarding the purpose
- Answer questions regarding roles and scope

# INTRODUCTION

## Objective:

- Engage team members to share and participate.
- Determine who is present and what expertise they bring that is beneficial to the youth

## Facilitator Activities:

- Ask team members to share:
  - Team Member's Name
  - Relationship to youth/family,
  - Expertise or strength
- Model active listening, validation of information shared

# TEAMING STANDARDS AND GROUP AGREEMENTS

## Objective:

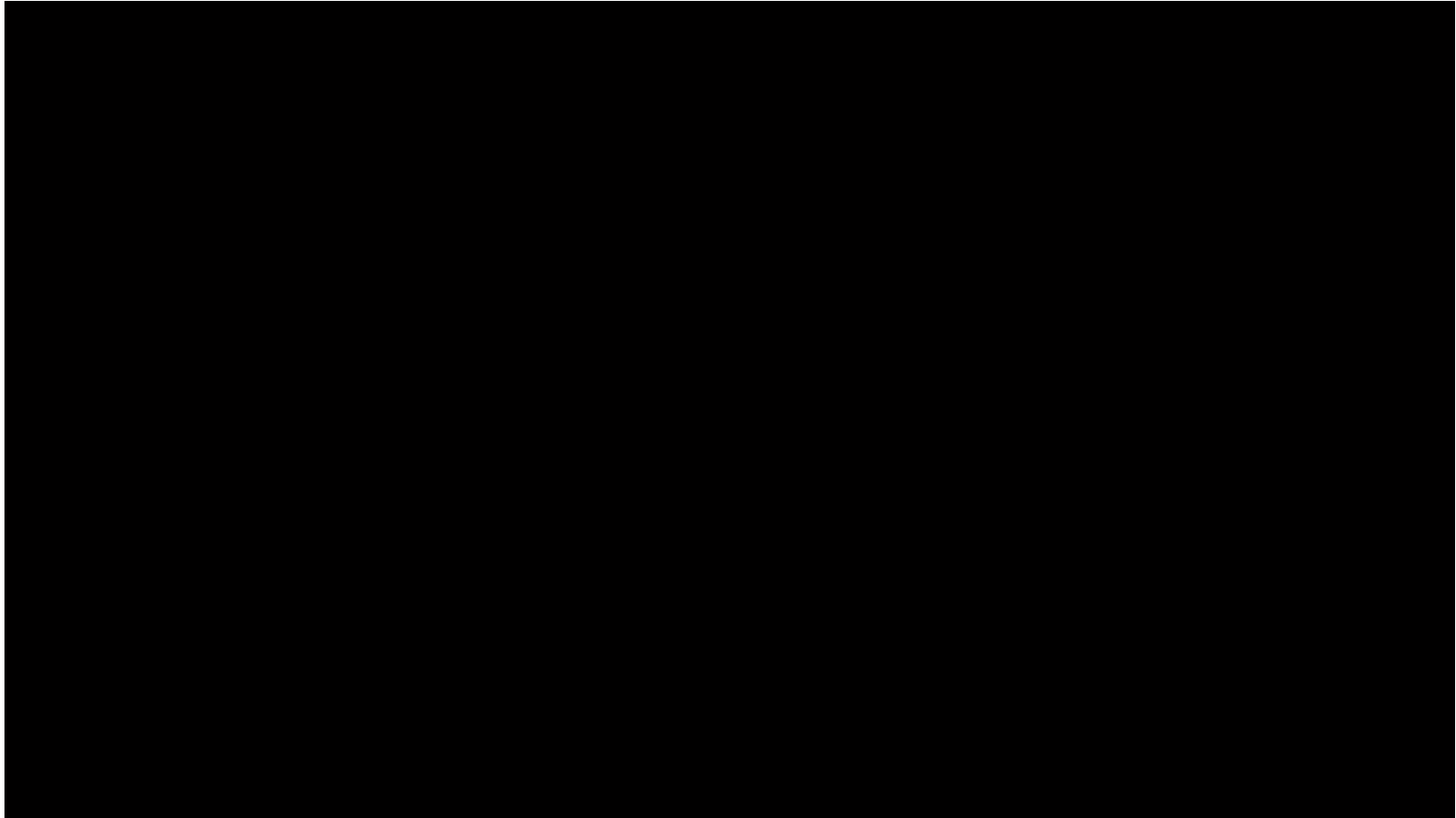
- Build group agreements that will facilitate communication, respect, and form the basis of working through conflict or disagreement among team members.
- Complete Teaming Standards form.

