



Tips for Trainers and Coaches

CFT Demonstration Video

To the Trainer/Coach,

We are very pleased you are considering using the Academy's CFT Video as part of your training. Video is a great way of enhancing any kind of training as it has been shown to reach all learning styles with the obvious visual components, but also its inclusion of sound and speech for auditory learners, and demonstration for tactile learners.

We have provided a list of possible uses and recommendations to assist you when preparing.

1) Segments vs. Full Video

This Video is broken up into each segment critical in a CFT meeting including a pre-meeting discussion with the youth. It is generally recommended that the trainer/coach either debrief some or all of the segments with the learner(s) or to prompt for observation prior to playing. This certainly does not preclude you from playing the full video at one time. If this is the chosen method we would recommend that the learners have the Structure for a Child and Family meeting handout to use to assist the learner in following along.

The segments are broken up at the following times:

00:44 "Pre Meeting"

06:30 "Introductions"

10:17 "Purpose and Context"

11:22 "Agreements"

16:12 "Desired Outcomes"

17:04 "Referring to Group Agreements"

20:05 "Creating Individualized Care /Safety Plans"

29:42 "Review Next Steps"

31:20 "Review Network"

31:42 "Plus/Delta and Closings"

33:02 "Schedule the Next Meeting"

2) Pre Meeting Highlights and Possible Prompts for Discussion

This scene provides a good general description to the youth of what the CFT meeting will be about. This description can also be used for other participants. What we would ultimately like to see the learner get is the engagement of the youth or family prior to the actual meeting and how setting the context and engaging youth in the planning sets the tone of what can be expected.

Some potential questions for the learners could be:

- How well do you feel the worker explained the meeting to the Brianna?
- How might this conversation set the tone for what is to be expected?
- In what ways do you think worker could have explained the meeting differently?
- In what ways was the language appropriate? Could it have been more culturally or behavioral descriptive?

3) Meeting Highlights and Prompts for Discussion

This is an abbreviated meeting. It was intended to provide an overview of the structure of the Child and Family Team meeting. It will be important for the learner to understand that these meetings will take up to an hour and sometimes more depending on the potential needs for the family. Additionally while there was a small amount of tension in this meeting, other meetings might have more conflict. Again this would be something the Trainer/Coach may choose to surface when reviewing this with the Learner(s). This demonstration video can be used to elicit areas in which the learner felt the Facilitator did a good job but like with all meetings there are segments of the discussion that could have been upgraded. It is our hope that both the successes and upgrades of this demonstration is reviewed with the learner.

Here are some questions that can be used to solicit strengths and upgrades of the meeting:

- How did you see the Facilitator engaging each member? Do you feel that everyone in the meeting had a voice?
- Were there areas that Facilitator did a good job soliciting for family strengths? Were there areas during the strengths conversation that could have been upgraded?
- How did the Facilitator use Group Agreements? How were these agreements useful through the entire meeting?
- Were there any strengths in the video as it pertained to keeping permanency present in the conversation? Were there areas where the topic of permanency could have been upgraded?
- Since the big goal was reunification, how might the worker have broken down this goal into smaller goals?
- Did you notice any behaviorally based language. Were there areas this could have been strengthened?
- Were there examples of solution focused questions in the video? Were there other areas the Facilitator could have infused this in the meeting?
- The Facilitator often reframed some of the language, how does this affect cultural humility?
- How did the Facilitator make use of the Action Planning stage? Were there upgrades that you saw during this segment?

4) Additional Notes for SOP Counties:

- In what ways could the worker could have infused Safety Organized Practice in this meeting?
- How would harm and danger statements help in planning?
- How would safety goals help in planning?