

FAMILY MEETING FACILITATOR TRAINING

Learning Objectives

1. Gain an understanding of the historical context of Family Meetings in Oregon, as well as nationally.
2. Describe the philosophy and values that underlie the use of family meetings as an engagement strategy.
3. Recognize the importance of family meetings in achieving the Children and Family Services Review (CFSR) goals of safety, permanency and well-being for children and families.
4. Explain the role of the facilitator in the Family Meeting Process to various types of stakeholders.
5. Articulate knowledge of and demonstrate ability to use engagement skills to prepare all participants for a Family Meeting.
6. Demonstrate the skills and knowledge to assess child and family strengths and needs in a culturally relevant and trauma-informed family meeting.
7. Demonstrate increased skills and competency for facilitation of Family Meetings within child welfare including managing challenging team dynamics.
8. Knowledge of facilitation approaches when there are cultural and linguistic issues in Family Meetings.
9. Articulate the assessment and facilitation approaches needed when domestic violence exists.

Note: Breaks & lunch hours must be added

Time	Topic / Method	Trainer Notes	Materials
30 min	<p><u>Welcome, Overview & Logistics</u></p> <ul style="list-style-type: none"> • Trainers introduce themselves and tell participants that they will introduce themselves shortly <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> • Review training agenda and learning objectives <ul style="list-style-type: none"> – Will provide the theoretical foundations, applications and facilitation skills required for a variety of collaborative team decision-making models – Will learn skills to assess child and family strengths, needs and culture from a trauma-informed lens for the purpose of informed child welfare planning 	<ul style="list-style-type: none"> • Morning preparation: Cue PowerPoint; arrange tables; ensure sufficient number of participant binders; set out name tags & sign-in form 	<ul style="list-style-type: none"> • Name tags • Newsprint & markers • Overhead projector • Participant binders • Copy of curriculum & trainer assignments • PowerPoint

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> - We'll also cover strategies for challenging team issues, conflict resolution, and building cooperative plans • Logistics • Large Group Activity: Participant introductions 		
1 hour 30 min	<p><u>Section 1: History, principles, values and philosophies associated with the practice</u></p> <ul style="list-style-type: none"> • Lecture/Group Discussion: History <ul style="list-style-type: none"> - Family Unity Meetings <ul style="list-style-type: none"> ✓ Began in 1980's ✓ First family meeting model in US; was started in Oregon ✓ Agenda included family strengths, concerns of family and Child Welfare and a collaborative planning process to address safety issues - Oregon Family Decision Meetings (OFDM) <ul style="list-style-type: none"> ✓ Legislated in 1990's as result of extended family wanting inclusion in planning process ✓ Held to establish a plan that provides for the safety, attachment and permanency needs of the child ✓ Family-focused intervention facilitated by professional staff using a strengths & needs based approach, incorporating the Protective Capacity Assessment to build/strengthen natural care giving system for child ✓ Review sample agenda that includes all legislated requirements 	<ul style="list-style-type: none"> • Provide broad overview of the history, principals, values and philosophies of family meetings • Review the agendas of the types of meetings they will facilitate to prepare them for the facilitation activities; only sharing sample agendas for one currently being used • Explain how family meeting practice supports the CFSR goals, policies & procedures and rule (ORS) 	<ul style="list-style-type: none"> • HO: Continuum of Family Connection Meetings for Oregon Child Welfare Practice • HO: Sample of Meeting Agendas (Currently Used: OFDM, CSM, FGC, LIFE)

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	<ul style="list-style-type: none"> ○ Opportunity for family to engage in creation of a plan to meet the needs of the children (collaborative) ○ Assessment of progress toward conditions for return and expected outcomes ○ Development of a service strategy/action agreement ○ Identification of a concurrent plan ○ Supervisor shall attend the meeting or be available during and at conclusion of the meeting to approve the plan ○ Family plan is incorporated into the case plan ○ Preferred format is Family Group Conference which includes a facilitator that coordinates the finding and engagement of family, participant preparation & information sharing; private family time without professionals for planning is always offered ○ Supervisor must review & approve the decision <u>not</u> to hold an OFDM <ul style="list-style-type: none"> - Team Decision Meetings (Annie E. Casey Initiative) <ul style="list-style-type: none"> ✓ Began in 1990's ✓ Used at critical junctures in the case; intent is to involve family & natural supports in case planning; example: TDMs are used to address issues related to reunification, a child's special needs, implementation of the concurrent plan, etc.) ✓ Recommendation for a revised model of Immediate FDM for addressing similar issues 	<ul style="list-style-type: none"> • Make sure to put a strong emphasis on Immediate FDM (proposed) which has the most unique features 	

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	<ul style="list-style-type: none"> ○ Conducted at any point in the life of a case when there is imminent risk of removal or placement has occurred to expand the number of safety service providers for in home safety planning or familial placement options; supervisor attends the meeting ○ Would be required by policy: supervisor must review & approve decision to not hold IFDM – Child Safety Meeting (CSM) <ul style="list-style-type: none"> ✓ Component of current safety model ✓ Held at conclusion of a CPS assessment to develop the Ongoing Safety Plan in every open case ✓ Review sample agenda: <ul style="list-style-type: none"> ○ Re-confirm all commitments with participants around the initial plans and discuss whether the ongoing safety plan is the least intrusive means to manage the impending danger threats ○ Conditions for return are presented if children are placed in substitute care ○ Should build upon family strengths and further involve extended family and natural supports ○ The permanency supervisor shall attend the meeting ○ Policy: Supervisor must review & approve decision to not hold – Family Group Conferencing (FGC) <ul style="list-style-type: none"> ✓ Developed at same time as FDMs in New Zealand ✓ Show Video: https://youtu.be/P8Zc8QiJV7Y 		

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	<ul style="list-style-type: none"> ✓ Review sample agenda; includes information presentation, private family time & collaborative planning ✓ Can be used to fulfill requirements of OFDM/FDMs – Youth Decision Meetings <ul style="list-style-type: none"> ✓ Used to develop a written comprehensive transition plan to prepare youth to successfully exit substitute care ✓ Youth are prepared to speak on their own behalf & know it's an opportunity to advise the case worker/substitute service providers about their needs and goals for the future ✓ YDMs were used to develop youth transition plans (T1, T2) – LIFE <ul style="list-style-type: none"> ✓ Currently in the state of Oregon, 37% of youth in foster care remain for longer than 3 years; led to implementation of Title 4E Waiver Demonstration Project – LIFE ✓ Youth served by LIFE are identified at removal based on characteristics of their families and their circumstances which make them at risk to stay in foster care for an extended period of time ✓ Family Connections Oregon combined family group conferencing and extensive relative search and engagement 	<ul style="list-style-type: none"> • Implementation sites: July 1, 2015: Clackamas & 2 Multnomah County branches (East & Gresham); January 1, 2016: Jackson & Josephine Counties; July 1, 2016: Marion County • Provide link to LIFE video to learn more 	