## Facilitator Activities:

- Encourage discussion
- Build consensus
  - If members disagree on an item, facilitate discussion to determine how to address the concern in a respectful manner.



# VIDEO CLIP: PURPOSE, INTRODUCTIONS, GROUP AGREEMENTS



# PURPOSE, INTRODUCTION, AND GROUP AGREEMENTS PRACTICE



# PURPOSE, INTRODUCTION, AND GROUP AGREEMENTS DEBRIEF

- Take a few minutes in your group to answer these questions:
  - What worked well?
  - What were some specific things your facilitator did which helped make this phase comfortable for you?
  - How did you experience this phase in your specific role in the Child and Family team?

# STRENGTHS

## Objective:

- Develop a list of strengths of the youth. These may be utilized to address needs later in the meeting.

## Facilitator Activities:

- Ask members, starting with the youth, to share strengths about the youth.

# DESIRED OUTCOMES

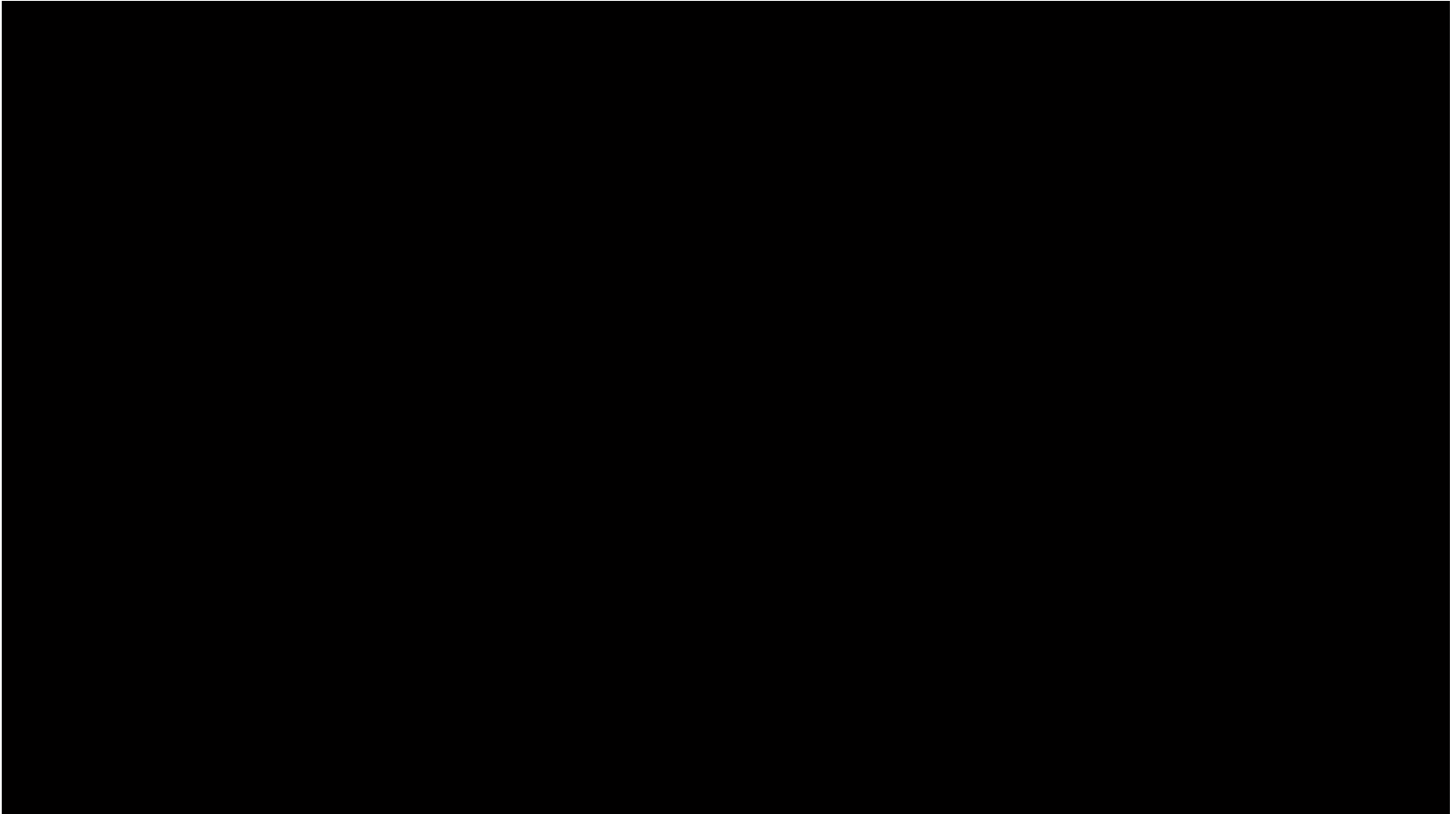
## Objective:

