

Common Core 3.0
**Teaming, Collaboration and
Transparency**

Trainer Guide



December 31, 2018

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The Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), STEC has a wide membership that includes Regional Training Academy (RTA) representatives, county representatives, university-based Title IV-E Project Coordinators, the Inter-University Consortium in Los Angeles (IUC), the Judicial Council and other key stakeholders.

A subcommittee of STEC, the Content Development Oversight Group (CDOG), provided oversight and approval for the curriculum development process. A panel of experts also provided valuable feedback specific to this particular topic of the Common Core. As with many large curriculum projects in public child welfare, significant portions of the Common Core were adapted from existing curricula.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

California’s child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state’s children and families.

The Children’s Research Center provided technical support as well as The Structured Decision Making System that includes the SDM 3.0 Policy and Procedure Manual and Decision Making Tools. These resources are used in compliance with CRC copyright agreements with California. Additionally, content in this curriculum has been adapted from CRC’s SDM 3.0 classroom curriculum to meet the training needs in California.

In compliance with the Indian Child Welfare Act (1978) and the California Practice Model, social workers must identify American Indian/Alaska Native children in the system. For an overview of *Implementing the Indian Child Welfare Act* view: <https://www.youtube.com/watch?v=BIQG65KFKGs>

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to: https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf



FOR MORE INFORMATION on California’s Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: <http://calswec.berkeley.edu>

Introduction

Please read carefully as a first step in preparing to train this curriculum.

IMPORTANT NOTE: Each curriculum within the Common Core series is mandated and standardized for all new child welfare workers in the state of California. It is essential that all trainers who teach any of the Common Core Curricula in California instruct trainees using the standardized Training Content as provided. The training of standardized content also serves as the foundation for conducting standardized testing to evaluate and improve the effectiveness of new worker training statewide.

GENERAL INFORMATION

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills and is important for all CWS positions within an agency.

The Common Core Curriculum model is designed to define clearly the content to be covered by the trainer. Each curriculum consists of a *Trainee's Guide* and a *Trainer's Guide*. Except where indicated, the curriculum components outlined below are identical in both the Trainee's and Trainer's Guides. The Trainee's Guide contains the standardized information which is to be conveyed to trainees.

For an overview of the training, it is recommended that trainers first review the Agenda and Lesson Plan. After this overview, trainers can proceed to review the activities for each training segment in the Trainer's Guide and the Training Content in the Trainee's Guide in order to become thoroughly familiar with each topic and the training activities. The components of the Trainer's and Trainee's Guides are described under the subheadings listed below.

The curricula are developed with public funds and intended for public use. For information on use and citation of the curricula, please refer to the Guidelines for Citation:

https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf

Please note that each individual curriculum within the Common Core Curricula is subject to periodic revision. The curricula posted on the CalSWEC website are the most current versions available. For questions regarding the curricula, contact Calswec_rta_cc@berkeley.edu or call CalSWEC at 510-642-9272.

COMPONENTS OF THE TRAINER'S AND TRAINEE'S GUIDES

Learning Objectives

The Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Learning Objectives for the curriculum are listed in both the Trainer's and Trainee's Guides. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values. The Learning Objectives are also indicated in the Lesson Plan for each segment of the curriculum.

Knowledge Learning Objectives entail the acquisition of new information and often require the ability to recognize or recall that information. *Skill Learning Objectives* involve the application of knowledge and frequently require the demonstration of such application. *Values Learning Objectives* describe attitudes, ethics, and desired goals and outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

Agenda

The Agenda is a simple, sequential outline indicating the order of events in the training day, including the coverage of broad topic areas, pre-tests and/or post-tests, training activities, lunch, and break times. The Agenda for trainers differs slightly from the Agenda provided to trainees in that the trainer's agenda indicates duration; duration is not indicated on the agenda for trainees.

Lesson Plan (Trainer's Guide only)

The Lesson Plan in the Trainer's Guide is a mapping of the structure and flow of the training. It presents each topic and activity and indicates the duration of training time for each topic.

The Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains two column headings: Segment and Methodology and Learning Objectives. The Segment column provides the topic and training time for each segment of the training. The Methodology and Learning Objectives column reflects the specific activities and objectives that are covered in each segment. As applicable, each activity is numbered sequentially within a segment, with activities for Segment 1 beginning with Activity 1A, Segment 2 beginning with Activity 2A, etc.

Evaluation Protocols

It is necessary to follow the step-by-step instructions detailed in this section concerning pre-tests, post-tests, and skill evaluation (as applicable to a particular curriculum) in order to preserve the integrity and consistency of the training evaluation process. Additionally, trainers should not allow trainees to take away or make copies of any test materials so that test security can be maintained.

Training Segments (Trainer's Guide only)

The Training Segments are the main component of the Trainer's Guide. They contain guidance and tips for the trainer to present the content and to conduct each Training Activity. Training Activities are labeled and numbered to match the titles, numbering, and lettering in the Lesson Plan. Training Activities contain detailed descriptions of the activities as well as step-by-step tips for preparing, presenting, and processing the activities. The description also specifies the Training Content that accompanies the activity, and the time and materials required.

Occasionally, a Trainer's Supplement is provided that includes additional information or materials that the trainer needs. The Trainer's Supplement follows the Training Activity to which it applies.

Training Content (Trainee's Guide only)

The Training Content in the Trainee's Guide contains the standardized text of the curriculum and provides the basis for knowledge testing of the trainees. Training activities are labeled and numbered to match the titles and numbering in the Lesson Plan.

Supplemental Handouts

Supplemental Handouts refer to additional handouts not included in the Trainee's Guide. For example, Supplemental Handouts include PowerPoint printouts that accompany in-class presentations or worksheets for training activities. Some documents in the Supplemental Handouts are placed there because their size or format requires that they be printed separately.

References and Bibliography

The Trainer's Guide and Trainee's Guide each contain the same References and Bibliography. The References and Bibliography indicates the sources that were reviewed by the curriculum designer(s) to prepare and to write the main, supplemental and background content information, training tips, training activities and any other information conveyed in the training materials. It also includes additional resources that apply to a particular content area. The References and Bibliography may include the following:

- All-County Letters (ACLs) and All-County Information Notices (ACINs) issued by the California Department of Social Services (CDSS);

- Legal References (as applicable); and
- General References and Bibliography

In certain curricula within the Common Core series, the References and Bibliography may be further divided by topic area.

Materials Checklist (Trainer's Guide only)

In order to facilitate the training preparation process, the Materials Checklist provides a complete listing of all the materials needed for the entire training. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual training activity are also noted in the Training Segments in the Trainer's Guide.

Posters (Trainer's Guide only)

Some curricula feature materials in the Trainer's Guide that can be used as posters or wall art.

Tips for Training this Curriculum

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills, and is important for all CWS positions with in an agency.

TRAINING PREPARATION

It is **suggested** that you orient yourself to all the blocks in preparation for this training to make links and dig deeper into skill building:

1. Foundation
2. Engagement
3. Assessment
4. Case Planning and Service Delivery
5. Monitoring and Adapting
6. Transition

Contact your Regional Training Academy/UCCF for more information and to register for the e-Learnings as well as to access the classroom curriculum. Visit CalSWEC website for more information at:

<https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30>

When training this curriculum, it is important for the trainer to be familiar with the California Child Welfare Core Practice Model (CPM).

Additional information about the CPM can be found under the heading “History/Background” on the CalSWEC website:

<https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30>

Trainers for this topic must have a depth of knowledge related to facilitation skills and child welfare teaming activities. Some examples include (but are not limited to):

- Child and Family Team Meetings
- Family Team Meetings
- Mappings
- Team Decision Making Meetings
- Family Group Conference
- Icebreakers
- Emancipation Conferences

The trainer is encouraged to utilize the 3 questions throughout the training, as a way of demonstrating how information can be collected and organized when working with a family.

- What’s working well?
- What are we worried about?
- What are the next steps?

It is recommended that the trainer participate in/review the e-Learning course: Respect, Courtesy, and Skillful Use of Authority prior to training Teaming, Collaboration, and Transparency. The trainer should contact their Regional Training Academy to be enrolled in the e-Learning course.

