

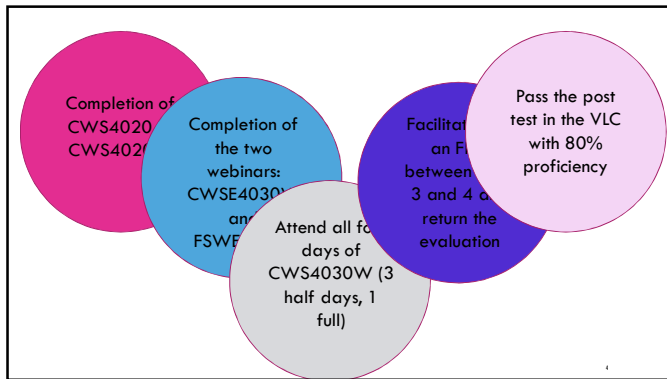
What's What?

➤ Confirmation email has the Zoom link and Your Facilitation Journal pages

➤ 'Resources' are attached to the CWS4030W bundle in the VLC

➤ 'Handouts' are in Zoom Chat

➤ Transfer of Learnings will be emailed each day after class



TODAY:

- Introductions
- Group Agreements
- The Role of the Facilitator, Co-Facilitator and Meeting Participants
- Necessary Facilitation Skills
- Managing Behaviors and other Challenges
- Meeting Preparation

TOMORROW:

- Introduction State
- Identifying the Situation
- Assessing the Situation
- Developing Ideas
- Reaching Consensus
- Recap and Closing


3rd Day:

- Practice Meetings




DAY 4:

- Report out on FPM Facilitation
- Preserving Quality FPMs
- Professional Development



Your Trainers

Christy Smith
Christina.smith@dss.Virginia.gov



Donna Lewter
Donna.lewter@dss.Virginia.gov

WHAT DO YOU BRING TO THE TABLE?

The Facilitator: Who has been at their Agency the longest in your assigned group?
(this is Handout A1 in your 'chat')

Have each person introduce themselves, giving the following information:

- ❖ Name
- ❖ Experience with Family Partnership Meetings
- ❖ One strength you will "bring to the table" as a facilitator
- ❖ In general, how might a facilitator's personal background and values impact the FPM process?
(no Co-Facilitator this time)

INTRODUCTIONS



THE GROUP AGREEMENT



- Helps participants to feel safe in family meetings
- Trauma Informed Process
- Limited in Number
- Relevant
- Reinforce collaboration in the meeting process
- List expectations for productive behavior

OUR GROUP AGREEMENT

- Kindness, no bashing
- Take risks and accept mistakes
- What is said here stays here (privacy)
- One person speaks at a time
- Be respectful and accepting
- Feel free to say anything- nothing will be held against you
- Anything else?

I'm a little worried about.....



FPMs are an opportunity for the Agency to tell the family what they expect from the family.

The following are FPM values

13

We can cause families more trauma by not following best practice regarding FPMs

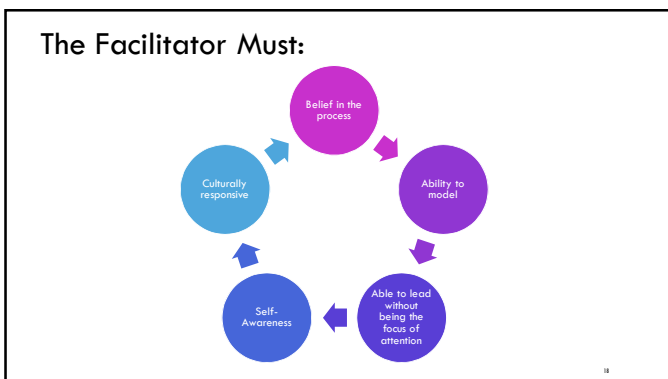
14

An element of an FPM that makes it different from other types of planning meetings or conferences is:

15







Neutrality



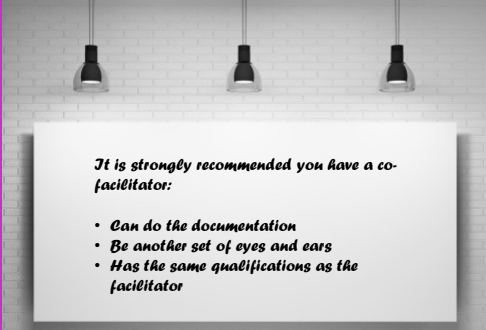
**SAFETY
FIRST!**



FREQUENT NEEDS OF FACILITATORS

*NOT GOOD, NOT BAD...UNLESS THEY DRAW FOCUS, GROWTH AND
DEVELOPMENT FROM GROUP*

- ✓ LOOK GOOD
- ✓ FEEL CONFIDENT /SIGNIFICANT
- ✓ BE LIKED /LOVED
- ✓ BE RESPECTED
- ✓ BE RIGHT
- ✓ RESCUE /SAVE
- ✓ PRAISE /RECOGNITION
- ✓ POWER /CONTROL



It is strongly recommended you have a co-facilitator:

- *Can do the documentation*
- *Be another set of eyes and ears*
- *Has the same qualifications as the facilitator*


Who should attend?