- Develop the goal(s) that the youth and family want as the outcome of this team.

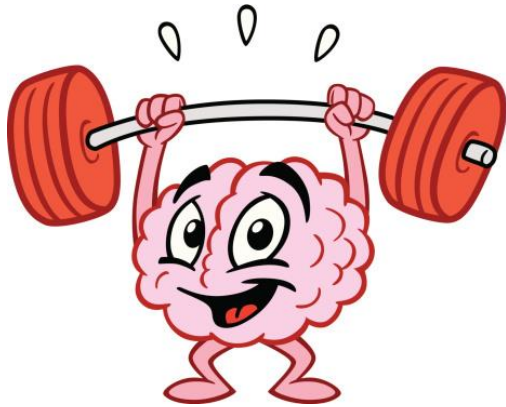
## Facilitator Activities:

- Consider using solution focused questions
  - Preferred Future Questions
  - Exception Questions
  - Coping questions (could be strengths, feel free to add)
- Encourage group participation

# VIDEO CLIP: STRENGTHS AND DESIRED OUTCOMES



# STRENGTHS AND DESIRED OUTCOMES PRACTICE



# STRENGTHS AND DESIRED OUTCOME DEBRIEF

- Take a few minutes in your group to answer these questions:
  - What worked well?
  - What were some specific things your facilitator did which helped make this phase comfortable for you?
  - How did you experience this phase in your specific role in the Child and Family team?



# EXISTING SERVICES/SUPPORTS

## Objective:

- Identify current formal and informal supports
- Evaluate helpfulness of current services and supports

## Facilitator Activities:

- Assist youth and family in identifying formal and informal supports that are already in place.
- Consider using
  - Focusing questions
  - Clarifying questions