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	<ul style="list-style-type: none"> ✓ Based on these values: strengths-based, trauma informed, culturally responsive and family driven, youth guided ✓ Review sample agenda • Research on family meeting practice: <ul style="list-style-type: none"> – Parents who are more engaged with needed services will be more likely to resolve safety issues and concerns effectively – Saves time in case work planning and coordination – Over time decreases case management work load – Large Group Brainstorm: What do you think are some of the other benefits of family meeting practice? Make sure covered during discussion: <ul style="list-style-type: none"> ✓ Promotes family autonomy ✓ Encourages family support ✓ Focuses on parents' strengths ✓ Leads to improved, meaningful case plans ✓ Increases likelihood of successful reunification ✓ Reduces the length of stay in foster care & increases stability ✓ Increases likelihood of kinship placements ✓ Creates effective permanency and safety needs-based planning ✓ Increased likelihood of permanent connection with family members • Individual Activity: Please take a few minutes to review the handout: Values and Principles of Family Meeting Practice <p>Lecture/Group Discussion</p>	<ul style="list-style-type: none"> • Activity Directions: Give them a few minutes to review and then state: Family meeting practice is: <ul style="list-style-type: none"> – Value driven – Collaborative – Strength based – Solution focused – Culturally responsive – Trauma informed 	<ul style="list-style-type: none"> • HO: Values & Principles of Family Meeting Practice

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	<ul style="list-style-type: none"> • Strategies identified in the search for and engagement of relatives policy • Family meeting practice supports the CF SR goals, policies & procedures & rules (ORS) • Legal & policy requirements <ul style="list-style-type: none"> – Legislative requirements – Agency policies and mandates – Court orders 		
45 min	<p><u>Section 2: Role of Facilitator – Essential Elements for Engagement</u></p> <ul style="list-style-type: none"> • Small Group Activity: What do you think the role of facilitator is? Make sure bullet points below covered: <ul style="list-style-type: none"> – Prepares everyone involved for family meeting – Facilitates family meeting where participants create an action plan to best support child’s needs <ul style="list-style-type: none"> ✓ Helps ensure that all perspectives are heard & understood ✓ Manages conflict and disagreement ✓ Ensures the process is strengths based & solution focused ✓ Ensures safety of participants ✓ Ensures meeting process meets the cultural & linguistic preferences of the family ✓ Ensure plan meets needs and mandates of participants and is approved by DHS and followed over time <ul style="list-style-type: none"> – Tasks ✓ Referral process 	<ul style="list-style-type: none"> • Elevator Pitch Activity Directions: <ul style="list-style-type: none"> – So we’ve talked about the research & benefits of FGC and the role of the facilitator so what would you say if someone asked you what a family meeting facilitator does? What would they say to a caseworker? Client? Attorney? How would you express the value of your position in 30 seconds? – Give them time to write down some notes to themselves & tell them in just a minute we will ask them to share it with others – You’ll find a partner and both share your 30 second elevator pitch to a caseworker 	

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	<ul style="list-style-type: none"> ✓ Coordination with caseworker ✓ Preparation of all participants ✓ Arranging logistics ✓ Facilitating meeting • Dyad Activity: Elevator Pitch 	<ul style="list-style-type: none"> – I'll keep time and call out "Change partners!" and you'll repeat with new partner and this time your partner is a family member so you'll need to tweak your pitch to your new audience – Then launch them: "Everybody up & find your first partner", switch & debrief 	
45 min	<p><u>Preparing the Caseworker</u></p> <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> • Absolutely critical to success of family meeting to build a good working relationship with the family's caseworker • Review handout: Preparing the Child Welfare Worker; key points: <ul style="list-style-type: none"> – Get clarity on purpose of the meeting – Learn about the family including safety considerations (emotional, physical, DV) – Identify together important people/community supports who are committed to child(ren) • Refer to the Preparing the Child Welfare Worker HO. Briefly cover the list of items to get from caseworker • Preparing caseworkers for their role <ul style="list-style-type: none"> – While it is the facilitator's responsibility to fully explain the meeting process/purpose to the family, the caseworker needs to be able to articulate the 	<ul style="list-style-type: none"> • Dyad Activity Directions: <ul style="list-style-type: none"> – Introduce the family scenario that will be used throughout the training – Pair participants – One will act as caseworker and one as the facilitator in a mock meeting to prepare the caseworker 	<ul style="list-style-type: none"> • HO: Preparing the Child Welfare Worker; Caseworker Preparation Worksheet; Sample email to Caseworker (FCO sample)

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	<p>values/purpose/process of the meeting as well, and be able to answer questions from family</p> <ul style="list-style-type: none"> - Will need to participate in follow-up activities (scheduling future meetings, finding additional participants, monitoring and implementing family plan, communicating with facilitator) • Dyad Activity: Facilitator/caseworker meeting scenario 	<ul style="list-style-type: none"> - When times up, pair will discuss what worked and what didn't - Follow-up with large group debrief on key lessons 	
<p>1 hour 45 min</p>	<p><u>Family Meeting Preparation</u></p> <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> • Searching extensively for family: phone calls, face-to-face meetings, letters, social media, genograms, family mapping, DHS relative search, etc. • Engaging and preparing family and youth <ul style="list-style-type: none"> - Research indicates preparation of participants <u>key</u> to effective meetings - Explain the purpose of a family meeting, the philosophy & process; give concrete examples relevant to family - Clarify the roles of facilitator, family navigator and caseworker and how they are different - Explain legal & agency requirements (policies, court orders, mandatory reporting) - Identify & address physical & emotional safety concerns <ul style="list-style-type: none"> ✓ Ask the family if there any concerns about family member attendance (ex: domestic violence, prior abuse history, etc. / what do they need to feel safe?) ✓ Address any concerns or potential conflicts with meeting participants ✓ This may involve pre-meetings or shuttle diplomacy 		<ul style="list-style-type: none"> • HO: Preparing the Family for FGC; Relative Letter, Telephone Call Scripts