FSS Supervisor

Guardian Ad Litem

Family Services Specialist






Jennifer's Story

Given the information we have so far, the likely outcome for Jennifer is:

28

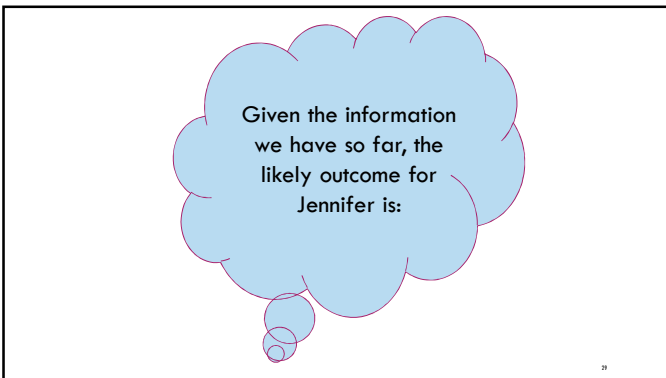


29

Given the information we have so far, the likely outcome for Jennifer is:

30

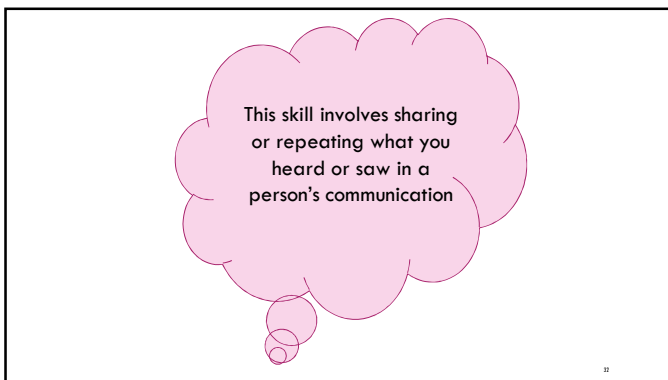


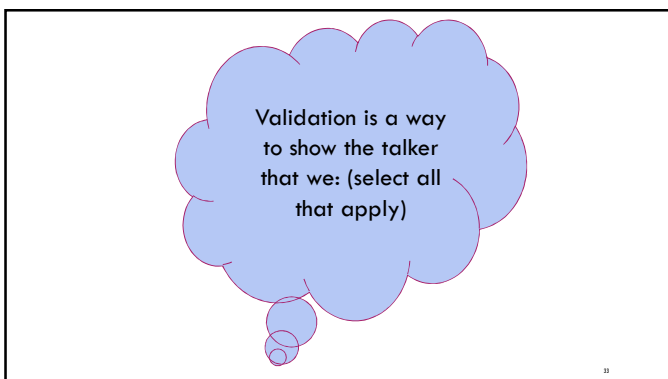


The Importance of Family Finding

1. Every child has a family, and they can be found if we try.
2. Loneliness can be devastating, even dangerous, and is experienced by most children in out of home care.
3. A meaningful connection to family helps a child develop a sense of belonging, and
4. The single factor most closely associated with positive outcomes for children is meaningful, lifelong connections to family.








This skill involves sharing or repeating what you heard or saw in a person's communication

24

Reframing:

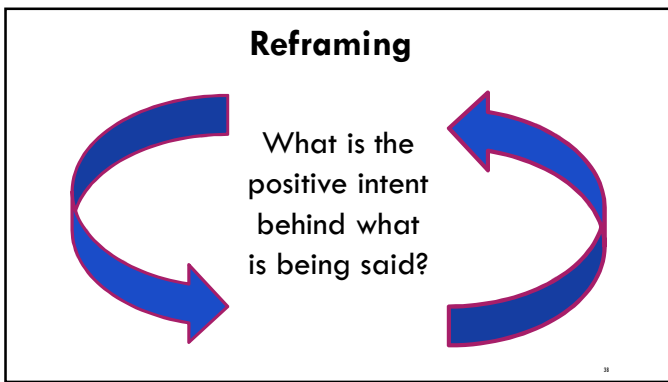
Creating a different way of looking at things that is more positive and hopeful.

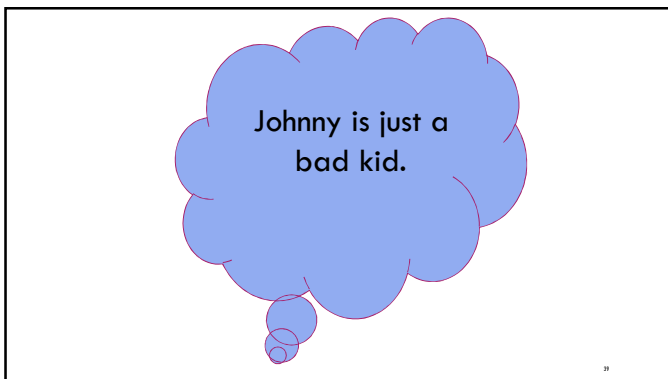


Johnny is just a bad kid.

26







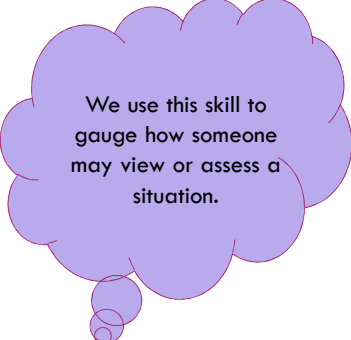


Mom gets taken in by every guy that promises he'll take care of her.

Solution Focused Skill and Questions:

- Solution Defining
- Past Success
- Scaling
- Exception Finding
- Miracle or Preferred Future
- Coping questions





We use this skill to gauge how someone may view or assess a situation.