# NEEDS/CONCERNS

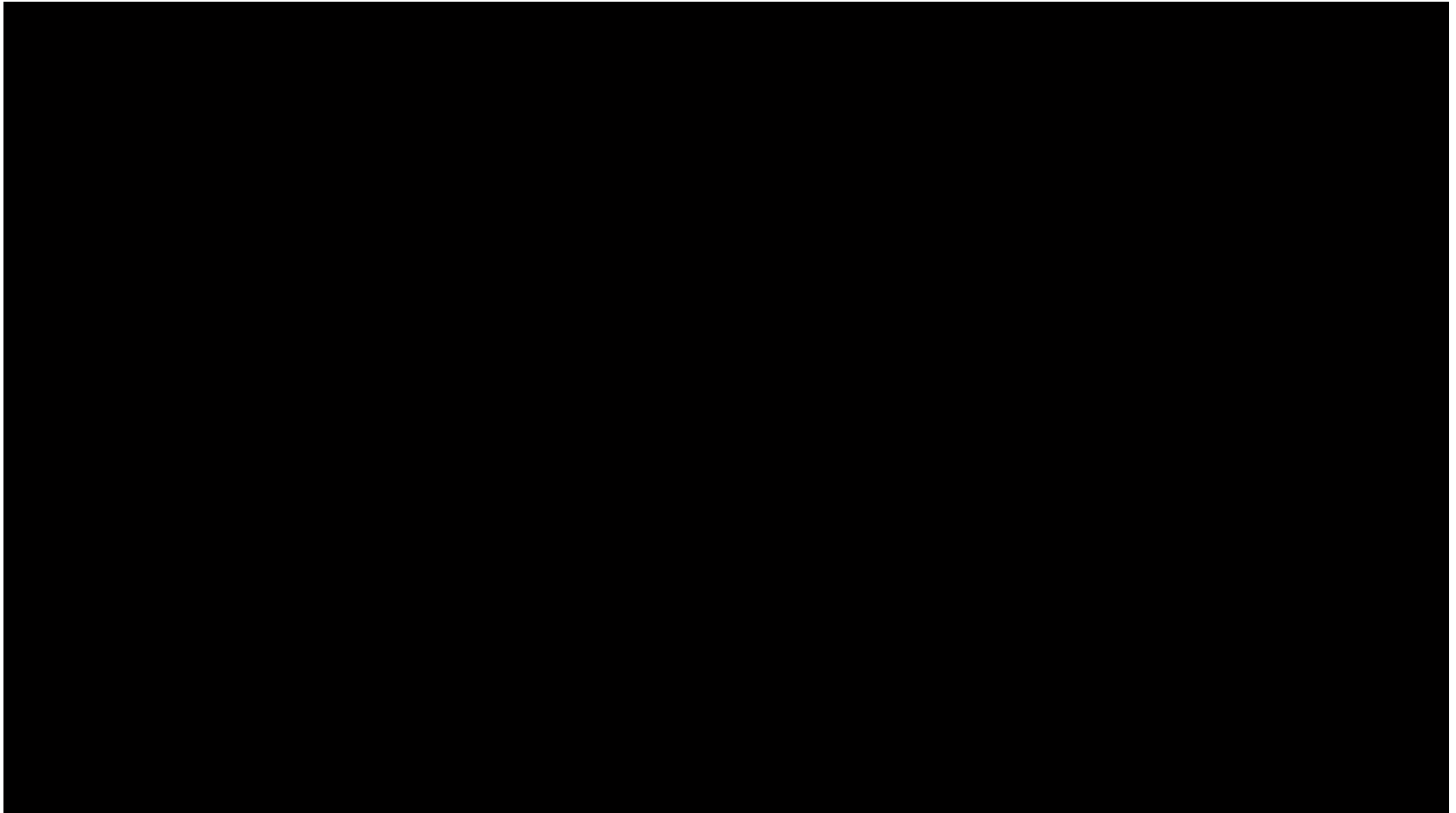
## Objective:

- Identify areas of concern in behavioral, emotional, or social domains that need to be addressed by team activities

## Facilitator Activities:

- Encourage and validate feedback
- Focus topics on achievable goals based on need
- Clarifying questions
- Remain strength based

# VIDEO CLIP: EXISTING SERVICES/SUPPORTS AND NEEDS/CONCERNS



# EXISTING SERVICES/SUPPORT AND NEEDS PRACTICE



# EXISTING SERVICES/SUPPORT AND NEEDS DEBRIEF

- Take a few minutes in your group to answer these questions:
  - What worked well?
  - What were some specific things your facilitator did which helped make this phase comfortable for you?
  - How did you experience this phase in your specific role in the Child and Family team?