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	<ul style="list-style-type: none"> ✓ Don't stop at no - what contribution can this person make to the child ✓ Many problems/issues can be resolved ✓ Alternatives to physical presence ✓ Agency stance on who has to be at the meeting – Preparing children <ul style="list-style-type: none"> ✓ Assess appropriateness of child's participation (developmental age, content of meeting, emotional impact, etc.) ✓ Discussion with the parent & child about best way for child to participate (in person, through a letter, through a representative, attendance for one part of meeting process, etc.) • Inviting, engaging and preparing relatives and natural supports (e.g. community partners, caregivers - foster parents) <ul style="list-style-type: none"> – Family Inclusion Principles <ul style="list-style-type: none"> ✓ Every child has a family and they can be found ✓ Loneliness can be devastating, even dangerous, and is experienced by most children and parents in the child welfare system ✓ The meaningful connections to family helps a child develop a sense of belonging ✓ The single factor most closely associated with positive outcomes for children is meaningful, lifelong connections to family – Preparation of extended family and family identified support people <ul style="list-style-type: none"> ✓ Review section on extended family/kin in handout: Preparing the Family for the Family Group Conf. 	<ul style="list-style-type: none"> • Shuttle diplomacy example: If a mother and maternal grandmother are in conflict but the grandmother is an important resource for the child. I would talk to them about how to work together effectively for the sake of the children. • Additional resources online: Seen but Not Heard? Child and Young People's Participation in Family Group Decision Making: Concepts and Practice Issues • Dyad Activity Directions: <ul style="list-style-type: none"> – Paired partners should be the same from last dyad activity 	

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	<ul style="list-style-type: none"> ✓ Clarify role of extended family & support people in family team meeting process ✓ Identify strengths, resources and levels of commitment to parent and/or child ✓ Approaches to fears, challenges, barriers <p>● Dyad Activity Lecture/Group Discussion</p> <ul style="list-style-type: none"> ● Review handout: Preparing Providers and Attorneys 	<ul style="list-style-type: none"> – Using the family scenario, the previous facilitator will act as the family member and the other partner will be the facilitator in a mock meeting to prepare a family member – When times up, pair will discuss what worked and what didn't – Follow-up with large group debrief on key lessons 	<ul style="list-style-type: none"> ● HO: Preparing Providers and Attorneys
<p>2 hours 35 min</p>	<p><u>Section 3: Skills for Engaging & Preparing Participants for Family Meetings</u></p> <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> ● No matter who you are engaging in this process, a large part of your role is to be a good communicator and listener! ● Review Active listening handouts <p>● Activity on active listening Lecture/Group Discussion</p> <ul style="list-style-type: none"> ● Interviewing for strengths & needs helps parents and older youth present: <ul style="list-style-type: none"> – How they see their situation – Their hopes for the future – Their strengths and goals – Their safety concerns – How to help, what has worked/not worked in the past, and what will support their child(ren) while in placement ● Will be used for guiding and building a plan 	<ul style="list-style-type: none"> ● Active Listening Activity Directions: Divide into groups of 3. In each group there will be 3 roles: speaker, listener and observer. First speaker will talk for 5 minutes. The group will then de-brief for 5 minutes. Switch roles and repeat until each person has been in each role. ● Additional resources online: Behind Behavior: The Challenge of Appreciating Child & Youth Needs 	<ul style="list-style-type: none"> ● HO: Active Listening (4) ● HO: Recognizing Strengths

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	<ul style="list-style-type: none"> • Would someone be willing to read the key beliefs on the handout, Recognizing Strengths • Descriptive strengths describe qualities or characteristics of a person or situation; part of a label • A functional strength describes an action, skill, ability or capacity and is actively used in a person’s life • Conversation about strengths can lead to an understanding of a parent’s abilities and motivations that contribute to their overall protective capacities • Recognizing and building on their unique strengths increases protective capacity and will support change as these strengths are pathways to resolve unmet needs • To identify, you’ll pull from discussions, even though they are not specifically identified; ask clarifying questions to determine what they are • Ultimately, you want to expand descriptive strengths into functional strengths • Show video - Paraguayan Youth Orchestra - Land Philharmonic : https://youtu.be/WJ19EQbqCEk • Small Group Activity on Functional Strengths • Lecture/Large Group Discussion: You’ll also help the family identify how they see the needs of their child as related to the reasons child welfare is involved. What is a need and how is it different from service? Outcomes and goals? As discussed explain the difference [examples on handout]: <ul style="list-style-type: none"> – A need defines what issues must be addressed to accomplish the goal 	<ul style="list-style-type: none"> • Handouts provide examples • Ask participants to name the functional strengths they see in the video • Functional Strengths Activity Directions <ul style="list-style-type: none"> – At tables, read family scenario & identify their functional strengths – Discuss how these strengths would aid in planning – Debrief: You’ll want to use strengths when talking with families, but what we are 	<ul style="list-style-type: none"> • HO: Identifying Needs

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	<ul style="list-style-type: none"> - Just like when identifying strengths, you'll ask questions to identify the needs - The facilitator helps the family identify how they see the needs of their child as related to the reasons child welfare is involved <ul style="list-style-type: none"> ✓ For the child, we are trying to determine needs that if unmet put a child at risk ✓ For the parent/caretaker, we're trying to address needs that if left unaddressed, creates a gap or void that will cause behavior to occur - All behaviors are an attempt to meet a need! Powerful statement right! - Focus on the why of the need, not the how of it - A service or strategy is an action or activity; identifies how to do something; services or strategies are actions that might successfully meet a need - A goal describes in specific terms what the desired result of the action or activity is; measurable - Needs are not services or goals • Need or Service Activity • Needs Statement Activity <ul style="list-style-type: none"> - Need statements are the description of underlying conditions that, if addressed, will lead to the accomplishment of the family's goals - Individualized & clearly define who has the need - Describe desired condition or state of being • Lecture: We'll talk more about culture later, but wanted to point out here that cultural beliefs, values, traditions & preferences can help strengthen a parent's capacity to 	<p>talking about is exploring the concept of protective capacity in a deeper and broader way that can increase knowledge of the parent's capacities. Your handout, Identifying Strengths, has more sample questions you can ask parents and youth to identify these.</p> <ul style="list-style-type: none"> • Need or Service Activity: Using the handout, Need or Service, discuss as a large group if each is a need or a service. Debrief: Show the answers on PowerPoint. Was this hard? Easy? • Needs Statement Activity: At your table, your group will review the section on needs statements in the handout, Identifying Needs, and write one for our 	<ul style="list-style-type: none"> • HO: Identifying Needs