FAMILY FRIENDLY LANGUAGE

Trainers are the example for modeling this for trainees. The hope is that the work is done with families, not on clients. Use words such as parents, young adults, youth, child, family...rather than clients. We want to model that families involved in child welfare services are not separate from us as social workers, but part of our community. This is the goal

of the CA Child Welfare Core Practice Model as well and reflects the behaviors we want to see demonstrated in social workers work with families. For more information on the Californian Child Welfare Core Practice Model visit the CalSWEC website at <http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0>.

SAFETY ORGANIZED PRACTICE

Some content in this curriculum was developed by the National Council on Crime and Delinquency (NCCD) and the Northern California Training Academy as part of the Safety Organized Practice Curriculum. Please note, not all California Counties are actively practicing Safety Organized Practice. However, the framework, principles and concepts are integrated throughout the curriculum as tools and best practices. Safety Organized Practice (SOP) is a collaborative practice approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief in SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children. Safety Organized Practice is informed by an integration of practices and approaches including:

- Solution-focused practice¹
- Signs of Safety²
- Structured Decision making³
- Child and family engagement⁴
- Risk and safety assessment research
- Group Supervision and Interactional Supervision⁵
- Appreciative Inquiry⁶
- Motivational Interviewing⁷
- Consultation and Information Sharing Framework⁸
- Cultural Humility
- Trauma-informed practice

¹ Berg, I.K. and De Jong, P. (1996). Solution-building conversations: co-constructing a sense of competence with clients. *Families in Society*, pp. 376-391; de Shazer, S. (1985). *Keys to solution in brief therapy*. NY: Norton; Saleebey, D. (Ed.). (1992). *The strengths perspective in social work practice*. NY: Longman.

² Turnell, A. (2004). Relationship grounded, safety organized child protection practice: dreamtime or real time option for child welfare? *Protecting Children*, 19(2): 14-25; Turnell, A. & Edwards, S. (1999). *Signs of Safety: A safety and solution oriented approach to child protection casework*. NY: WW Norton; Parker, S. (2010). *Family Safety Circles: Identifying people for their safety network*. Perth, Australia: Aspirations Consultancy.

³ Children's Research Center. (2008). *Structured Decision Making: An evidence-based practice approach to human services*. Madison: Author.

⁴ Weld, N. (2008). The three houses tool: building safety and positive change. In M. Calder (Ed.) *Contemporary risk assessment in safeguarding children*. Lyme Regis: Russell House Publishing.

⁵ Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now*, 40, pp. 19-24.

⁶ Cooperrider, D. L. (1990). Positive image, positive action: The affirmative basis of organizing. In S. Srivasta, D.L. Cooperrider and Associates (Eds.). *Appreciative management and leadership: The power of positive thought and action in organization*. San Francisco: Jossey-Bass.

⁷ Miller, W.R., & Rollnick, S. (2012). *Motivational Interviewing*, (3rd Ed.). NY: Guilford Press.

⁸ Lohrbach, S. (1999). *Child Protection Practice Framework - Consultation and Information Sharing*. Unpublished manuscript; Lohrbach, S. & Sawyer, R. (2003). Family Group Decision Making: a process reflecting partnership based practice. *Protecting Children*. 19(2):12-15.

Agenda

Segment 1:	Welcome, Introductions, and Overview of the Training Day	9:00 – 9:20 am
Segment 2:	Purpose of Teaming	9:20 – 10:30 am
<i>Break</i>		<i>10:30 – 10:45 am</i>
Segment 3:	Creating the optimal team environment	10:45 – 11:45 am
Lunch		11:45 am – 12:45 pm
Segment 4:	Facilitation of Meeting	12:45 – 2:30 pm
<i>Break</i>		<i>2:30 – 2:45 pm</i>
Segment 5:	Ideas and Next Steps	2:45 – 3:45 pm
Segment 6:	Wrap-up and Transfer of Learning	3:45 – 4:00 pm

Learning Objectives

Knowledge

- K1.** The trainee will be able to identify the benefits of engagement and teaming.
- K2.** The trainee will be able to describe key elements of collaboration, such as: circles of support, teaming values, family involvement, community involvement, and families as partners.
- K3.** The trainee will be able to describe strategies to support the family, caregivers, and team members in shifting from a focus on the family's deficits to their strengths to meet their child's needs.
- K4.** The trainee will be able to recognize the need to work collaboratively to formulate case plan objectives.
- K5.** The trainee will be able to describe the assessment processes that drive decisions about reunification and permanency planning to a child and family team.

Skills

- S1.** Given a case scenario, the trainee will be able to identify key trainees for a team meeting and how meeting outcomes support case planning and long-term success for the family.
- S2.** Given a case scenario, the trainee will be able to use strength-based language to describe safety concerns.

Values

- V1.** The trainee will value engaging families, youth and communities in a participatory decision-making process that especially includes families, youth and communities as experts in identifying strengths, needs and resources.
- V2.** The trainee will value collaboration with children, youth, non-minor dependents, families, family support networks and other professionals to access local resources and improve outcomes related to safety, permanency, and well-being.
- V3.** The trainee will value working in partnership with Foster Care Public Health Nurses and other health care providers to promote well-being for children and youth involved in the child welfare system.
- V4.** The trainee will value the use of teams to make case planning and placement decisions with families.
- V5.** The trainee will value the family as the experts on themselves.
- V6.** The trainee will value the role of the community in case planning and decision-making.

Lesson Plan

Segment	Methodology and Learning Objectives
<p>Segment 1 20 min 9:00 – 9:20 am</p> <p>Welcome, Introductions, and Overview of the Training Day</p>	<p>Introduce goals of the training and explain logistics, as well as review the agenda. Review Learning Objectives pointing out the importance of these competencies.</p> <p><i>PowerPoint slides: 1-6</i></p>
<p>Segment 2 9:20 – 10:30 am 70 min</p> <p>The Purpose of Teaming</p>	<p>Provide an overview of teaming, teaming behaviors, team members, and benefits of teaming.</p> <p><i>PowerPoint slides: 7-17</i> <i>Learning Objectives: K1, K2, K3, K4, S1, V1, V2, V4, V6</i></p>
<p>BREAK 10:30– 10:45 am 15 min</p>	
<p>Segment 3 10:45 – 11:45 am 60 min</p> <p>Creating the Optimal Team Environment</p>	<p>Define and discuss the importance of meeting structure, roles, and language.</p> <p><i>PowerPoint slides: 18-27</i> <i>Learning Objectives: K2, K3, K4, S1, S2, V2, V3</i></p>
<p>Lunch 11:45 am – 12:45 pm 60 min</p>	
<p>Segment 4 12:45 – 2:30 pm 105 min</p> <p>Facilitation of the Meeting</p>	<p>Explain fundamentals of meeting facilitation, structure, and stages of team development.</p> <p><i>PowerPoint slides: 28-40</i> <i>Learning Objectives: K2, K3, S1, S2, V1, V2, V3, V4</i></p>
<p>BREAK 2:30 – 2:45 pm 15 min</p>	
<p>Segment 5 2:45 – 3:45 pm 60 min</p> <p>Ideas and Next Steps</p>	<p>Discuss the role of assessing needs and creating a strength based plan with the family in the team process.</p> <p><i>PowerPoint slides: 41-51</i> <i>Learning Objectives: K5, S2</i></p>
<p>Segment 6 3:45 – 4:00 pm 15 min</p> <p>Wrap-up and Transfer of Learning</p>	<p>Discussion of applying content from this module.</p> <p><i>PowerPoint slides: 52-54</i></p>

Segment 1: Welcome, Introductions, and Overview of the Training Day

Segment Time:	20 minutes
Trainee Content:	Agenda (p. 5 in the Trainee Guide) Learning Objectives (p. 6 in the Trainee Guide) CPM Teaming Practice Behaviors (p. 7 in the Trainee Guide)
Materials:	½ sheets of white paper, chart pad, markers, and tape
Slides:	1-8

Description of Activity

The trainer will conduct an introductory activity including a review of the Agenda and Learning Objectives.

Before the Activity

- ❑ Decide whether or not you will establish Group Agreements as part of this activity. If you plan to develop Group Agreements, prepare your chart pad in advance with some initial agreements such as starting and ending on time, sharing the floor, etc. Leave space for the group to develop their own Group Agreements.
- ❑ Place half sheets of white paper (scrap paper or recycle paper is ideal) on the tables for trainees to use for the introductory activity.