# IDEAS/ACTION PLAN

## Objective:

- Develop ideas to support the youth and an action plan with activities.
- Complete CFT Summary and Action Plan

## Facilitator Activities:

- Determine who, what, by when for each action item
- When possible, match strength to activity
- Encourage communication outside the CFT Meeting to carry out plan items

# GRADIENTS OF AGREEMENT

- Ask each member to rate themselves on the following scales:

## **Scaling Participation (facilitator to ask each team member)**

On a scale from 0-10 where 0 means I had no input during this meeting and 10 means that my voice was listened to and valued:

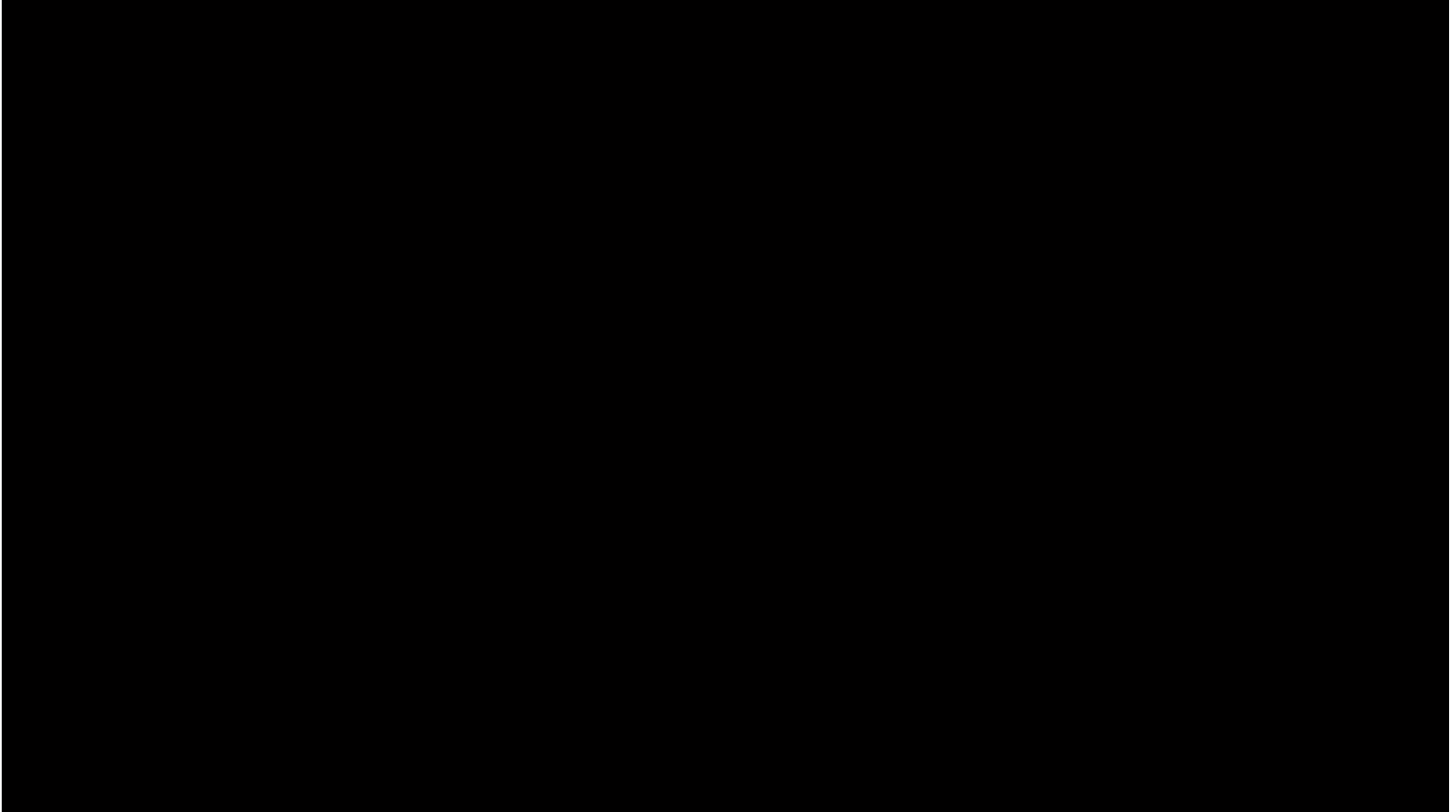
0 ←————→ 10

## **Scaling the Services/Support/Action Steps (facilitator to ask each team member)**

On a scale from 0-10 where 0 means there is no part of the plan that I can support and 10 means that I can fully support the plan:

