



FTM Training for Facilitators

Date

Place

Trainers Names



Learning Objectives

Module 1 - FTM Overview

- Define purpose, principle and value of FTM.
- Describe ways facilitator engages team members.
- Demonstrate how to create a safe environment for the team.
- Explain how FTMs assist DFCS in meeting standards of Georgia PIP.

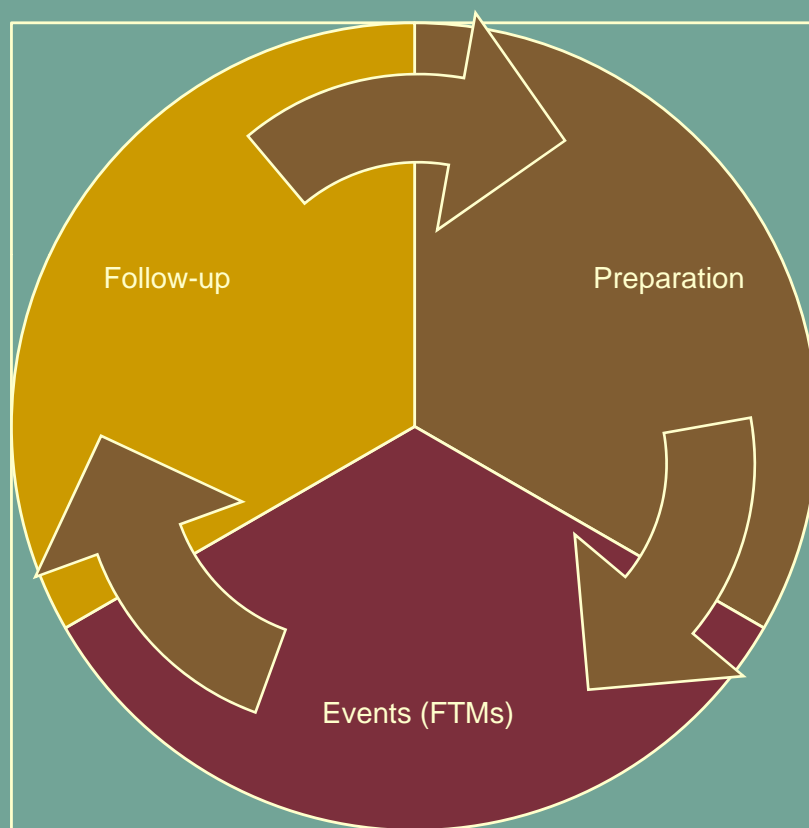


Family Team Meetings

- Families plan and make decisions within a support network of family, friends, professionals, and community resources to ensure child safety and meet the family's individual needs.
- FTMs are:
 - Strengths based
 - Family centered
 - Solution focused



DFCS Involvement with Family



- Preparation
- Events (FTMs)
- Follow-up



Introductions:

“What do you bring to the table?”

- Your name
- Your experience with FTMs
- One “informal family rule” about dinnertime when you were growing up
- One strength you bring to being a facilitator

TIME LIMIT: 10 minutes



Outcome and Purpose

- Outcome – achieve all of the learning objectives listed in your guide
 - *Agency's perspective*
- Purpose – your expectations
 - *Family's perspective*



Non-Negotiables and Confidentiality

- Training Requirements
- Confidentiality
- Ground Rules



Family Story

Who knows the family's story better
than anyone else in the room?

- Facilitator introduces:
“So we are all starting from the same place, tell us a little bit about what’s been happening in your family that brings us all to the table today...”
- Facilitator protects integrity of the story, redirects comments or “corrections” from others in the room.



Strengths Build Hope

- Inventory strength

- abstract



- Functional strength

- behaviorally specific
- will help family achieve difficult goals



Individual & Family Needs

- Safety/Risk Factors
- Needs
- Growth Areas
- Choosing your words carefully



Planning

- Select “needs” to include in plan.
 - Brainstorm solutions to meet each need.
 - Team creates plan.
- or
- Team makes decision.
 - “What can go wrong?”



Closing

- Scaling question
- Next Steps
- Thank you!



DFCS Family Story

- Child and Family Services Review (CSFR)
- Program Improvement Plan (PIP)
- Kenny A.



Strengths to achieve outcomes

- How does FTM model support CFSR outcomes?
 - Safety
 - Permanency
 - Family and Child Well-Being



Journal: Assessing & Scaling



1 = totally unprepared to facilitate FTMs

10 = confident, could facilitate FTMs next week

- Where are you right now?
- What do you feel you need to be ready?
- What could “go wrong”?



Learning Objectives

Module 2 – Process of Change

- Identify stages of the change process.
- Demonstrate an awareness of the difficulty change brings for everyone.
- Describe and recognize various forms of resistance.
- Demonstrate specific techniques and skills used in working with resistance.