During the Activity

- ❑ Welcome the trainees to the training and introduce yourself.
- ❑ If needed, discuss logistics related to the training site (cell phones off, breaks, parking, bathrooms) and helping to set a productive tone through the development of Group Agreements.
- ❑ Let trainees know that Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills, and is important for all CWS positions with in an agency.



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- ❑ Provide an overview of the agenda for the day. This is located on page 5 of the Trainee Guide.

Overview of the Day

- Welcome and Introduction
- Purpose of Teaming
- Creating the Optimal Team Environment
- Meeting Facilitation
- Types of Teams
- Shared Accountability
- Wrap-up and Transfer of Learning



- ❑ If you are doing Group Agreements, go over the basic Group Agreements included on the slide and use chart pad paper to add agreements or modify the one provided.

Offer the following brief explanations of the Group Agreements⁹ as needed (this will depend on whether or not this group has already worked to establish Group Agreements). This activity provides a model for the group work social workers will do with child and family teams, so you may wish to make that connection as well.

- **Collaboration** - We need partnership to have engagement and that works best if we trust each other and agree we are not here to blame or shame. We are here because we share a common concern for the safety and well-being of children. Remind them how this skill will be needed when working with families as they are the experts on their family. Social workers must be able to foster collaboration in order to complete a thorough assessment of the situation. Families need to feel trust before they honestly examine themselves and be able to look at a problem and their part in it.
- **Ask lots of questions** - Point out that the trainer can't make the training relevant for each person because there are many people in the room with different experiences and different needs. Trainees have to make it relevant for themselves by asking lots of questions and deciding how the experience might be helpful or not helpful to them.
- **Be open to trying new things** - As professionals we feel more comfortable and competent sticking with what we know. We don't always like it when new things come along. Sometimes it feels uncomfortable to try new things so we tend to back away from the new thing telling ourselves things like "she doesn't know what she's talking about...she has never worked in our community with the people we work with..." But to learn something new we have to do through the uncomfortable stage to get to the other side where it feels natural and comfortable. With this Group Agreement, they are agreeing to try new things even if they feel uncomfortable.
- **Make mistakes** - As professionals we don't like to make mistakes. And when we make mistakes we feel discouraged and beat ourselves up. But, if we are going to learn new things, we have to make mistakes. Even more important than the willingness to make mistakes is the willingness to admit we are wrong even when we don't want to be. Growth requires that we are open to changing our minds based on new information received. We must also be willing to put our own ideas aside to fully hear the views of others.

Group Agreements



- Be collaborative
- Ask lots of questions – let us know what you think
- Be open to trying new things
- Be willing to make mistakes
- Maintain confidentiality
- Be responsible for your own learning

⁹ Shared by trainer Betty Hanna

<p>a volunteer or select someone to take a snowball and read what is on the paper: the person’s name and teaming behavior. The person whose name is on the paper should step forward or identify themselves.</p> <ul style="list-style-type: none">❑ The trainer should highlight that teaming is at the heart of our social work practice. While the trainees may not be “experts” in teaming, they each bring with them a set of strengths that will help them in their work with families and in their efforts to collaborate with the family and their team.❑ This is an opportunity for the trainer to make the link between the content for today’s training and the California Child Welfare Core Practice Model’s Practice Behaviors.❑ Practice behaviors are the action-oriented aspect of the practice model that defines expected social work practice. They bring the model’s theoretical framework, values, and elements to life by clearly describing the interactions between social workers and families, children, youth, young adults, communities, and Tribes. Practice behaviors provide guidance to social workers about how they will practice social work using the practice model, ensuring staff and agency behavior are consistent with the practice model’s theoretical framework, values, and elements.	
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Transition to the next segment: The Purpose of Teaming

Segment 2: The Purpose of Teaming

Segment Time:	70 minutes
Trainee Content:	Common Values and Beliefs about Family Team Meeting Approaches (p. 8 in the Trainee Guide) Eco-Map (p. 9 in the Trainee Guide) Benefits of Teaming (p. 10 in the Trainee Guide)
Materials:	Chart pad, markers
Slides:	9-19

Description of Activity

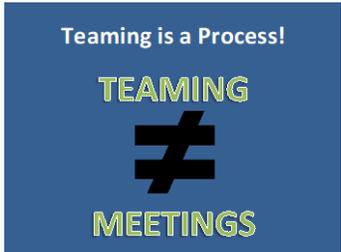
The trainer will define and discuss the purpose of teaming.

Before the Activity

- ❑ Review and become familiar with the tools for social workers identified on slide 15.
- ❑ Review the video: <http://www.hunter.cuny.edu/socwork/nrcfcpp/pass/digital-stories/>

During the Activity

<ul style="list-style-type: none"> ❑ Ask the trainees to take some time at their tables to come up with definitions for teaming, collaboration, and transparency. Trainees can refer back to the CPM Teaming Practice Behaviors if they would like. Provide each table with a piece of chart paper to write their definitions. After each table has finished writing their definitions, ask for a volunteer from the table to read their definitions aloud. Following each table reading their definitions, ask the table to hang their chart paper on the wall. Allow approximately 10-15 minutes for this activity. ❑ After all of the groups have shared, ask the trainees why each of these is important in our work with families. Facilitate a brief discussion. 	
<ul style="list-style-type: none"> ❑ When we talk about teaming in child welfare practice, we are referring to a practice of collaborating and partnering with a family, youth and community members through communication and mutual engagement. ❑ Teaming includes: <ul style="list-style-type: none"> • Working with the family to build a supportive team. • Facilitating the team process and engaging the team in planning and decision-making with and in support of the child, youth, young adult, and family. 	

<ul style="list-style-type: none"> • Working with the team to address the evolving needs of the child, youth, young adult, and family. • Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services. 	
<ul style="list-style-type: none"> ❑ It's important to note that teaming does not equal meetings. TEAMING IS A PROCESS RATHER THAN AN EVENT. Teaming activities can be used to facilitate conversations about goals and developed shared agreements, but it is not the only way to "Team." ❑ Facilitate a discussion about opportunities to demonstrate teaming behaviors. When thinking about teaming as a process, consider all of the things that can be done in day-to-day practice that demonstrate the Teaming Behaviors in the CPM. What are some opportunities to demonstrate the Teaming Behaviors? What are some other ways to "team" with a family that do not involve "meetings". Some examples can include: <ul style="list-style-type: none"> • Face-to-face contacts • Phone calls • Email or written communication • ANY CONVERSATION with a child, youth, young adult, parent, family, caregiver, service provider, or team member is an opportunity for teaming ❑ Teaming begins with the very first contact in the investigation phase and is present throughout the life of the case. 	 <p>Teaming is a Process!</p> <p>TEAMING</p> <p>≠</p> <p>MEETINGS</p>
<ul style="list-style-type: none"> ❑ Although teaming is more about the process than the event, regular team meetings can provide a forum for the entire team to gather and discuss safety, permanency, and well-being of the child and family. ❑ Teaming ensures that interventions and proposed solutions are customized for the family, their culture, community, and Tribe. ❑ Family meetings strive to maximize a family's strengths. The basic assumption is that all families can harness their strengths and capabilities to enter into partnership with formal child welfare agencies and courts in order to make decisions that protect and nurture their children. Prior to the advent of family meetings, child welfare agencies often made decisions about children and families with little or no input from the families. However, when key family and community members, formal and informal supports, and child welfare agency representatives join together in mutual respect, better decisions and integrated plans for families result. 	 <p>Working Together</p> <ul style="list-style-type: none"> • The purpose of Family Team Meetings is to keep children safe, promote children's well-being, and support families. • Teaming can also ensure that interventions and proposed solutions are customized for family, their culture, community, and Tribe. 
<ul style="list-style-type: none"> ❑ Teaming promotes transparency between the child welfare agency, the family, and the safety network. ❑ Review the definition of transparent. ❑ In small table groups, ask the trainees to discuss what transparency means in child welfare. This can also be done as a large group with the trainer facilitating discussion. ❑ The trainer should highlight the difference between transparency and confidentiality. It is important for the team to have a common understanding about the safety concerns. For example, it is not necessarily important for the 	 <p>Transparency</p> <ul style="list-style-type: none"> • Transparent: <ul style="list-style-type: none"> – Able to be seen through – Easy to notice or understand – Honest and open; not secretive • What does transparency mean in child welfare practice? 

team to know that a parent has a diagnosis of bi-polar disorder; rather it is important for the team to understand the parent's behavior related to their behavioral health diagnosis and how this impacts the child's safety.