A past success question is a way to discover when and how someone's situation was more positive

43

The type of question that gets at when a problem could have occurred but did not is called:

44

Managing Behaviors



Resistance is a predictable and natural emotional reaction to feeling forced to change or when facing difficult issues. Resistance occurs as a response to feeling vulnerable, out of control and threatened by change.

46

We can see a roller coaster of emotions, from the same person, in the same meeting!

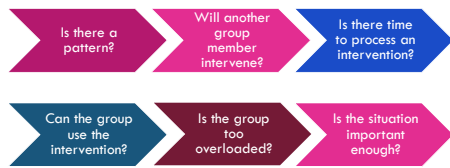


47



Emotions may be expressed directly or indirectly. Watch for non-verbals.

48



What skills or approach do I use?



DEALING WITH EMOTIONS AND DIFFICULT BEHAVIORS

♥ KEEP THE FOCUS ON THE GOAL: TO MAKE THE BEST POSSIBLE DECISION THAT PROTECTS THE CHILD(REN) WHILE BEING LEAST INTRUSIVE /RESTRICTIVE

♥ LISTEN /HEAR

♥ RECOGNIZE, DESCRIBE, LEGITIMIZE EMOTIONS AND ACTIONS — DIRECT AND INDIRECT

♥ ACKNOWLEDGE EMOTION AND TRY TO UNDERSTAND

♥ ENCOURAGE THE PERSON TO DESCRIBE THEIR EMOTION, IF THEY ARE ABLE

D-2



DEALING WITH EMOTIONS AND DIFFICULT BEHAVIORS

♥ STAND IN THE OTHER'S SHOES

♥ ASK: WHAT DO YOU NEED? RECOGNIZE FAMILY'S EXPERTISE

♥ COMMUNICATE COOPERATIVE INTENTIONS

♥ EXPLAIN THE PURPOSE OF THE MEETING

♥ IDENTIFY & CLARIFY AREAS OF DISAGREEMENT & DIFFERENCES

♥ ENCOURAGE UNDERSTANDING, ACKNOWLEDGE IDEAS, POSITIONS

D-3

Preparation!

Non-Intervention

Group Agreements

Low Level Intervention

Preparing for the Family Partnership Meeting

Preparing participants for the FPM is important because: (select all that apply)

Preparation of Meeting Participants



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CONTENT

VS

PROCESS

19



The Facilitator needs to meet with the Family Services Specialist and the Supervisor to:

- Understand the purpose for the meeting
- Know about any safety issues
- Any special accommodations needed
- Be familiar with any court orders
- Discuss any non-negotiables
- Be assured that the case has been staffed with the supervisor
- Prepare the FSS that they will be expected to identify strengths and needs of the family

17



CULTURAL COMPETENCE

Demonstrating Cultural Competence

- ❖ Ask and Listen!
- ❖ Limit barriers within the Meeting
- ❖ Model behavior
- ❖ Seek support from Community
- ❖ Consider Meeting location

Before the Family Partnership Meeting????


Know the Do's and Don'ts

Do:

- Prep family members
- Ensure time and location is decided with family
- Invite agency staff and GAL
- Review available information
- Discuss with worker any relevant process information
- Prepare room

Don't:

- Just show up
- Arrive late
- "Over-prepare," i.e. form an opinion about the right outcome
- Allow staff to select seats at the table before the family arrives and is seated



THROUGHOUT THE MEETING

TRUST THE PROCESS

FAMILY ALONE TIME**

CARE FOR ALL GROUP MEMBERS


KEEP ALERT

ENCOURAGE PARTICIPATION BY ALL

MAINTAIN BALANCED PARTICIPATION

DEMONSTRATE PROFESSIONAL, RESPECTFUL BEHAVIOR

SEPARATE PROBLEMS DISCUSSED FROM THE PEOPLE DISCUSSING THEM



E-6

THROUGHOUT THE MEETING

- PICK-UP ON SIGNALS /CUES THAT THE GROUP IS READY TO MOVE FORWARD
- OFFER "FAMILY ALONE TIME" ONLY IF IT APPEARS FAMILY WILL BENEFIT
- WATCH YOUR NONVERBAL MESSAGES
- STEP INTO CONTENT ISSUES IF...**
- REMAIN FOCUSED ON SAFETY /PROTECTION WHILE LEAST INTRUSIVE /RESTRICTIVE GOAL

E-7

DIVORCE YOURSELF FROM THE AGENCY!



48

It's Transfer of Learning Time!

Prepare an Introductory statement to present tomorrow in a Breakout Room. (write it out, it does not need to be memorized)

Use Handout F-1 that was emailed to you with your confirmation documents as a guide.

Your introduction should be 5 minutes or less.

WELCOME BACK!



**S
T
A
G
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S**

Introduction Activity

Identifying and Assessing the Situation

Developing Ideas

Reaching Consensus Decisions

Recap/Closing

The Introduction
Stage of the FPM
is important
because it:


TIME TO PRACTICE

- You and your partner will practice your Introductory Statements in your assigned Breakout rooms.
- You will each have 6 minutes with a minute in-between to share feedback.
- You will get a message at 6 minutes to share feedback and a 1 minute warning when the breakout room is closing.