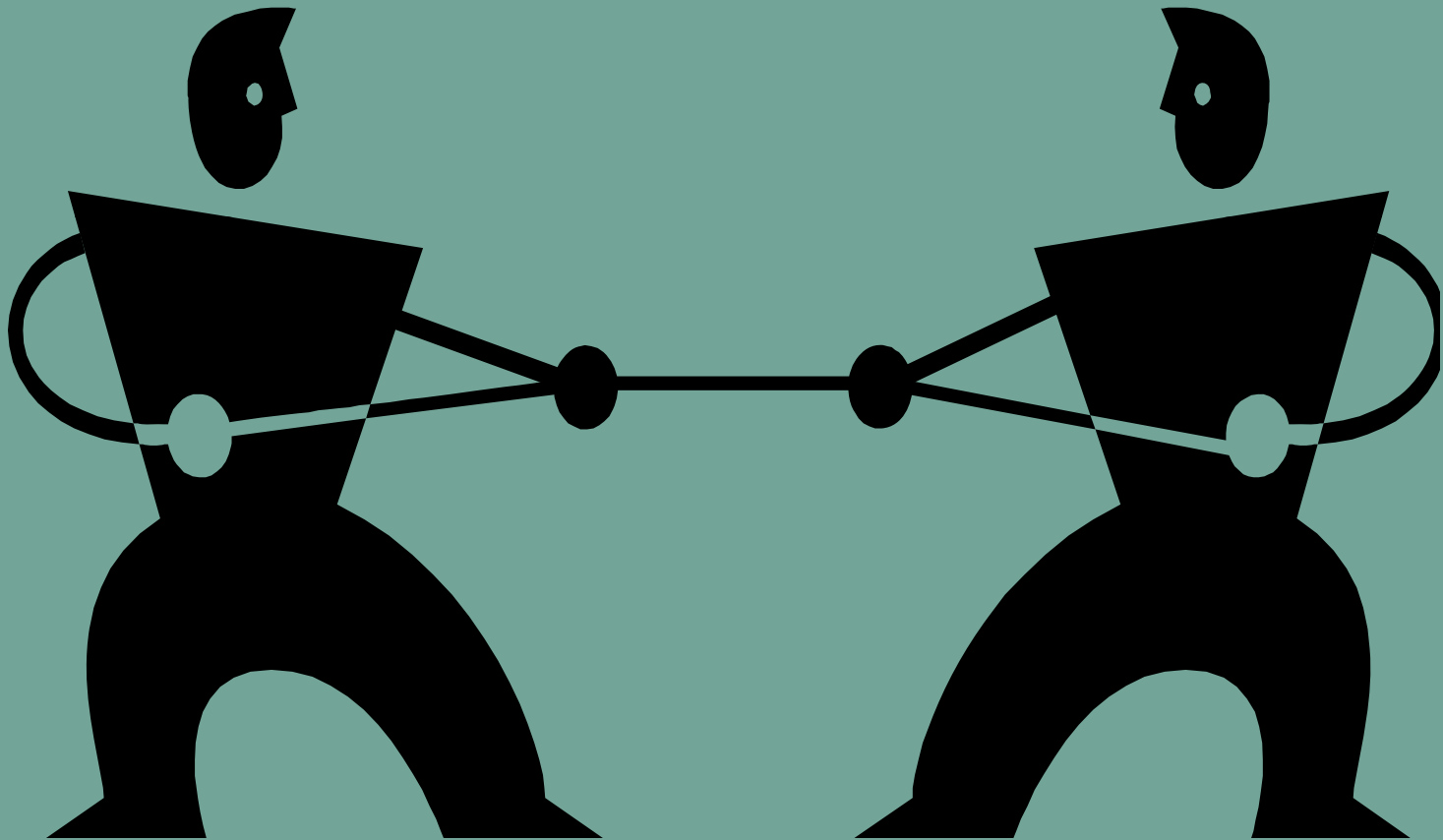
The Process of Change

- Change is a very natural process.
- Change, although difficult, can be accomplished very quickly.
- Change is always a healthy process and is welcomed by all.



DIGGING IN HEELS

Demonstration

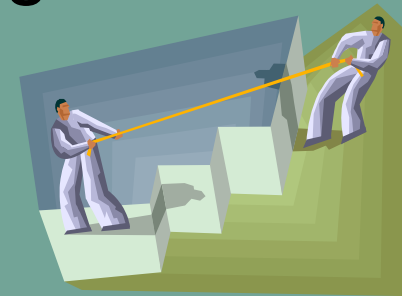




RESISTANCE

Resistance is a predictable and natural reaction to feeling forced to change and to face difficult issues.

Resistance occurs as a response to feeling vulnerable, out of control and threatened by change.





Working through resistance

- Step 1: Recognize the cues—identify form of resistance, identify the emotions *you* feel in reaction.
- Step 2: Manage your emotions and reactions, identify the positive intent or the benefit to the person.