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	<p>provide for the needs of their child. Culture is a need that informs planning. For example, goodness of fit for DHS services & providers with a systems understanding of parents/families cultural behaviors.</p> <ul style="list-style-type: none"> • Dyad Practice Activity 	<p>family scenario. Make sure to have a discussion about the heart of the need – what issue, situation or circumstance is driving the concerning behaviors?</p> <ul style="list-style-type: none"> • Dyad activity directions: <ul style="list-style-type: none"> – Now we are going to give you a chance to practice interviewing for strengths and needs using what you’ve learned and keeping culture in mind – Break into pairs and interview each other around a challenge – one you are comfortable sharing/disclosing – There are sample questions on the handouts, Recognizing Strengths and Identifying Needs, that will be helpful – Debrief 	
4 hours	<p><u>Section 4: Conducting/Facilitating the Family Meeting</u></p> <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> • Preparing for meeting 		<ul style="list-style-type: none"> • HO: Meeting Agenda Guide – Facilitator; Participant Meeting

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	<ul style="list-style-type: none"> – Considerations for setting the location of the meeting (e.g. accessibility to family, comfort of family - DHS office vs community setting) – Supports for family involvement (e.g. childcare, transportation, time off work) • Review handout: Sample Meeting Agenda that describes meeting components • Welcome <ul style="list-style-type: none"> – Coordinator welcomes everyone and introduces self and their role in the meeting – Family and support people introduce themselves and how they are related to the child; family should always go first – Caseworker introduces self – Professionals introduce themselves and their role with child and parents • Make sure everyone understands the role of mandatory reporters in the meeting; explain that the meeting is not confidential but would like participants to protect everyone’s privacy • Review the specific purpose (focusing on safety, permanency & well-being), goals and process of the family meeting • Pass out a participant agenda and review with participants <ul style="list-style-type: none"> – Ask if there are additional things participants want to discuss – Clarify if those will we be added to today’s agenda or put in the parking lot for future meetings • Create Ground Rules/Meeting Agreements 		<p>Agenda; Family Group Conference Guide</p>

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	<ul style="list-style-type: none"> – Start with family members - ask what agreements are important for the meeting to be helpful? – Develop or confirm any plan for keeping meeting safe (role of support person; taking a time-out; keep focus on child’s needs, etc.) – TIP: Make sure respectful communication is included • Fishbowl Demonstration • Lecture/Group Discussion: Present Strengths and Needs <ul style="list-style-type: none"> – At this point in the meeting, you’ll present their strengths, needs and any other considerations you uncovered that are related to the safety, well-being & permanency needs of the child – Talk to trainees about how to use newsprint to present and add to them (see materials) – Ask other’s to share strengths they see in parents/child/family members and add these to your list – Tip: Ask questions to draw out ‘functional’ strengths (“When you say the mother loves her child, can you describe some of the ways you see this?”) – Ask other’s to share needs they see for child & add these to the list – Tip: help participants rephrase concerns as needs to keep meeting solution-focused [example: “Mom always lies”, reframe to “So there is a need for honesty so trust can be built”] – Reframing Activity • DHS Caseworker Presents: Safety Concerns, Planning Needs, DHS Resources 	<ul style="list-style-type: none"> • Fishbowl Demonstration Directions: This activity will be done as a large group. You’ll ask for volunteers who will be assigned their role in the family meeting scenario. The volunteers will be in the center of the room at a table and the rest of the trainees will be watching. At this point, you’ll practice the family meeting through the ground rules. On a note card provide the information needed (i.e. relationship to child, race/ethnicity, some of their thoughts, concerns & ideas about the family, etc.) during this part of the mock family meeting. Trainer will call time-outs frequently when the meeting’s dynamics are interesting, when difference are arising, when things seems to be productive or not productive, etc. Ask the audience: What seems to be going on in the meeting? Are there any suggestions for the team members on what to say or 	<ul style="list-style-type: none"> • Newsprint for Activity labeled ‘Parking Lot’ • Copies of family meeting scenario • 1 copy of each volunteer’s role (caseworker, parent, child, etc.) • HO: Reframing Activity

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	<ul style="list-style-type: none"> - Introduce the purpose for caseworker sharing concerns (e.g. all participants have the same information needed for planning) - Remind participants that they will be able to ask questions when done - Caseworker presents in non-agency/family friendly terms the essential issues that the team has come together to address - Safety concerns that led to placement of children - What DHS needs the parents to accomplish (expected outcomes) - What services and resources DHS can provide - ASFA timeline and need for concurrent plan (in family-friendly language) - Parameters of planning: ask caseworker to discuss any policies that will impact family group planning (foster care certification issues, ASFA timeline & need for concurrent plan in family-friendly language when appropriate to meeting purpose) <p>Fishbowl Demonstration</p> <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> • Other Professionals or Resource Providers present information <ul style="list-style-type: none"> - Explain that at this time information will be shared about any current or potential services or resources for child or family members - Coordinator will chart any pertinent information for planning 	<p>do next? You'll debrief as a large group and ask what worked well? What are other ideas? Have everyone head back to their seats but leave this set-up for the next practice meeting.</p> <ul style="list-style-type: none"> • Reframing Activity Directions: As a large group, have each table select a statement and reframe it. Trainer to correct or offer alternative reframe. • Fishbowl Demonstration Directions: Same volunteers will go back in the center of the room and the rest of the trainees will be watching. Change who plays the role of facilitator. They'll cover the family meeting agenda starting where they left off and they'll go through the caseworker's presentation. See directions above. 	<ul style="list-style-type: none"> • Newsprint for Activity labeled 'Strengths', 'Needs', 'Other Considerations', 'Potential Services/Resources' & 'DHS Safety Concerns' that is already filled in based on scenario • Newsprint example of how