THE INTRODUCTORY STAGE

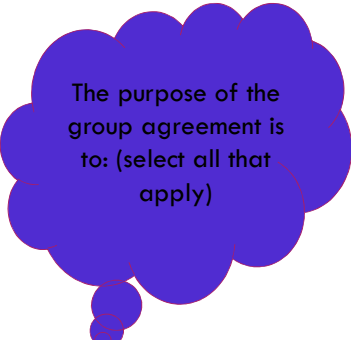
- Allow family and guests to determine where at the table they wish to sit
 - Determine how each participant wishes to be addressed (name tents)
 - Explain the purpose and goal of the meeting for all to understand
 - Ensure comprehension and agreement regarding the right to privacy information
- Check for agreement with the comfort agreements/ground rules



THE INTRODUCTORY STAGE


Be on time	• Smile
Have the right people	• Be polite, respectful and courteous
Thank the group for attending	• Create a safe climate
Encourage participation questions/concerns	• Answer
Be clear	• Be complete

20



The purpose of the group agreement is to: (select all that apply)

21



THE INTRODUCTORY STAGE

Be too easygoing	Be too formal	<p style="color: purple; font-weight: bold;">Remember, this is serious stuff with serious consequences!</p>
Be preoccupied	Use jargon	
Rush		

D-4

Stage 2 Identifying the Situation

DO:

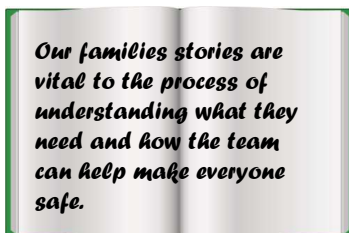
Ask parent(s) if they wish to initiate the discussion by sharing information about their family or the situation/needs.

The Identifying the Situation Stage:



- ❖ Identifies the precipitating event.
- ❖ Explains the immediate concern.
- ❖ Spells out “what got us here today”.
- ❖ Offers descriptive, credible, and verifiable reasons for the meeting.

The Telling of the Story



Initial Removal:

When a worker has scheduled an Initial Removal FPM, it is due to a considered removal, emergency placement, or is based upon a high or very high risk assessment. It is important to identify the present situation that endangers the child and to have an idea about what type of situation is required to keep the child safe and protected.

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Placement Disruption/Preservation:

When a Placement Preservation/Disruption (Change of Placement) is being considered, issues under discussion include why there is a request for a change, the appropriateness of the move, safety and suitability of the present and/or future placement, providing stability etc.

17

Permanency Planning:

Permanent Placement Decisions or Goal changes must address how the child can be provided stability and permanence in the least restrictive manner. If the child is being reunified with his birth family, have the issues that brought him into care been rectified? Is it safe for the child to return home? What supports are in place for the child and family?

18

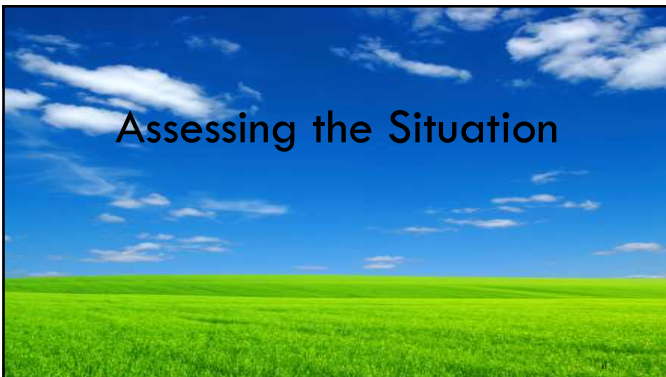


What is Plain Talk?

[illegible]

TIME TO PRACTICE

- You and your group will practice in your assigned Breakout rooms.
- The facilitator is the person who has lived in their current home the longest.
- 'translate' your assigned statement, found on **Handout G-3** into plain or understandable speech.
- You will only have 5 minutes for this activity.
- You will get a 1 minute warning when the room is closing.

[illegible]

Assessing the Situation

[illegible]

INITIAL SAFETY ASSESSMENT

VIRGINIA DEPARTMENT OF SOCIAL SERVICES
SAFETY ASSESSMENT (rev4/15)

OASS Referral Name: _____ Worker Name: _____ Supervisor: _____
FIPS Code: _____ Status: _____ Investigation _____ Assessment _____ Safety Assessment Completion Date: ____/____/____

☐ Alternative Caretaker Household
Please check either Investigation/Assessment or Open Case and fill out the corresponding section.

☐ Investigation/Assessment
Referral #: _____ Check one: ☐ Initial ☐ Review # 1 2 3 4 _____
Referral Date: ____/____/____ Alleged Perpetrator: _____

☐ Open Case
Case #: _____ Review # 1 2 3 4 _____

Factors Influencing Child Vulnerability (conditions that result in child's inability to protect self; check any factor that applies to any child)

☐ Age 0-6 ☐ Any child has exceptional medical or emotional condition
☐ Diminished physical capacity (e.g., uses wheelchair) ☐ Any child is of school age, but is not attending school
☐ Diminished mental capacity (e.g., intellectual disability)

SECTION 1: SAFETY FACTOR IDENTIFICATION
Directions: The following list of factors are behaviors or conditions that may be associated with a child being in immediate danger of serious harm. Identify the presence or absence of each factor by checking yes or no. Check yes if the factor applies to any child in the household. The assessment shall cover all children in the home and all others present. The focus of the assessment is on conditions that exist at the time of the assessment.

☐ Yes ☐ No 1. Caretaker caused serious physical harm to the child and/or made a plausible threat to cause physical harm in the current investigation/assessment. (Check yes if any one of the following apply. Check all that apply.)