- ❑ By being transparent with the family and their team, the social worker provides a model for how to talk about and work through difficult situations. Transparency promotes trust and ensures that ALL of the team members have the needed information in order to keep a child safe. It's important to slow down and help the family understand the child welfare system.
- ❑ Highlight the link between transparency and the practice behaviors:
 - 1) ***Be open, honest, clear, and respectful in your communication.***
 - a) ***Be open and honest about the safety threats and circumstances that brought the family to the attention of the agency, what information can be shared among team members, and what information will be included in court reports.***
 - b) ***Be transparent about the role of the court and the child welfare agency.***
 - 2) ***From the beginning and throughout all work with the child, youth, young adult, family, and their team, engage in initial and on-going safety and risk assessment and permanency planning:***
 - a) ***Explain the assessment process to the child, youth, young adult, and family so they know what to expect, and check in early and often to be sure they understand.***
 - 3) ***Work with the family to build a supportive team.***
 - a) ***Facilitate early and frequent sharing of information and coordination among parents, caregivers, and agency partners.***
 - 4) ***Facilitate the team process and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family.***
 - a) ***Make sure team members have the information they need.***
 - b) ***Ensure that all team members understand that legal, regulatory, and policy constraints may limit shared decision-making options available to address the family members' needs, including placement options, reunification, and service options.***
 - 5) ***Work with the family and their team to build a plan that will focus on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and assist the child, youth, young adult, and family with safety, trauma, healing, and permanency.***
 - a) ***Share information about agency programs, providers, resources, and supports.***
 - b) ***Assure the family receives needed information, preparation, guidance, and support.***

- ❑ In a review of common Family Team meetings, the Center for Community Partnerships in Child Welfare of the Center for the Study of Social Policy found there were common values and beliefs in all models.
- ❑ Despite the variety of teaming modalities, there are number of values and beliefs that cross these meeting types.
- ❑ Refer trainees to page 8 in the Trainee Guide
- ❑ Emphasize the desire to work with the team to make decisions must be genuine.
- ❑ Highlight that teaming does not mean:
 - Sitting at a table with other people just “watching”
 - Telling people what to do in a group
 - Walking into a room with the decision already made
- ❑ Ask the trainees to consider some of the following challenges when upholding the values and beliefs around teaming:
 - What happens if the family identifies a team member that you don’t think should be there but the family does?
 - How do you talk about a court recommendation (such as ending family reunification and moving to a permanent plan) that you know may upset the family?
 - What happens when members of the team disagree with how to ensure a child’s safety?



- ❑ Ask the trainees to think about the types of teaming activities that their county has. This can be done in a large group with the trainer charting or this can be done at table groups with a large group report out. Encourage trainees to think about team meetings that occur throughout the life of the case. Remember: Teaming is not a one-time event! These activities are likely to be more “formal”:
 - Child and Family Team Meeting (CFT)
 - Team Decision Making Meeting (TDM)
 - Family Group Conferencing
 - Family Team Meeting
 - Safety Mapping
 - Emancipation Conference
 - Permanency Planning Meetings
 - Wrap-Around Meeting
 - Others
- ❑ It’s important to note that teaming activities happen throughout the life of a case. Here are some examples:
 - Investigation and case opening
 - Case Planning
 - Create a Post-Permanency Circle of Support/Team
 - Create Family Safety Circles and safety plans
 - Wraparound Approach - “wrap the family” in services
 - Make decisions regarding placement and/or removal
 - Assessing risk and safety/harm and danger



- ❑ Ask trainees to think about possible team members. In table groups, ask them to identify who may be part of the child and family’s team. Some possible answers include:
 - Birth parents
 - Extended family
 - Non-relative supports
 - Child
 - Tribe
 - Neighborhood or other community partners
 - Service providers
 - Assigned social worker
 - Other agency staff
 - Caregiver
 - CASA
 - Parent Partner
 - Youth Advocate
 - Probation
 - Anyone the family wants to be part of the team!
- ❑ After allowing for discussion in their table groups, ask the tables to share some of their answers with the large group.
- ❑ Facilitate a discussion with the trainees about how team members are identified. Emphasize that the team is determined by the family, however the social worker plays a role in helping the family to identify who can be part of their team.
- ❑ Team members are sometimes referred to as the “Safety Network” or the family’s network. No matter what the team is called in each county, it is critical to ensure that there is a team in place to be part of the family’s plan for providing safety and supporting well-being of the child.
- ❑ Allow approximately 10 minutes for this activity.



- ❑ While the family determines who is part of their team. The social worker has a responsibility to ensure that a team is in place to support the family. Remember – you can’t create a plan with just the people you are worried about! Every parent and child needs a team – it is necessary, not optional. “No network, no plan!”
- ❑ Although this training does not go into detail about how to use the tools for identifying the team or network, the eco-map is provided on page 9 in the Trainee Guide.
- ❑ Let the trainees know that they will have an opportunity to practice using one these tools in the Exploring Family Relationships field activity (which is part of the Engagement Block).



<ul style="list-style-type: none"> ❑ Play video of Giselle (3 min). Giselle shares the importance of her culture, religion and support that her community brought her well into adulthood. http://www.hunter.cuny.edu/socwork/nrcfcpp/pass/digital-stories/ ❑ Facilitate a large group discussion regarding the ways that Giselle was supported by her “team.” 	<p style="text-align: center;">At the Table with Giselle</p> 
<ul style="list-style-type: none"> ❑ Ask trainees to identify some of the short term and long-term benefits of teaming. Trainer to chart the responses. ❑ Refer trainees to page 10 in the Trainee Guide, Benefits of Teaming. Highlight any benefits from the handout that the trainees may not have identified in their responses. 	<p style="text-align: center;">Benefits</p> 

Transition to the next segment: Creating the Optimal Team Environment

Segment 3: Creating the Optimal Team Environment

Segment Time:	60 minutes
Trainee Content:	Vignette – Natalie (pp.11-12 in the Trainee Guide) Children and Family Team (CFT) Meeting Structure (p.13 in the Trainee Guide) Benefits of Charting (p. 14 in the Trainee Guide)
Materials:	Chart pad, markers, and tape
Slides:	20-29

Description of Activity:

The trainer will define and discuss the importance of creating an optimal team environment.

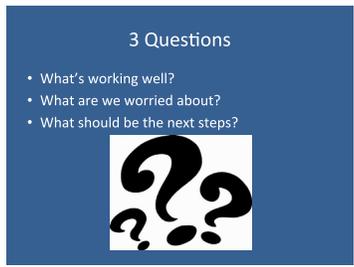
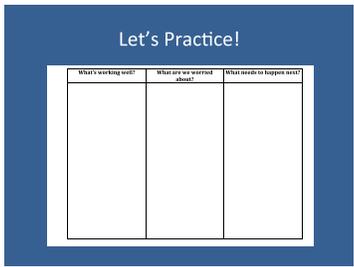
Before the Activity

- Review the Vignette for Natalie.