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	<ul style="list-style-type: none"> • Prioritizing Which Needs to Address <ul style="list-style-type: none"> – Get family input on what they feel is most important or urgent; then ask larger group & caseworker what they think should be prioritized for planning – Focus on safety needs and needs that need immediate attention – Group similar needs together; use starring or numbers to help group prioritize – Limit length of list at outset; professionals sometimes generate long lists that can be overwhelming – Helpful Questions: What are the most urgent issues we have identified? What can't wait till a later time? Are there some needs we must address first before we can accomplish other things? • Plan development <u>without</u> private family time <ul style="list-style-type: none"> – Team decides on top 4 needs to address (knowing that there will be others that will be addressed at a later time); make sure family's & caseworker's top needs are in this 4 – Brainstorm possible strategies, services & supports to meet each identified need; Tip: Start with natural supports/activities whenever possible to help team move out of the 'services are everything' mentality – Facilitator helps team choose which strategies they will use and helps to develop a plan that specifies: <ul style="list-style-type: none"> ✓ Activity ✓ The person or persons responsible for that activity ✓ Specific timeline with start and finish dates ✓ SMART objective/outcome of each need/goal 	<ul style="list-style-type: none"> • It would be a good idea to review brainstorming rules & values during this section; built in 10 minutes to accommodate discussion 	<p>to prioritize needs</p> <ul style="list-style-type: none"> • HO: SMART

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	<ul style="list-style-type: none"> ✓ Facilitator checks with both the family & the caseworker to make sure these activities reflect what they believe is necessary/desired; this is where 'goodness of fit' is crucial & the work on strengths, needs and cultural understanding should inform activities ✓ This plan represents the family plan and will be incorporated if it meets the criteria of the overall goal of child welfare case planning • Plan development <u>with</u> private family time (If used, the guidelines for private family time and the roles of all should be addressed) <ul style="list-style-type: none"> – Explain to attendees how different from meetings without private family time – Explain the purpose: Let the family know that this is their opportunity to plan for the needs of their child – Planning can include addressing safety concerns, the needs of the child, supporting the parent's needed changes, any supports a relative caregiver might need; make sure family members have a clear understanding of what caseworker needs them to address – Explain Plan B: What will the family do if the plan is not working? – Ask the family to begin to discuss/think about where children should be in the event that children are not able to return to parents – TIP: Be sure to refer to the ASFA timeline; opportunity for family to have input in what would be best for their children 		

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	<ul style="list-style-type: none"> - Ask that everyone respect the privacy of this time so people feel free to talk openly - Explain that at the end of private family time the caseworker will review the plan and make any necessary adjustments with them - Tip: Give some concrete examples of what each section might look like: (services that were described or other ideas that they think will help; is there an extended family & supports can personally help with contact, support, transportation, etc.; can they provide respite or placement if needed) - Ask who will be the designated family member to write down the plan - Let participants know that you will be available for questions and where you will be (near the room in case needed); make sure the caseworker will also be near for questions and to meet with family when finished • Meeting closure and next steps <ul style="list-style-type: none"> - Summarize, thank participants, highlight progress made - Clarify role of caseworker and facilitator in monitoring the progress of and accountability for the plan - Next steps <ul style="list-style-type: none"> ✓ These will be specific to the purpose of the meeting and the process the branch has determined; some examples include distributing the family plan, family plan to court, evaluating family meeting process, outreach by facilitator, etc. ✓ Date/time for next meeting if needed ✓ Collection of contact information for mailing notes 	<ul style="list-style-type: none"> • Fishbowl Demonstration Directions: Same volunteers will go back in the center of the room and the rest of the trainees will be watching. Change who plays the role of facilitator. They'll cover the family meeting agenda starting where they left off and go 	

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> • Fishbowl Demonstration 	through the closing. See directions above.	
15 min	<p><u>Section 5: Ongoing/Follow-up Meetings after the Initial Family Meeting</u></p> <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> • Agenda should always begin with strengths and progress • Review the action plan that was created at last meeting; ask for updates; discuss challenges and barriers that may be impacting success with the plan; update timelines (ASFA) • Consider revising the plan - ask: did we identify the correct needs? Is the plan founded in the parent's strengths, culture and preferences? Is the plan do-able as is? • Remember: Plans fail, people don't 		<ul style="list-style-type: none"> • HO: Follow-up agenda

Time	Topic / Method	Trainer Notes	Materials
15 min	<p><u>Section 6: Facilitation Skills</u></p> <p>Lecture</p> <ol style="list-style-type: none"> 1. Welcome (make everyone feel comfortable, being humble about culture, acknowledging what you don't know) 2. Encourage participation (empowerment, silence, inquiry, appreciation, validating perspective) 3. Listen & observe (listen actively) 4. Guide the group (organize, clarify, provide feedback) 5. Prevent & manage conflict (prepare members of group, ground rules, separate the person from the problem, clarify positions from interests, search for agreement & commonality, agree to disagree) 6. Ensure quality decisions (identify necessary conditions, review decision-making process, build consensus/agreement) 7. Ensure outcome-based decisions (review objectives, record decisions) 		<ul style="list-style-type: none"> • HO: Facilitation Skills & Tools

Time	Topic / Method	Trainer Notes	Materials
3 hours 30 min	<p><u>Facilitation Challenges</u></p> <ul style="list-style-type: none"> • Demonstration Activity <ol style="list-style-type: none"> 1. Side conversations 2. Conversation domination 3. Repeating and 'rambling' 4. Verbal aggression 5. Silence 6. Exaggeration or distorting information 7. Tangential comments 8. Intense emotions <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> • Conflict Resolution <ul style="list-style-type: none"> – Definition of conflict: A disagreement in which the parties involved perceive a threat to their needs, interests or concerns – Interest-Based Relational Theory (IBR): This theory approaches conflict by understanding people's differences and needs while helping people avoid becoming too entrenched in fixed positions – Perceptions: People interpret facts differently and it is necessary to understand each other's point of view – Positions are: <ul style="list-style-type: none"> ✓ Based on beliefs or assumptions that there is only one way to solve a problem ✓ Goal becomes trying to convince the other side of the rightness of their position ✓ Leads to a win/lose outcome ✓ Limits the possibility of creating a variety of solutions, other than the original entrenched positions 	<ul style="list-style-type: none"> • Demonstration Activity <ul style="list-style-type: none"> Directions: <ul style="list-style-type: none"> – Assign each table group 1 of the 8 sections on the HO (listed under topic/method) – Using the family meeting scenario, have them develop a skit for a part of the family meeting that demonstrates the strategies in their assigned section – Skit should be less than 5 minutes – Large group debrief • Additional resources online: The Brains Behind Mediation: Reflections on Neuroscience, Conflict Resolutions & Decision-Making; Getting to Yes by Roger Fisher & William Ury; Facilitator's Guide to Participatory Decision Making by Sam Kaner 	<ul style="list-style-type: none"> • HO: Facilitation Challenges • Newsprint • Markers