☐ a. Death of a child.
☐ b. Serious injury or abuse to child other than accidental.
☐ c. Caretaker committed act that placed child at risk of significant/serious pain that could result in impairment or loss of bodily function.

During the Assessing the Situation Stage:

- A facilitator needs to know a great deal to ensure that information that needs to be shared with the group is delivered.
- Facilitators may find that they need more training in certain areas.
- While the facilitator does not personally have to provide the information, the facilitator must be knowledgeable in these areas to ensure that the information is provided as needed and correct.
- Facilitators will wish to be familiar with resources both within the agency and outside.
- Facilitators may want to assemble a 'resource guide' if not presently available with information from community resources.

DO... **ASSESSING THE SITUATION STAGE**


Get to why.

Ensure safety and risk assessment tool information is understandable.

Seek specifics and encourage behaviorally descriptive information.

Encourage full disclosure of concerns. Advocate 'straight talk'.

Ensure a complete discussion of meaningful family or individual Functional Strengths that can be used as protective factors.



ASSESSING THE SITUATION STAGE

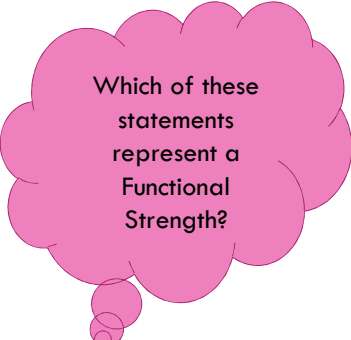
Write strengths and needs for all to see on easel pad or white board.

Keep discussion clear. Avoid or translate jargon, acronyms, semantics.

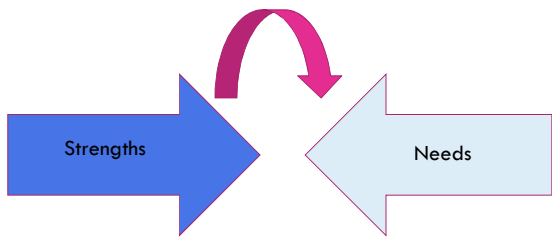
Be attentive to nonverbal messages.

Clarify facts from opinions.

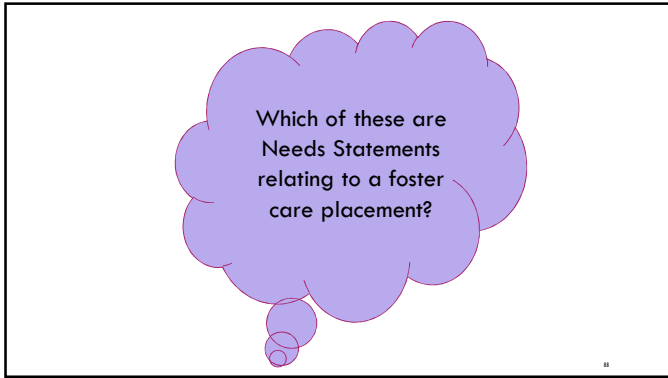
Summarize, reframe, identify and link differences and common ground.

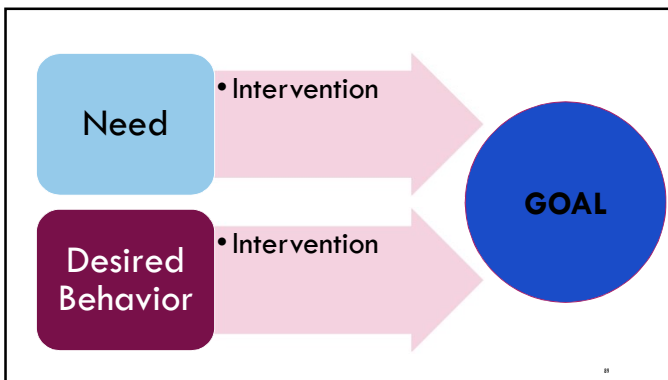


Which of these statements represent a Functional Strength?



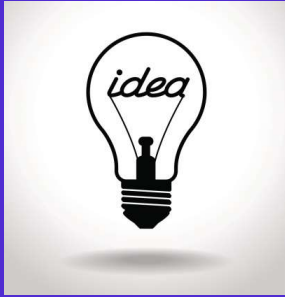
We Identify Strengths to Mitigate the Needs







Developing Ideas



Brainstorming
allows participants
to share ideas that:

It is important to set some
parameters around
brainstorming to avoid too
much information that is not
related to the problem or
needs.

ANYTHING GOES, BE CREATIVE.

QUANTITY, NOT QUALITY.

'HITCH-HIKE' (COMBINATIONS AND IMPROVEMENTS).

NO CRITICAL JUDGMENT OR EVALUATION.

EVERYONE PARTICIPATES, NO OBSERVERS.

ONE PERSON SPEAKS AT A TIME.



SAFETY

RISK



DEVELOPING IDEAS

Develop ideas for incomplete or invalid assessments.

Show preference for some ideas.

Discount or discourage relevant family strengths or supports.

Fail to link ideas from different participants or find common ground.

Build on strengths that are not relevant to mitigating the concerns.

Discount ideas before all have been thoroughly examined.

Reply "Yes, but..." or "We can't do that because...."