During the Activity

<ul style="list-style-type: none"> □ Describe the importance of creating an environment for open and honest communication with the family and the family’s team about. It promotes child safety, permanency, and ensures planning is informed, relevant and timely. For example, the family will understand the impact of the court time lines on the completion of their case plan. 	<p>Creating the Optimal Environment</p> 
<ul style="list-style-type: none"> □ Describe how language impacts the tone set by teaming. Changing language changes our thinking. Describe the following: <ul style="list-style-type: none"> • Viewing issues as a “Problem” becomes an energy drainer, carries shame, blame, guilt; leads to taking one-up positions, labeling, making negative assumptions when people are hesitant to share “problems” (<i>excerpted from TDM Facilitator’s Guide 2011</i>) • Try “issues of concern” or “worries” rather than “problem”; it can take discussion to a more workable level and open avenues to the good will behind difficulties that families experience • Focusing on “Options” or “ideas” rather than “advice” provides choices and choices empower (when families choose own solutions, they bring special energy and commitment) • “Families” not “cases” or “clients” • “Child” or “Young Person” not “minor” • “alleged offender” rather than “perp” 	<p>Language Reflects Thinking</p> 

<ul style="list-style-type: none"> Asking parents and family members how they would like to be referred to or what they would like to be called. For example, if a parent says that they would like to be referred to as “Marie”, use the name “Marie” rather than “mom” or “grandma”. <p>□ A goal for all of us in child welfare is to always talk about families as if they were there and could hear us. We should always think, “Would I say this if the child/youth/parent/relative/caregiver/etc., were here?” Our families should be able to walk through our offices at any time and hear us speaking respectfully. This is a key component to transparency and is necessary if we want to be truly transparent with the families we work with.</p>	
<p>□ Discuss and explore the types of team roles. As a social worker, you don’t need a formal facilitator. Some meetings require one such as TDM, but many meetings are more efficient and effective when the child welfare worker serves as the facilitator.</p> <p>□ It is important to create a positive environment for the meeting, no matter what role you are in.</p> <p>□ Review the slide.</p>	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <h3 style="text-align: center; margin: 0;">Structure</h3> <p style="font-size: small; margin: 5px 0;">Create an environment for open and honest communication with the family and the family’s team about:</p> <ul style="list-style-type: none"> – Child safety – Permanency – Court time frames – Planning and decision making that is informed, relevant, and timely  </div>
<p>□ Discuss the importance of setting up the structure of the meeting.</p> <ul style="list-style-type: none"> Establish and refer to ground rules / Group Agreements Identify the purpose of the meeting Introductions Discussion of Roles Exploring what’s working well and the worries Brainstorming/Ideas Developing and recording plan (safety plan, case plan, action items, next steps, etc.) When will the team meet again? Reflections about the meeting <p>□ Think of the meeting structure as a “road map” for how to accomplish the meeting’s goal. It is always important to be clear about the purpose and goal of the meeting. This should be communicated with the team members ahead of time.</p>	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <h3 style="text-align: center; margin: 0;">Set the Structure</h3> <ul style="list-style-type: none"> • Establish and refer to ground rules/group agreements • Identify the purpose of the meeting • Introductions • Discussion of roles • Exploring what’s working well and the worries • Brainstorming/ideas • Developing and recording plan (safety plan, case plan, action items, next steps, etc.) • When will the team meet again? • Reflections about the meeting  </div>
<p>□ Refer the trainees to pp. 11-12 in the Trainee Guide and ask them to read the vignette for Natalie.</p> <p>□ After the trainees have read the vignette, ask them to discuss the questions on the slide in table groups.</p> <p>□ Following the table discussion, ask the tables to report out to the larger group. Rotate among the tables, with a new table group starting the report out for each item on the slide. Invite other tables to add. Facilitate discussion and chart the trainees’ responses. In particular, focus on #4. How can the meeting “feel” comfortable?</p> <p>□ Discuss an example of a meeting structure. Refer trainees to pp. 13 in the Trainee Guide “CFT Meeting Structure” handout. Walk the group through the handout. The CFT meeting structure provides a problem-solving, solution-focused approach to decision making. The systemic problem-solving approach</p>	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <h3 style="text-align: center; margin: 0;">At the Table with Natalie</h3> <ul style="list-style-type: none"> • Purpose and goal of the meeting • Who should be at the table? • How should the team be identified? • How should the meeting “feel”? How can we create a comfortable and supportive environment?  </div>

<p>enables meeting trainees to fully understand the situation and examine possible solutions while helping to ensure decisions are made without haste and personal bias.</p> <ul style="list-style-type: none"> □ Allow approximately 20 minutes for this activity 							
<ul style="list-style-type: none"> □ Provide the trainees with some tips for helping their meetings to go smoothly. Review the slide. 	 <p>Tips for Effective Meetings</p> <ul style="list-style-type: none"> • Come prepared with information about the family and situation (review the case file) • Invite the right people • Be on time • Schedule adequate time for yourself • Be respectful • Be clear on the goal of the meeting • Be honest and fair in what you say • Assist the group in staying focused on the meeting goal • Invite others to share information 						
<ul style="list-style-type: none"> □ A simple way to think about how to guide the meeting and explore information with the team is to put it in the frame of these three questions: <ul style="list-style-type: none"> • What’s working well? • What are we worried about? • What should be the next steps? □ If you get stuck in the meeting, think back to these three questions. Keep it simple – you don’t need to think of complicated questions. Be curious and ask follow up questions that would help you to better understand the answers to the three questions. 	 <p>3 Questions</p> <ul style="list-style-type: none"> • What’s working well? • What are we worried about? • What should be the next steps? 						
<ul style="list-style-type: none"> □ The trainer will demonstrate how to chart information using Natalie’s scenario. □ The trainer will prepare chart paper or a white board with the following headers: <ul style="list-style-type: none"> • What’s working well? • What are we worried about? • What needs to happen next? □ Using Natalie’s scenario, facilitate a discussion with the group about what’s working well and what people are worried about. Let the trainees know that you will just be working with the first two columns right now. You will work with the third column later in the day. □ The trainer should review the Benefits of Charting and Charting Tips handout to demonstrate consistency in charting with this exercise. 	 <p>Let's Practice!</p> <table border="1"> <thead> <tr> <th>What's working well?</th> <th>What are we worried about?</th> <th>What needs to happen next?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	What's working well?	What are we worried about?	What needs to happen next?			
What's working well?	What are we worried about?	What needs to happen next?					
<ul style="list-style-type: none"> □ Provide the trainees with some tips for helping their meetings to go smoothly. Highlight the benefits of charting and the parallel process that has been used in the training today – with the trainer charting and with trainees charting. Refer trainees to page 14 in the Trainee Guide. □ Charting: <ul style="list-style-type: none"> • Helps meeting members participate – 50% learn by listening; 50% learn by reading • Keeps meeting members focused • Allows meeting members to see what they have accomplished and what is left to do • Provides an opportunity for the family to see that they have strengths and things that are going well in addition to areas that need to be addressed for their child’s safety 	 <p>Charting</p> <ul style="list-style-type: none"> • Helps meeting members participate – 50% learn by listening; 50% learn by reading • Keeps meeting members focused • Allows meeting members to see what they have accomplished and what is left to do • Provides an opportunity for the family to see that they have strengths and things that are going well in addition to areas that people are worried about and need to be addressed for the child’s safety • Promotes participation 						

- Promotes participation
- Encourages enlarged thinking - thinking “outside of the box”
- Generates solutions in a focused, forward thinking manner within a deliberate structure
- Provides a visual structure
- Helps members see other’s ideas and build upon them
- Provides families and others with visual affirmation that they have been heard
- Provides families with a tangible list of strengths they can take home with them

❑ Note for the trainees that charting is one way to make the information discussed at meetings transparent and understandable to all. By charting, it helps to capture main ideas and allows the group to provide feedback about the accuracy of what was charted.

❑ **It is important to understand that charting is a tool.** It is not necessary for every teaming activity. An example of this would be meeting with a parent in their home to develop a case plan. The social worker would not bring chart paper and markers to this type of meeting. As an option, the social worker may use a 3-column map (using the 3 questions) or some other method for organizing the information that is being discussed. This can be shared with the parents during and after the meeting.

Charting

- Encourages enlarged thinking
 - Thinking “outside of the box”
- Generates solutions in a focused, forward thinking manner within a deliberate structure
- Provides a visual structure
- Helps members see others’ ideas and build upon them
- Provides families and others with visual affirmation that they have been heard



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Transition to the next segment: Facilitation of the Meeting

Segment 4: Facilitation of the Meeting

Segment Time:	105 minutes
Trainee Content:	Key Factors in Effective Teamwork (p. 15 in the Trainee Guide) Some Communication Skills for Effective Facilitation (pp. 16-17 in the Trainee Guide) Reframing/Asking Clarifying Question/Reflecting (p. 18 in the Trainee Guide) Managing Group Dynamics (pp. 19-23 in the Trainee Guide) Role Play Observation Worksheet (p. 24 in the Trainee Guide) Natalie Worksheet (p. 25 in the Trainee Guide) Preparing Parents and Youth for Team Meetings (p. 26 in the Trainee Guide) Appendix A – Trainer Handout: Optimal Teamwork Appendix B – Demonstration Role Play
Materials:	Chart pad, markers, and tape
Slides:	30-42

Description of Activity:

The trainer will define and discuss the importance of creating an optimal team environment.