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> - Interests are what caused them to come to that decision (needs, concerns, desires, fears): <ul style="list-style-type: none"> ✓ The most powerful interests are basic human needs: security (economic well-being; basic needs met), belonging, recognition (being acknowledged for what you contribute; having influence) & power (control over one's life) ✓ Underlying motivation for seeking a solution ✓ Identifying interests can lead to win/win outcomes ✓ Focus becomes generating solutions that satisfy the needs of all parties - Interests are key to resolving conflicts and building collaboration - Identifying Interests Activity Lecture/Group Discussion - Conflict often involves intense emotions <ul style="list-style-type: none"> ✓ People react with fear or anger when they feel their interests are threatened ✓ Acknowledge emotions ✓ Be aware of trauma reactions ✓ Paraphrase the content ✓ Use your voice and body language ✓ Validate ✓ Empathize ✓ Model communication ✓ Summarize, paraphrase, check for accuracy ✓ Reframing (Changing a way a thought is presented to maintain its basic meaning, but create a more open-minded way of seeing it; example: A client 	<ul style="list-style-type: none"> • Identifying Interests Activity Directions: Now let's practice identifying interests. At your tables read the 'Identifying Interests' scenarios and use the questions provided to help you identify the interests in each vignette. 	<ul style="list-style-type: none"> • HO: Identifying Interests (2)

Time	Topic / Method	Trainer Notes	Materials
	<p>feels attacked when her mother refers to her as “a junkie”)</p> <ul style="list-style-type: none"> ○ Reframe into neutral language (So you believe the way that your mother perceives you and your recovery is impacting this problem) ○ Reframe as an issue (How you are seen as a person recovering from drug addiction is an important issue here) ○ Reframe into interests (It is important that you are treated with respect) <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> – Facilitator’s role: In addition to focusing on interests (instead of positions), understanding underlying emotions and reframing, you’ll want to: <ul style="list-style-type: none"> ✓ Help group stay open to different perspectives ✓ Model “I” statements ✓ Ask clarifying questions ✓ Summarize & paraphrase including differences & areas of shared interest or agreement ✓ Do not take sides; be co-partial, trying to see the conflict from each person’s perspective ✓ Affirm validity of all viewpoints ✓ Frame conflict in terms of a problem to be solved; discuss what happens if no agreement is reached ✓ Ask if the group can proceed with what they do agree on and hold back on areas of disagreement ✓ Help direct conflict to a positive result ✓ Keep in mind participants have the responsibility to resolve the conflict <p>Fishbowl Activity</p>	<ul style="list-style-type: none"> • Fishbowl Demonstration Directions: Set up like earlier fishbowl with the exception that trainer is the facilitator. Should have trainees that watched last time, participant in this one. Trainees that are watching are to track what the facilitator did that worked. This will be a new family meeting scenario. On a note card provide each participant the information needed (i.e. relationship to child, race/ethnicity, some of their thoughts, concerns & ideas about the family, challenge to provide the facilitator, etc.). You’ll debrief as a large group and ask what worked well? What are other ideas? <ul style="list-style-type: none"> – Observers: What are the cultural dynamics among the participants? What are some strategies used by the facilitator? What are some other strategies that can be used to assist this facilitator? – Participant Reflection: What did it feel like to be in your 	

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> Group Dynamics in Decision-Making (Information from Facilitator’s Guide to Participatory Decision-Making, Sam Kaner) <ul style="list-style-type: none"> Show Videos <ul style="list-style-type: none"> ✓ Do not do this: http://youtu.be/32WjO7liHplb ✓ Do this: https://youtu.be/LDagrQYIYvI <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> Once group crosses line from airing familiar opinions to exploring diverse perspectives, group members struggle to integrate new and different ways of thinking with their own Signs of the Groan Zone: repetition, insensitive, defensive, short-tempered/aggravated, confused, disgusted, frustrated, bored, anxious Misunderstanding & miscommunication are normal, natural aspects of participatory decision-making Without shared understanding, meaningful collaboration is impossible Must work through to discover common ground 	<p>character? What are some ways you felt heard? What are some ways that you could have been supported more? What are some challenges as a facilitator?</p> <ul style="list-style-type: none"> Show image of Groan Zone 	
3 hours	<p><u>Section 7: Supporting culture and language: Understanding cultural contexts and bias</u></p> <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> Definition of Culture: Shared beliefs, values, language & behavioral norms that occur among groups with common experiences Share current data – see trainer notes Individual Bias 	<ul style="list-style-type: none"> Be sure to give credit to Martine Coblenz for all the following information on cross-cultural communication. Culture definition slide will include 2 quotes: “Culture is not a static thing, but is rather an evolving, changing dynamic” (LeBaron, 1992, p. 192) & “Every 	

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> - Subtle bias is often a result of unconscious mindsets and stereotypes about people who are different from oneself - What is one of the primary reasons Native American children get placed? Participants usually state alcohol abuse. Trainer states that indeed Native Americans have the highest rate of substance abuse across all populations in the US. Which population do you think has the highest sobriety rate? Native Americans! A great bias check. This is unconscious so must look beyond what seems to be a true piece of data about a population and is a great example of how we hold bias collectively as a system. • CW Risk Factors <ul style="list-style-type: none"> - Poverty - Healthcare & other benefits - Language barriers - Social isolation - Changes in the family dynamic • Stories Activity (directions in trainers notes, pg.27) Lecture/Group Discussion • Communicating across cultures <ul style="list-style-type: none"> - Intercultural sensitivity is very important - Self-awareness: “When icebergs float together in the ocean, we first notice the tips, whereas they actually collide underwater” (Weaver, 1998, p. 73); It is only through intercultural interaction that we are made aware of some of our values or thought patterns that were unconscious - our “internal culture” comes to the surface 	<p>interpersonal communication must to some degree, also be an intercultural communication” (Singer, 1987, p. 28)</p> <ul style="list-style-type: none"> • Data <ul style="list-style-type: none"> - Nationally, African American & black children are substantiated as abused or neglected at twice the rate of white children and are placed in foster care at four times the rate of white children (CWLA, 2003) - Research indicates that the average African American child is not at any greater risk for abuse and neglect than the average Caucasian child (Sedlak & Schultz, 2001; Ards, et. al., 1999) - American Indian/Alaska Native children are substantiated as abused or neglected at about twice the rate of white children. They are placed in foster care at a rate at least three times higher than that of white children, and likely even higher still, as not all tribes report tribal foster care data 	