Reaching Consensus Decisions

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Levels of Decision Making


1. Team comes to consensus on a decision. If they can't....
2. Facilitator determines if participating public agency staff agrees on a decision. If not....
3. Facilitator invites social worker to make decision for group. If any participating public agency staff cannot support social worker's decision....
4. Public agency staffer states intention to request a review/appeal meeting. Review is immediately held or scheduled.
5. Review/appeal decision becomes final agency position/ recommendation to Court. All agency staff support decision and carry it out.

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Can this
decision
provide
protection and
safety in the
least restrictive
way?




19



REACHING CONSENSUS DECISIONS

- Establish agreement that decision is based on least intrusive/least restrictive that provides safety and protection for the child.
- Set a positive tone and expectation that the group is capable of reaching consensus.
- 'Reality Test' ideas/decision—explore consequences and ability to implement.
- Initiate 'Reality Test' with the least restrictive placement and determine if there are viable ideas that can provide safety and protection for the child.
- Ensure the dialogue allows everyone to listen and be heard.
- Consider the merit of each idea.

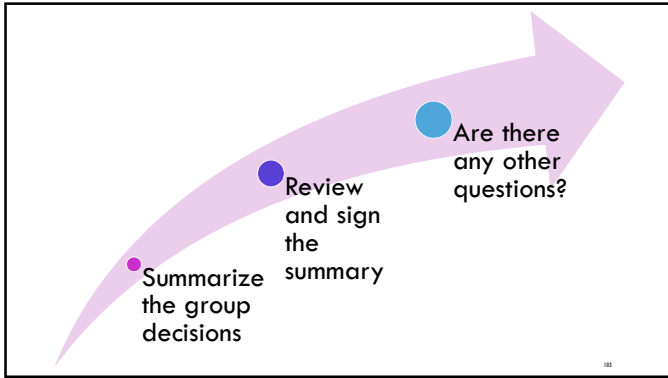


REACHING CONSENSUS DECISIONS

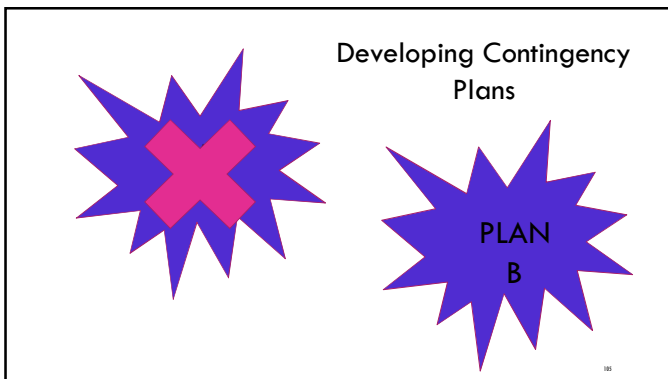
- Check for agreement.
- Be attentive to family members' feelings and responses.
- Explain consensus is goal, but agency's responsibility to make/own decision, if consensus not reached.
- Discuss the reason for the decision.
- Be specific.



RECAP AND CLOSING







It is the Facilitator's responsibility to:

- write on the Summary Report Form the placement and custody decision.
- a summary of who will do what by when to support the placement/custody decision.
- ask for participants to sign the form.
- provide copies of the document at the conclusion of the meeting.



How will success be measured?

What will it look like?

Will there be a follow up meeting?



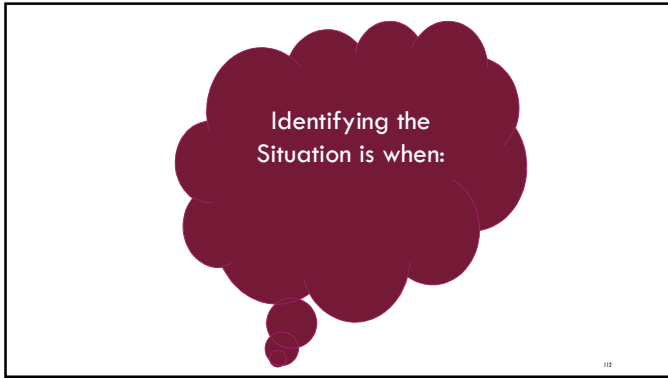
Time to Transfer the Learning

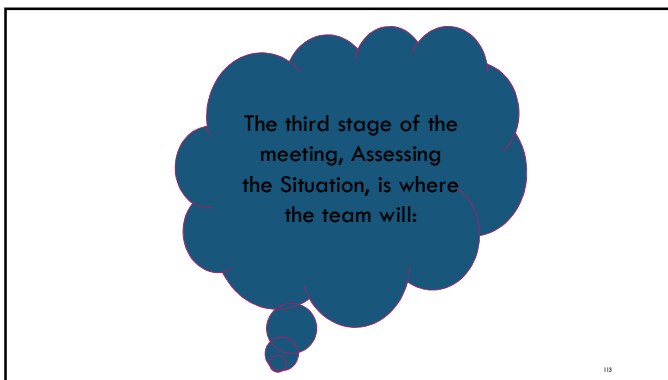
1. Read the three Scenarios that have been emailed to you today.
2. Answer the questions at the end of each – put on your facilitator lenses!
3. Email your answers only to:
Christina.smith@dss.Virginia.gov by 8:00pm today.