Before the Activity

- ❑ Review Trainee Guide, pp. 15-26.
- ❑ Prepare charts for the Reframing/Asking Clarifying Question/Reflecting activity
- ❑ Prepare Appendix B handouts by cutting strips for the characters in the role play

During the Activity

- ❑ Let the trainees know that the afternoon will be spent reviewing the development of the team, developing facilitations skills, and practicing.
- ❑ It is helpful to understand team dynamics within the context of how much of a REAL team is your team. For those of you who will be able to meet over time, it's important to understand how a team develops so that you know what you might expect from their behavior.



- ❑ Review the slide. Within 5 minutes, discuss:
- ❑ There are several key factors in effective teamwork. Refer trainees to page 15 in the Trainee Guide. Ask for a trainee volunteer to read each one.
- ❑ If these elements are present, how might these affect outcomes for a family?
- ❑ If these elements are not present, how might these affect outcomes for a family?

Measuring Teamwork 

- The degree to which:
 - ① The “right people” have formed a team that meets, talks, and plans together
 - ② The team has the skills, family knowledge, and abilities to define strengths and needs to organize effective services
 - ③ Members of the team collectively function as a unified team in planning services and evaluating results
 - ④ The decisions and actions of the team reflect a pattern of effective teamwork and problem-solving that builds on strengths and needs to benefit the family.

Adapted from Quality Service Review for a Child and Family (Version 2.2B), Human Systems and Outcomes, Inc., October 2010

- ❑ Review the slide in approximately 5 minutes.

How Does the Team Function? 

- The team has the abilities and cultural competence to design effective supports and services to meet the needs of the family
- Team flexibility to adjust as the family’s needs change
- Uses collaborative problem-solving
- Only emergency decisions are made outside of the team

Adapted from Quality Service Review for a Child and Family (Version 2.2B), Human Systems and Outcomes, Inc., October 2010

- ❑ Large Group Discussion Activity: Allow approximately 5 minutes.
- ❑ See Appendix A of the Trainer Guide. Ask for a volunteer to read the description of optimal teamwork.
- ❑ Facilitate a discussion with the trainees about their thoughts regarding use of teams to make all decisions in child welfare. What do they see as the strengths of using teams to make decisions? What challenges do they anticipate? How can the challenges be addressed?

Optimal Teamwork



- ❑ Partner Group Discussion Activity: Allow approximately 30 minutes.
- ❑ Now that the trainees have a sense about what teamwork looks like in a child welfare setting, it’s time to spend some time talking about how to facilitate or co-facilitate a teaming activity.
- ❑ An important aspect of teamwork is communication. Using the slide as reference, identify some communication skills that can be used for effective facilitation. After the trainees review the descriptions for each of the skills, they will have an opportunity to practice using some of the skills. Ask trainees to read pp. 16-17 in the Trainee Guide.
- ❑ After the trainees have read pp. 16-17, ask them to find a partner and discuss which of the skills they have used in the past with families or in other situations. What did it look like? Allow approximately 10 minutes for this discussion.
- ❑ Following the discussion about skills that they have used in the past, ask the trainees to identify which of the skills they feel would be most challenging to use and why. Allow approximately 10 minutes for this discussion.

Effective Facilitation

Active Listening	Linking
Clarifying	Negotiating
Collaborating	Paraphrasing
Confronting	Reality Testing
Crediting	Reflecting/Mirroring
Empathizing	Relieving Tension
Encouraging	Silence
Establishing Rapport	Strength-Based Interviewing
Harmonizing	Summarizing
Interpreting Verbal Statements	Supporting
Interpreting Nonverbal Cues	

- ❑ Table Group Discussion Activity: Allow approximately 15 minutes.
- ❑ Refer the trainees to page 18 in the Trainee Guide. There are 6 statements. Using these statements, the trainees will rewrite them to reframe the comment, develop a clarifying question, or write a reflective statement to get more information about the comment. Encourage the trainees to use strength-based language and use one of the skills they identified as challenging (if applicable).
- ❑ The trainer will provide an example prior to the trainees beginning this activity. Read the following statement and provide an example or two:

Try It On!

- Practice some of the skills you just discussed – think about trying out one of the skills that you identified as being the most challenging (if it applies).
- Using the statement, rewrite them to reframe the comment, develop a clarifying question, or write a reflective statement.



- **EXAMPLE STATEMENT:** I am tired of her not following through on what she says that she is going to do.
- **EXAMPLE CLARIFYING QUESTION:** Can you give us an example of when this happens?

□ Facilitate the activity using one of the options below.

- **Activity Option 1:** Divide the 6 statements among the table groups with each table having 2-3 statements to work on. Each group should identify a scribe and a person to report out.
- **Activity Option 2:** Write the statements below on chart paper and hang them around the room.
 - Ask the trainees to count off. (Decide on the count off number by the number of trainees and how many people you'd like in each group.) Once the trainees have counted off, ask them to go to the respectively numbered chart. Let trainees know that they can take their Some Communication Skills for Effective Facilitation handout with them for the activity.
 - Advise trainees that they will have 2-3 minutes to develop a clarifying question, a reframe of the statement, or a reflective statement. Set a timer for 2-3 minutes. After 2-3 minutes is up, ask the group to shift to the next chart (clockwise). Set the timer for another 2-3 minutes and instruct the groups to come up with another example for the new chart.
 - Following this second round of examples, ask for a spokesperson for each group to read the two suggestions that they wrote on the charts.

□ The following are some examples to provide the group:

He'll never do that; we tried it before and it did not work.

What have you done in the past? What can we do differently?

Can you tell us about a day when it did work? What was different?

He is nothing but a drug addict and bum.

What about his actions have you feeling that the safety of _____ is a concern?

I am tired of her lying to me.

Can you give us an example of when this has happened and you have felt like this?

She never listens to me.

It sounds like you have important things that you want her to hear. Can you give us an example of when you feel unheard?

He's out running with his friends and refuses to babysit his younger brother.

Can you tell us how many times a week he is out with his friends?

Can you tell us how many days a week you would like him to babysit his brother?

She's still with her good-for-nothing boyfriend.

<p>It sounds like you are worried about her relationship with her boyfriend. What about her relationship with her boyfriend worries you?</p>	
<ul style="list-style-type: none"> ❑ Large Group Interaction: Allow approximately 5 minutes. ❑ Refer the trainees to the Managing Group Dynamics handout on pp. 19-23 in the Trainee Guide. Let the trainees know that they can reference back to this in the future and use for preparing to facilitate a meeting. Review the issues that may arise in a meeting. ❑ Facilitate a check-in with the group. Ask them to consider the following scaling question: <ul style="list-style-type: none"> • On a scale from 1-10, with 1 being very uncomfortable and 10 being very comfortable, rate your comfort level with addressing challenging behaviors in a group meeting. • Ask for volunteers to share how they would scale themselves and why. ❑ Conflict resolution can include: <ol style="list-style-type: none"> a. Agree to Negotiate b. Gather Points of View c. Focus on Interests d. Create Win/Win Options e. Evaluate Options f. Create Agreement 	<div data-bbox="1154 216 1507 483"> <h3>Managing Difficult Emotions</h3> <ul style="list-style-type: none"> • Conflict is normal and healthy • Healthy conflict is one of the five elements of healthy team functioning • Can be seen as "danger" or "opportunity"  </div> <div data-bbox="1154 499 1507 766"> <h3>Conflict Resolution: Steps and Strategies</h3> <ul style="list-style-type: none"> • Agree to Negotiate • Gather Points of View • Focus on Interests • Create Win/Win Options • Evaluate Options • Create Agreement  </div>
<ul style="list-style-type: none"> ❑ Role Play Activity: A preparation meeting between the social worker, Natalie, and Jennifer. Spend approximately 20 minutes on this activity. The trainer can ask the observer of the role play to serve as a time keeper for the activity. ❑ Remind trainees that these are skills that they will build over time. ❑ Ask for two volunteers from the class to come up to the front of the room and set up three chairs for the activity. Provide the trainees with a description of their respective role. (See Appendix B in the Trainer Guide). The trainer will play the role of the social worker. Remind the role play volunteers to be realistic but not the most challenging person they have ever interacted with. This is designed to be a learning experience for the group and them to be able to take something away. ❑ The trainer must be familiar with the Managing Group Dynamics handout and be prepared to utilize the techniques identified in the handout during the role play. ❑ Instruct the trainees to look at the Managing Group Dynamics handout during the role play and complete the observation worksheet on page 24 of the Trainee Guide regarding what they observed the social worker doing to manage conflict. 	<div data-bbox="1154 940 1507 1207"> <h3>Role Play</h3>  </div>
<ul style="list-style-type: none"> ❑ OPTIONAL ACTIVITY – Trainer to assess for time and can include this activity if time permits. Allow approximately 20 minutes. Skip this slide if not completing this activity. ❑ Refer the trainees to the Natalie Worksheet handout on p. 25 of the Trainee Guide. This is based on the story of Natalie. <p>Scenario: A meeting for Natalie was arranged. The social worker is facilitating the meeting. As the meeting has progressed, tension has arisen. People on the team seem to be defensive and are beginning to be argumentative about where Natalie should live. Specifically, each time the social worker makes a suggestion,</p> 	<div data-bbox="1154 1591 1507 1858"> <h3>At the Table with Natalie</h3>  </div>