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> - Awareness of others (see diagram in trainer notes pg. 27) • Ways to help work through Cross-cultural conflict (Ting Toomey and Chung, 2005) <ul style="list-style-type: none"> - Mindful listening: Ability to listen responsively to the sounds, tones, gestures, movements, non-verbal nuances, pauses and silence in a given conflict situation.” <ul style="list-style-type: none"> ✓ Paraphrasing: Verbally summarizing the content meaning of the other’s message in your own words and nonverbally echoing your interpretation of emotional meaning of the other’s message ✓ Perception checking: The ability to check into the other person’s verbal and nonverbal communication during a conflict in order to ensure that both parties are understanding one another and are on the same page - Cultural empathy: Ability to understand the experiences of the other cultures while being able to express one’s understanding in an effective way so that it may “reach the ‘cultural ears’ of the culturally different others in the conflict situation. <ul style="list-style-type: none"> ✓ Check yourself for possible cultural biases and hidden prejudices ✓ Suspend your rigidly held intergroup stereotypes ✓ Do not pretend to understand; ask for clarification ✓ Use reflective time & appropriate silence to gauge your own understanding of the other’s conflict perspective ✓ Capture the core conflict emotion, metaphor, meaning 	<p>to the federal government (CWLA, 2003)</p> <ul style="list-style-type: none"> - Have current data for Oregon’s General Child Population & Foster Care Populations by Race/Ethnicity Statistics • Stories Activity Directions: Assign one of the 5 stories to each table (language, social isolation, change in family dynamics, healthcare & poverty); have them review and answer reflection questions; debrief as large group • Awareness diagram: <div data-bbox="1150 743 1661 1149" data-label="Diagram"> </div> <ul style="list-style-type: none"> • Additional resources online: A Solution to Racial Disproportionality and Disparities 	<ul style="list-style-type: none"> • Stories handout

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> – Mindful reframing: Ability to create alternative contexts to frame your understanding of the conflict behavior. Reframing is the mindful process of using language to change the way each person or party defines or thinks about experiences and views the conflict situation. <ul style="list-style-type: none"> ✓ Restate conflict positions in common interest terms ✓ Change complaints to requests ✓ Move tensed interactions from blaming statements to mutual focused, problem-solving statements ✓ Help conflict parties recognize the benefits of a win-win synergistic approach ✓ Help conflict parties see the ‘bigger picture’ that is involved in the conflict situation ✓ Mindful Listening Exercise <p><u>Section 8: Trauma Informed Practice</u> Lecture/Group Discussion</p> <ul style="list-style-type: none"> – Trauma can be caused by a single event, multiple events over time (complex trauma), interpersonal violence or violation, oppression & racism, and historical/generational trauma – Brief review of ACE study handout & Impact of Trauma handout – Understanding trauma <ul style="list-style-type: none"> ✓ Differently affects the more vulnerable ✓ Affects how people approach services ✓ Service system can/has been re-traumatizing – Trauma Informed Response <ul style="list-style-type: none"> ✓ Create safety 	<p>in Child Welfare; Increasing the Cultural Responsiveness of Family Group Conferencing</p> <ul style="list-style-type: none"> • Mindful Listening Activity Directions: Think of a cross-cultural conflict that you’ve experienced with a family. Think of the labels that were given to the family. Partner up with someone else and share the frustrations and complaints from the person being labeled. Take turns practicing mindful listening and reframing (turning complaints into requests, blaming statements into mutual focused, problem-solving statements). • Additional resources online: The Impact of Trauma on Children at Different Ages, Possible Impact of Trauma on Parenting & Tips for Parents and Other Caregivers; Biology of Trauma; What is the Potential Trauma to Children During Removal?; Impact of Trauma; Understanding Child Traumatic Stress 	

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> ○ Physical safety (choice about where to meet, ensure safety in all meeting areas, give voice to who attends, attend to unease, room arrangement) ○ Clear and consistent boundaries ○ Transparency ○ Predictability ○ Choice (as much as possible, keep it real, explain the why) ✓ Restore power <ul style="list-style-type: none"> ○ Choice ○ Empowerment (advocate, model) ○ Strengths perspective (adaptability, focus on the future) ○ Skill building ✓ Value the individual <ul style="list-style-type: none"> ○ Respect (life experience & strengths) ○ Collaboration (referrals, teams, meetings) ○ Compassion (not an excuse but an explanation) ○ Relationship & mutuality (modeling, boundaries, learning, partnering) ✓ Trauma recovery is enhanced & progress is achieved when strengths are identified & actively incorporated into plans <p>– Group Activity</p>	<ul style="list-style-type: none"> • Group Activity Directions: Have tables review the family scenario and have them identify possible sources of trauma for parent/caretaker and child. Brainstorm some ways to create safety, restore power and value the family. • Understanding change: While we don't have time to cover this during this training, we wanted to let you know that we have provided a few resources online to assist you: Using Motivational Interviewing; Motivational Strategies; Stages of Change; Readiness Ruler - Motivational interviewing is a directive counseling method for enhancing intrinsic motivation and promoting behavior change by helping families explore and resolve ambivalence. This technique, which relies heavily on listening reflectively and asking directive questions, has shown positive results in working 	

Time	Topic / Method	Trainer Notes	Materials
		with child welfare populations with substance abuse issues (California Evidence-Based Clearinghouse for Child Welfare).	<ul style="list-style-type: none"> HO: ACE Study; Impact of Trauma
TBD	<p><u>Section 9: Special Circumstances</u></p> <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> When to not have a family meeting/exclude a family member <ul style="list-style-type: none"> Conflict is too high and have been able to address through engagement activities Safety issues - DV, offenders, physical, emotional No identified extended family or natural support people Extreme mental health symptoms that are unmanaged Drug/alcohol use that impairs a person's ability to participate Working with interpreters: <ul style="list-style-type: none"> Culturally competent interpreters who are well-versed in working with social services can lead to better engagement and build trust with clients by creating a bridge for communication and help clients feel safer and more comfortable receiving services Hire a former volunteer/participant: speaks the client's language & understands/can discuss the details the agency; helps avoid reliance upon young people to interpret for their own families—an unnecessarily stressful, potentially negative situation for children/youth Explain your philosophy and expectations: Request the same interpreter(s) to work with your client(s) routinely; suggest that interpreter(s) attend orientation sessions; 	<ul style="list-style-type: none"> Additional resources: 4 Tips for Working With Interpreters: http://1.usa.gov/1gSrmF0 	