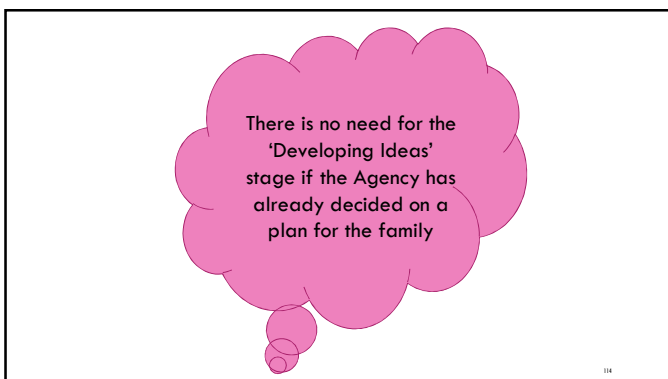
WELCOME TO DAY 3

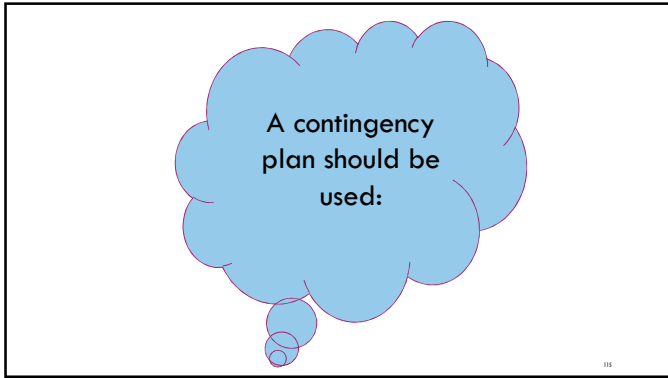


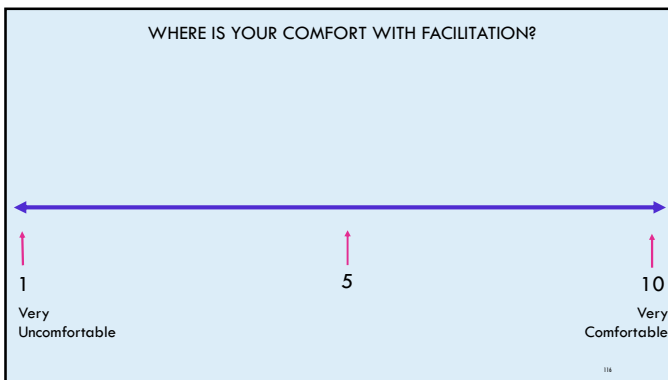
The Introduction Stage is an opportunity for the family to learn why the FPM was called.