<p>someone argues with it and now Caroline and Natalie are becoming upset and emotions are escalating. Natalie accuses Caroline of not caring about her kids and states that she would rather live with strangers than have to live with her sister. Caroline has begun crying and Jennifer is visibly upset with her face turning red and clenching her fists. Sally is sitting at the table just shaking her head and saying under her breath, “See – this is how it always is.”</p> <ul style="list-style-type: none"> ❑ Divide trainees into groups of 5. Each team assigns roles, making sure that there is at least a social worker/facilitator, Caroline, Jennifer, Sally, and Natalie. Allow 5 minutes to role play the scenario. Upon completion, instruct the team to discuss what might have been done to avoid the escalation of this conflict in the first place? They should write up their suggestions on the worksheet. ❑ Facilitate a large group discussion and chart the suggestions for de-escalation shared by each team. 	
<ul style="list-style-type: none"> ❑ Use this as a transition slide to how the team is prepared for the meeting. 	
<ul style="list-style-type: none"> ❑ Set the stage in approximately 5 minutes for the table group discussion to follow. Discuss the social worker’s role in “Preparing the Team”. The social worker’s role in Preparing the Team includes: <ul style="list-style-type: none"> • Establishing trusting, helping relationship • Demonstrating genuine interest • Acknowledging strengths and culture • Providing overview of teaming • Gaining information • Deciding contact information and process • Right people at the table? ❑ Discuss the importance of preparing team members for the team meeting. Preparing parents, children, relatives, caregivers, and other team members will ensure the meeting goes smoothly. Review the slides during this discussion. 	

- ❑ Table Group Discussion Activity: Allow approximately 15 minutes.
- ❑ Thinking about Natalie’s case scenario, ask the trainees to think about how the team members could have been prepared for the meeting.
- ❑ **OPTION 1:** Assign each of the following trainees to a table:
 - Therapist
 - Sally (Girl Strong)
 - Caroline (adult sister)
 - Natalie (youth)
 - Jennifer (parent)
- ❑ Have the table groups answer the following questions: What are some questions you (as the social worker) would ask this participant? (e.g., when preparing the therapist, you may ask the therapist to share some information about Natalie’s attendance or what information he/she plans to share at the meeting.) What is some information that would be important to share? (e.g., time, location, who else will be present, etc.) What would be important to discuss with the team member before the meeting? (e.g., “What are some of your worries? What are some of the things that you see as working well?”
- ❑ Following the table group discussion, facilitate a large group report out.
- ❑ **OPTION 2:** Facilitate a discussion with the large group about how to prepare each trainee for the meeting.
- ❑ Have the trainees answer the following questions: What are some questions you (as the social worker) would ask this participant? (e.g., when preparing the therapist, you may ask the therapist to share some information about Natalie’s attendance or what information he/she plans to share at the meeting.) What is some information that would be important to share? (e.g., time, location, who else will be present, etc.) What would be important to discuss with the team member before the meeting? (e.g., “What are some of your worries? What are some of the things that you see as working well?”
- ❑ Refer trainees to page 26 of their Trainee Guide for some sample questions to help prepare a parent and youth for a team meeting.

Preparing Natalie’s Team

- What are some questions you (as the social worker) would ask the participant as you are preparing for the meeting?
- What is some information that would be important to share with this participant?
- What would be important to discuss with the team before the meeting?



Transition to the next segment: Ideas and Next Steps

Segment 5: Ideas and Next Steps

Segment Time:	60 minutes
Trainee Content:	Natalie’s Action Plan (p. 27 in the Trainee Guide) Scenario: 6-week follow-up with Natalie and her team (optional) (p. 28 in the Trainee Guide)
Materials:	Chart pad, markers, and tape
Slides:	43-53

Description of Activity:

The trainer will define and discuss the importance of creating an optimal team environment.

Before the Activity

- ☐ Review Trainee Guide, pp. 27-28.

During the Activity

<ul style="list-style-type: none"> ☐ Transition slide 	
<ul style="list-style-type: none"> ☐ Review the slide. Emphasize the need for social workers to consider culture when developing ideas. 	
<ul style="list-style-type: none"> ☐ Review the slide. Highlight that SDM should help to guide the meeting discussion and be a consideration when developing ideas for next steps. 	

<ul style="list-style-type: none"> Review the slide. Emphasize that the plan must sufficiently address safety concerns. Ask how social workers could facilitate this pre-eminent point with the youth and family if the plan needs strengthening in this regard. 	<p>Tips for Developing a Plan and Identifying Next Steps</p> <ul style="list-style-type: none"> Incorporate safety concerns first Reflect the family's goals and needs Incorporate strengths and cultural considerations Identify formal and informal support Be specific – Who? What? By when? How to monitor? How will we know? – Desired outcome and method for measuring success 						
<ul style="list-style-type: none"> Review the slide. 	<p>Building Consensus</p> <ul style="list-style-type: none"> Reality test <ul style="list-style-type: none"> Least restrictive? Does it provide safety? Is it do-able? Ensure everyone has a chance to speak and be heard Check for agreement Be attentive to family members' feelings and responses Be specific 						
<ul style="list-style-type: none"> Review the slide. Remind trainees to be sure that all of the team members have a chance to weigh in on the plan. 	<p>Building Consensus</p> <ul style="list-style-type: none"> Ask team members who can't agree what it would take to support the idea. Combine suggestions to come up with a mutually agreed upon solution. Be sure that the plan complies with court orders (if applicable). 						
<ul style="list-style-type: none"> Review the slide. 	<p>Review the Plan/Next Steps</p> <ul style="list-style-type: none"> Read the plan back to the group Check for understanding Ask if there are any questions Provide copy of the plan/next steps to the team (if appropriate) Ensure emotions/responses are addressed Set any further meeting dates 						
<ul style="list-style-type: none"> Go back to the chart that you worked with earlier in the day. Spend some time with the trainees identifying possible next steps (a.k.a. ideas/brainstorming). Chart the trainee's responses. Encourage the trainees to be specific when they are making suggestions about what could happen next for Natalie and her family. By coming up with specific and relevant ideas, this will help in the next step when the action plan is developed that will contain details about how the plan would be measured and when it will be completed. 	<p>Let's Practice!</p> <table border="1" data-bbox="1193 1354 1469 1543"> <thead> <tr> <th>What's working well?</th> <th>What can we excited about?</th> <th>What needs to happen next?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	What's working well?	What can we excited about?	What needs to happen next?			
What's working well?	What can we excited about?	What needs to happen next?					
<ul style="list-style-type: none"> Thinking about the case scenario for Natalie and the next steps that were just developed, work as a table group to develop an action plan for Natalie and her team to keep Natalie safe. Each table will develop 2 action items, thinking about: who, what, by when, and how will we know that this action item is completed? How will the plan be monitored? Instruct trainees to refer to p. 27 in the Trainee Guide and Natalie's Action Plan to develop two action items. Facilitate a large group report out. 	<p>Try It On!</p> <ul style="list-style-type: none"> Think about what was identified as "What should happen next?" Using the ideas that were developed and charted, create two action items at your table that will provide safety for Natalie 						