0 ←————→ 10

# VIDEO CLIP: IDEAS AND ACTION PLAN





# IDEAS AND ACTION PLAN PRACTICE



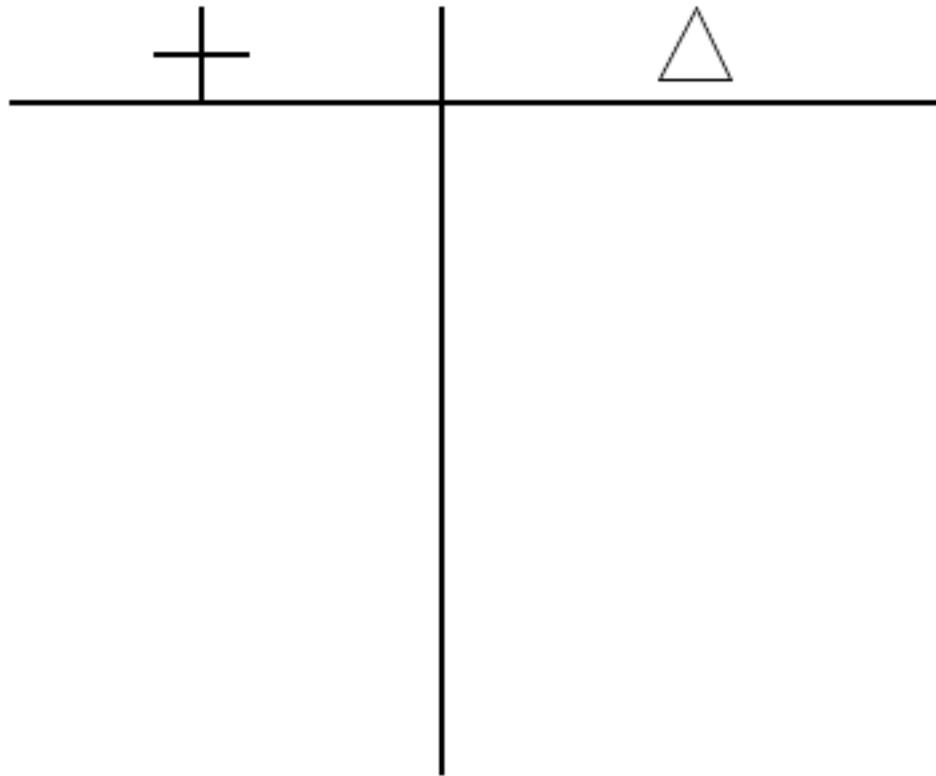
# IDEAS AND ACTION PLAN DEBRIEF

- Take a few minutes in your group to answer these questions:
  - What worked well?
  - What were some specific things your facilitator did which helped make this phase comfortable for you?
  - How did you experience this phase in your specific role in the Child and Family team?

# QUESTIONS?



# PLUS/DELTA



This training was written as a collaborative effort by:

County of San Diego  
Health and Human Services  
Agency  
Child Welfare Services and  
Behavioral Health Services

## REFERENCES

- <https://www.childwelfare.gov/topics/preventing/promoting/>
- <http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf>

## FOR MORE INFORMATION

- For additional resources, bulletins, and forms regarding *Pathways to Well-Being*, please visit:
- <http://theacademy.sdsu.edu/programs/bheta/pathways/>

# PATHWAYS TO WELL-BEING eLEARNING BOOSTER BHE0067

- This eLearning is designed to serve as a resource for Behavioral Health Services (BHS) providers. It includes strategies, resources and tools that will help you to navigate the requirements and paperwork, which ensure children and youth receive the best possible care.