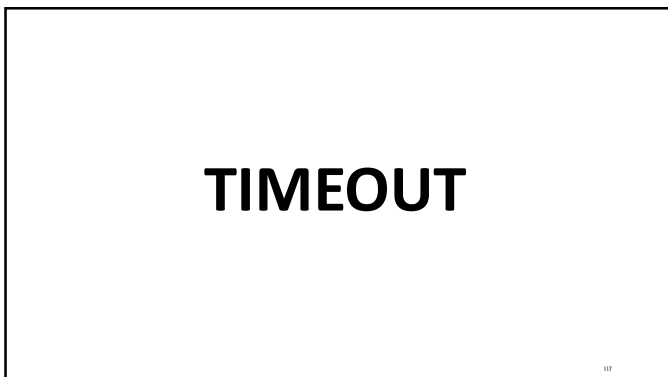


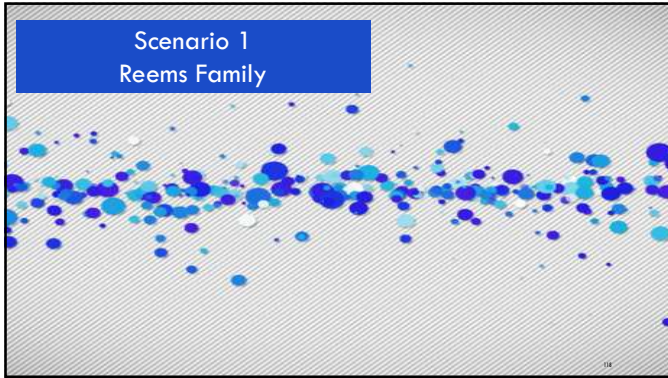


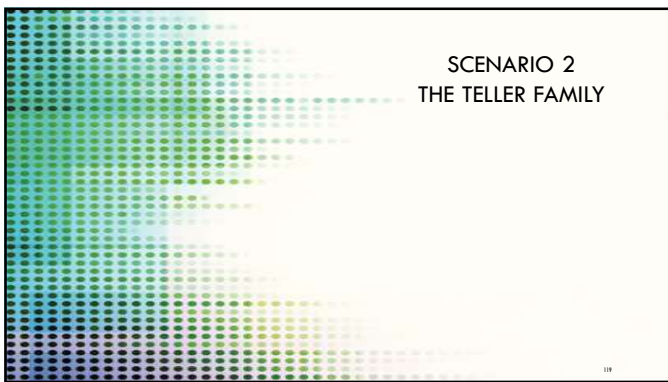




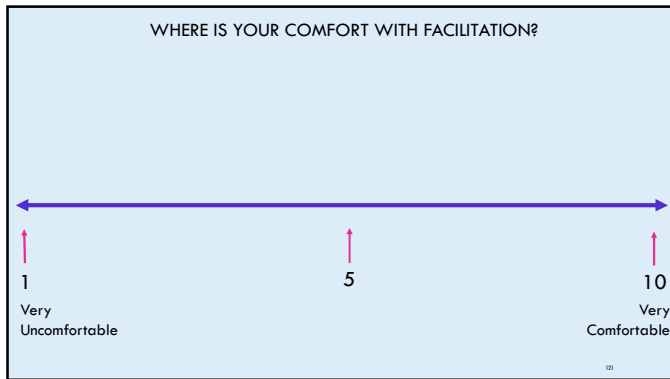












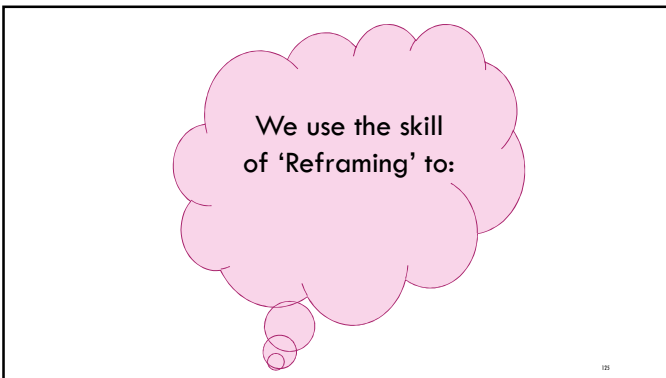
Time to Transfer the Learning

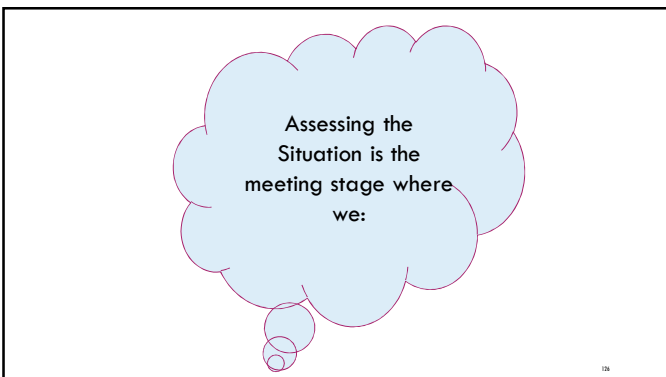
1. Conduct an FPM either virtually or in person under the supervision of an approved FPM Facilitator.
2. Have them complete the evaluation form sent to you today and return it to one of the trainers prior to Day 4.
3. Prepare to present your meeting on Day 4 (May 21).
4. Take the Post Test in the VLC. CWS4030W Post-test.



Now go do
great work!
See you in
a month.










The FPM Facilitator's
primary responsibility
is to:



A Group
Agreement is
important
because:



These are all
formal Stages of a
Family Partnership
Meeting:

FACILITATOR PRESENTATIONS	
STRENGTHS	CHALLENGES





FEEDBACK

**Who are you giving
feedback to?**

**Who are you getting
feedback from?**



It is an important part of growth

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FAMILY TO FAMILY DATA ON FPM'S

Children having a removal meeting were more likely to reunify within one year than children who entered placement without meeting.

Children were reunited with birth family more often and had shorter stays in foster care when their fathers were involved in the meeting

Children who had a meeting were more likely to be placed in a family setting (family, "kin" and family foster family)

When a relative attended the removal meeting the likelihood of kin placement increased by 23%

Children of all races were more likely to exit to reunification or live with a relative within 1 year

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AGENCY




Talk to your supervisor about data collection for the outcomes of the family partnership meetings.

Safe Measures is capturing some of the data.

Individual agencies may choose to capture data relevant to their outcomes for staffing.

Accurate accounts of FPM's in OASIS is also critical.

O-3



Review of an FPM Decision

- Takes place during the meeting
- Only can be requested by participating DSS staff, not the family
- Staff not present cannot request a review (or second guess if they were not present)

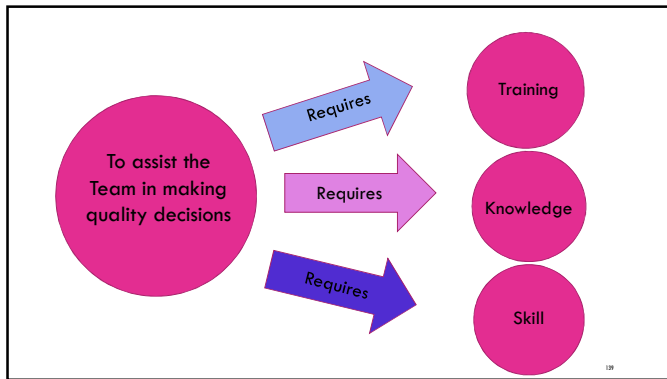


Professional Development



It is critical to have a supervisor with a solid understanding of family partnership meetings

It is important to receive feedback and have someone knowledgeable with whom you can process challenging situations.





Next Steps:

If you have not already done so, take the post-test in the VLC

Make sure you have completed the pre-requisites

If you did not return your Facilitator Evaluation form, you have 30 days in which to do so

Complete the class survey once all other requirements have been met

Parting Thoughts...

SELECT A SENTENCE STARTER AND FINISH THE SENTENCE -- SHARING ALOUD...

I Relearned...

I Feel...

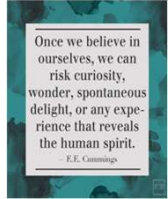
I Figured Out...

I Was Surprised...

I Appreciated...

I Wonder...

I Feel Challenged by...



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Now go do Amazing Work!



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