Time	Topic / Method	Trainer Notes	Materials
	<p>explain assignment details, philosophy and processes & your expectations</p> <ul style="list-style-type: none"> - Give choices: Advise clients that they may make requests for a preferred gender/culture; confirm happy with their interactions with the interpreter • Family Meetings when there is substance abuse <ul style="list-style-type: none"> - Establish boundaries - will not have meeting if currently using - Only include if they can track the conversation • Family Meetings when there is mental illness • Incarcerated parents • Family Meetings when there is Domestic Violence (DV) - concerns and challenges associated with team meetings and DV <ul style="list-style-type: none"> - Both women & men can be victims of DV. However most victims of DV are women. - Briefly review statistics - Small group activity: Have participants review the HO: Family Meetings when there is Domestic Violence which covers: <ul style="list-style-type: none"> ✓ Issues to consider ✓ Benefits of holding team meetings when there is DV: ✓ Deciding whether to hold a meeting ✓ Conducting a thorough risk assessment (history, extent, nature, severity & current conditions) to assess the current risk factors of DV ✓ Risk factors that affect decision to hold meeting <p>Lecture</p> <ul style="list-style-type: none"> • Holding joint meetings <ul style="list-style-type: none"> - Plan for safety before, during and after the meeting 	<ul style="list-style-type: none"> • As you bring them back to the larger group stress how you contact the survivor & how to strategize whether to bring up when DV is not on the table 	<ul style="list-style-type: none"> • HO: Family Meetings when there is Domestic Violence; DV Assessment

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> - Preparation of survivor and abuser <ul style="list-style-type: none"> ✓ Clarifying what is safe to discuss ✓ ID support person for survivor ✓ Arrange for cues for survivor to let facilitator know she/he is not feeling safe ✓ If abuser is accountable, discussing ways to de-escalate if he/she becomes agitated; ID support person to help with this ✓ Check that a safety plan is in place for survivor - Preparation of other participants <ul style="list-style-type: none"> ✓ Make sure they understand any limits to discussion of DV ✓ Assess extended family for understanding of DV issues and appropriateness for participation ✓ Watch for controlling or dominating behaviors ✓ Arrange ways to check in with survivor if you observe controlling or dominating behaviors ✓ Be prepared to end the meeting if necessary ✓ Check for safety after the meeting • Holding separate meetings <ul style="list-style-type: none"> - Preparation of survivor and abuser <ul style="list-style-type: none"> ✓ May need to “normalize” having separate meetings (agency policy, etc.) - Selection and preparation of participants <ul style="list-style-type: none"> ✓ Only include participants who can ensure confidentiality of safety information - Reviewing safety precautions with team (re: sharing information) • Documentation precautions <ul style="list-style-type: none"> - No confidentiality! 	<ul style="list-style-type: none"> • Additional resources online: Child Safety Meeting, CPS Assessment, OSM Safety Plan, Protective Action OSM PDFs; Child Welfare Practices for Cases with Domestic Violence; Family Team Conferences in Domestic Violence Cases, Guidelines for Practice 	

Time	Topic / Method	Trainer Notes	Materials
	<ul style="list-style-type: none"> - All meeting notes are discoverable & shared with attorneys - Ensure that notes do not include information that might compromise safety of survivor and/or children <ul style="list-style-type: none"> ✓ Location of survivor/children ✓ Names of school, treatment agencies, providers ✓ Appointment times & locations • Group Activity 	<ul style="list-style-type: none"> • Group Activity Directions: Provide table groups DV scenario in which they have to conduct the risk assessment & decide whether to hold a meeting. If they choose to hold a meeting, will it be separate or joint? What is their action plan? 	<ul style="list-style-type: none"> • HO: Ken DV Scenario

Time	Topic / Method	Trainer Notes	Materials
TBD	<p>Section 10: Tools</p> <p>Lecture/Group Discussion</p> <ul style="list-style-type: none"> • Genograms • Strengths, Needs & Culture Discovery Tool (SNCD) <ul style="list-style-type: none"> – We’ve covered identifying strengths and needs, and also spoke about the importance of culture – This is a tool that can be used to track this information – Using this tool to focus on family’s strengths, needs and culture, changes the conversation – creates an open dialogue and is more supportive as the quotes on the screen demonstrate – We’ve provided an example, Mary and Doug, of a Strengths, Need & Culture Discovery developed with parents, expressing their voice and perspective which will be a handy tool you can refer to once you start developing these yourself 	<ul style="list-style-type: none"> • These quotes will be in the PowerPoint <ul style="list-style-type: none"> – Parent Quote: “It did made a difference because not only was I was able to show it [strengths], but other people were able to recognize it and see it rather than focus on the bad stuff I’ve done. DHS didn’t focus on me being a bad mom...It changed the picture DHS portrayed of me making bad decisions all the time.” – Caseworker Quote: “The family’s strengths were presented by [Meeting Coordinator] and mom. I learned knew things...people I wasn’t aware of in the parents’ support system. I learned about mom’s anxieties. [Meeting Coordinator] found some of [mom’s] strengths I didn’t know about, that she hadn’t demonstrated to me but did in talking and sharing with [Meeting Coordinator].” 	<ul style="list-style-type: none"> • HO: Sample SNCD; SNCD Note Sheet

Time	Topic / Method	Trainer Notes	Materials
1 hour	<ul style="list-style-type: none"> Practice Sessions 	<ul style="list-style-type: none"> Poll the group and ask what they need more practice on. Break into small groups based on requests and provide role play scenarios for them to practice with (conflict resolution, part of family meeting, DV assessment, etc.) 	<ul style="list-style-type: none"> Copies of various family meeting scenarios
20 min	<p>Closing</p> <ul style="list-style-type: none"> Review/Action Planning Evaluation Closure 	<ul style="list-style-type: none"> Have participants develop a plan for putting learning to use back on the job 	