<ul style="list-style-type: none"> ❑ Allow approximately 20 minutes for this activity. 	
<ul style="list-style-type: none"> ❑ Optional Activity: If the trainer has time remaining, the trainer can facilitate a fishbowl activity with the group using the 6-week follow-up scenario. ❑ Have the trainees read the 6-week follow-up scenario on page 28 of the Trainee Guide ❑ Identify volunteers to play the following roles: <ul style="list-style-type: none"> • Social worker • Natalie • Jennifer • Caroline • Linnea • Sally • Arturo (Natalie’s grandfather) • Connie (Natalie’s grandmother) ❑ Set up chairs in a circle at the front of the room for the team meeting. ❑ Create charts with the following headers: <ul style="list-style-type: none"> • What are we worried about? • What’s working well? • What needs to happen next? ❑ Set a chair outside of the circle and slightly away from the “meeting”. This chair is for social worker “volunteers”. The person in the role of the social worker will have an opportunity to ask for help or “use a lifeline”. Additionally, the observers for this activity can sit in the chair outside of the circle if they have an idea about how to handle something or if they would like to switch off with the social worker in the meeting. ❑ Encourage the social worker to use the chart paper or white board to capture the group’s discussion. 	<div style="background-color: #2c5e8c; color: white; padding: 10px; text-align: center;"> <p>More Practice!</p>  </div>
<ul style="list-style-type: none"> ❑ What are some ways you can team in the office to support best outcomes for children and families? ❑ Review the slide about teaming in the office. ❑ This is a preview of some of the information that will be covered in the Transition Block training. 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p style="text-align: center;">Teaming in the Office</p> <ul style="list-style-type: none"> • Warm hand-off when changing social workers • Involving the family’s team in transition planning • Working with your supervisor or others in your unit to provide support for families if you are out of the office • Demonstrate teamwork with your peers! </div>

Transition to the next segment: Wrap-up and Transfer of Learning

Segment 6: Wrap-up and Transfer of Learning

Segment Time:	15 minutes
Trainee Content:	My Reflections about Teaming (p. 29 in the Trainee Guide)
Materials:	N/A
Slides:	54-56

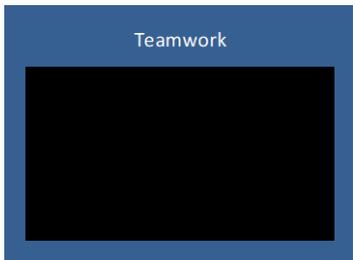
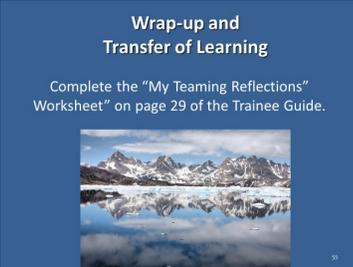
Description of Activity:

The trainer will facilitate a discussion with trainees about how they will use what they learned on the job.

Before the Activity

- Review the “Wisdom of Geese” video: <https://vimeo.com/235550632>

During the Activity

<ul style="list-style-type: none"> <input type="checkbox"/> Show the video (2:09) <input type="checkbox"/> A few things to highlight: <ul style="list-style-type: none"> • Teams are stronger than individuals • The team supports each other • The leader of the team will change over time – share the power! • Teams are a way to encourage each other and hold each other accountable • Teams help ensure safety 	
<ul style="list-style-type: none"> <input type="checkbox"/> Wrap-up the training day and check-in with trainees about any questions they have. <input type="checkbox"/> Have the trainees complete the “My Teaming Reflections” worksheet on page 29 of the Trainee Guide. <input type="checkbox"/> Allow 5-10 minutes for this activity. <input type="checkbox"/> Ask the trainees if anyone would like to share any of their reflections. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Instruct the trainees to complete the trainee satisfaction survey (whatever survey/evaluation form used by the RTA to collect information following the training). 	

Materials/Handouts Checklist

- Chart paper, markers, Post-its, blue tape
- Learning Objectives
- CPM Practice Behaviors
- Common Values and Beliefs about Family Team Meeting Approaches
- Scrap paper / white paper for Snowball Toss Activity
- Eco-Map
- Benefits of Teaming
- Giselle video*: <http://www.hunter.cuny.edu/socwork/nrcfcpp/pass/digital-stories/>
- Vignette: Natalie
- CFT Meeting Structure
- Benefits of Charting /Charting Tips
- Key Factors in Effective Teamwork
- Some Communication Skills for Effective Facilitation
- Reframing/Asking Clarifying Questions/Reflecting
- Managing Group Dynamics
- Natalie's Action Plan
- Scenario: 6-week follow up with Natalie
- Appendix A –Trainer Handout: Optimal Teamwork
- Appendix B – Demonstration Role Play
- Role Play Observation Worksheet
- Natalie Worksheet
- Preparing Parents and Youth for Team Meetings
- Natalie's Action Plan
- Scenario: 6-week follow-up with Nancy and her team
- Wisdom of Geese Video*: <https://vimeo.com/235550632>
- My Teaming Reflections

Appendix A: Trainer Handout: Optimal Teamwork

The child and family team, also known as the safety network, contains all of the important supporters and decision makers in the child's and family's life, including the family's informal supports. The team has formed an excellent, consistent working system that meets, talks, and plans together. Face-to-face family team meetings are held regularly and as frequently as the team sees the need as well as at critical points to develop short-term and long-term plans. The team has excellent skills, family knowledge, and abilities necessary to organize effective services with a child/family of this complexity and cultural background. Team members collectively function as a fully unified and consistent team in planning services and evaluating results; this is clearly reflected in a coordination of services across agencies for the child and family. Team members have significantly contributed to a written case plan, which is communicated as a reference for their work that considers the child's and family's strengths, needs, and the services and supports needed to meet the needs of the family. Actions and communications of the team fully reflect an optimal pattern of effective teamwork and collaborative problem solving with the child and family. The family is a full and equal team member.

Adapted from Quality Service Review for a Child and Family (Version 2.2B), Human Systems and Outcomes, Inc., October 2010

Appendix B: Demonstration Role Play

A preparation meeting with Natalie and Jennifer

(Cut into strips and provide each of the volunteers with their role to read.)

Social Worker:

You have arranged a meeting at Natalie and Jennifer's home to prepare them for the team meeting that is taking place next week. When you arrive, however, Jennifer and Natalie are arguing about Natalie's medication and the fact that Natalie went to the corner store and bought a 32 ounce soda while Jennifer was out. You work with Natalie and Jennifer to resolve the conflict.

Natalie:

You are very angry with your mom and the social worker. You don't know why they can't just leave you alone about your medication and what you eat. You tell them that it's no big deal if you have a soda once in awhile. Besides, it's not like the medication helps anyway. Last time you took it for a couple of days, you felt terrible and it didn't seem to help regulate your blood sugar.

Jennifer:

You are very frustrated with Natalie. Before you left for work today, you specifically told her to take her medication and told her not to drink any soda. When you came home from work, Natalie was gone and you did not know where she was. She arrived home about 30 minutes later with a large soda. You argue with Natalie about her being irresponsible and making poor choices. You cannot believe she would do this, especially when she knew the social worker was coming to the house.

Resources

California Social Work Education Center (Ed.). *Family Engagement in Case Planning and Case Management: Trainee's Guide*, California Common Core Curricula for Child Welfare Workers. Berkeley, CA: California Social Work Education Center.

Center for the Study of Social Policy (March 2002) *Bringing Families to the Table: A Comparative Guide to Family Meetings in Child Welfare*; Center for Community Partnerships in Child Welfare. 1575 Eye Street, NW, Suite 500, Washington, D.C. 20005; phone: 202-371-1565. www.cssp.org

Strength-Based Teaming: Achieving Safety, Permanency, and Well-Being Curriculum. <http://calswec-archive.berkeley.edu/strength-based-teaming-achieving-safety-permanency-and-well-being>

TDM Resources for Facilitators: <https://humanservices.ucdavis.edu/programs/resource-center-family-focused-practice/team-decision-making>

TDM curriculum: <https://humanservices.ucdavis.edu/program-courses/1548>

Quality Service Review for a Child and Family. (2010). *A reusable protocol for examination of system of care services for a child and family* (Version 2.2B). Los Angeles, CA. Human Systems and Outcomes, Inc.