Working through resistance

- Step 3: Reflect the form of resistance you observe and allow silence. Then, fall silent and allow this reflection to “echo” for them.
- Step 4: Use active listening and empathetic reflection to help them discuss their vulnerability.

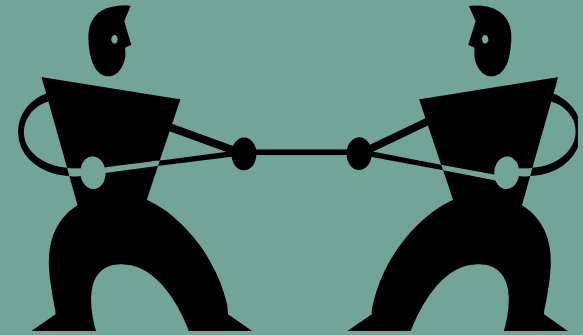


Demonstration: Resistance

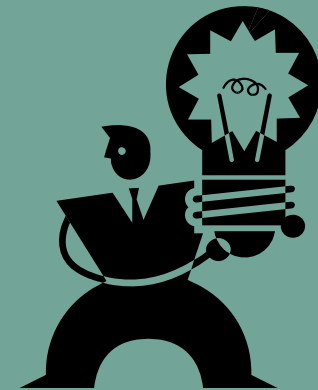
- Step 1: What cues do you see? What emotions would *you* feel in reaction?
- Step 2: What was the positive intent or the benefit to the person? What self-management did you see?
- Step 3: What did you observe during/after the reflection?
- Step 4: What active listening and empathetic reflection was used?



Journal: The Process of Change



- What are possible areas of resistance to the FTM process with families or co-workers?
- What are possible solutions?
- What strategies can you use?





Learning Objectives

Module 3 - Skills for Building Trusting Relationships

- Identify skills used in developing trust.
- Recognize how core conditions help develop trust-based relationships.
- Understand and practice use of exploring, focusing and guiding skills.
- Practice using solution focused questions



Core Helping Conditions

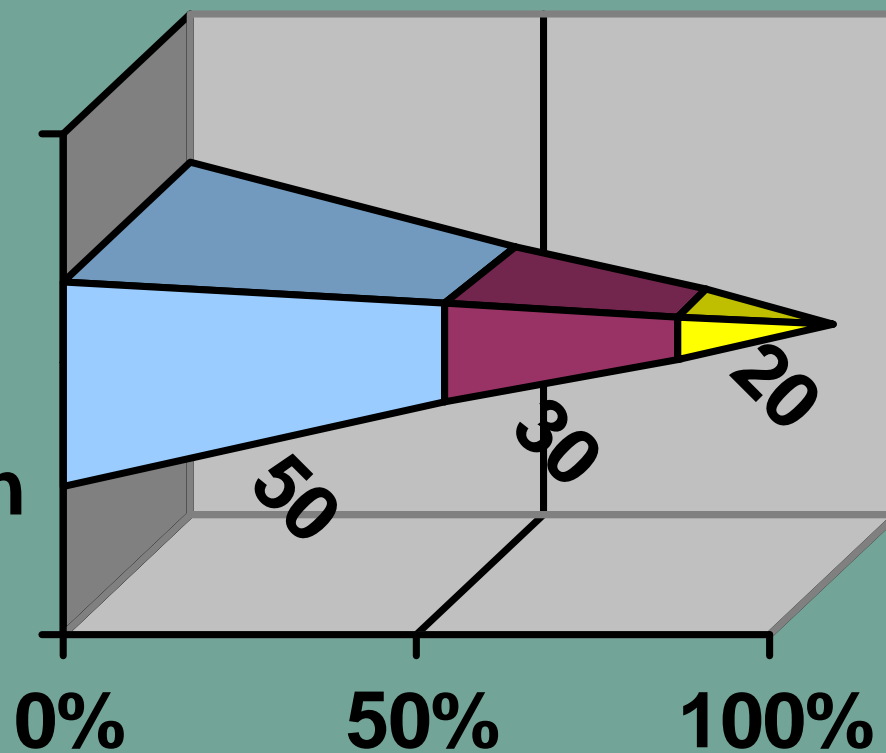
- Genuineness
- Respect
- Empathy



EXPLORING SKILLS

- Active Listening
- Reflections
- Attending Behaviors: physical and psychological
- Mirroring

**Optimal
Skills
Distribution**



Exploring Focusing Guiding



FOCUSING SKILLS

- Reframing
- Clarification
- Open/closed Questions
- Indirect Questions
- Solution Focused
- Summarization



Questions

- Open-ended
- Closed-ended
- Indirect
- Solution-focused
- Clarification
- Summarization





GUIDING SKILLS

- Advice
- Options
- Suggestions
- Feedback

Are you listening to me?

○ PART ONE

- **Speaker:** say statement using appropriate emotion.
- **Listener:** reflect content and emotion, but assume a NON “SOLER” POSTURE.

○ PART TWO

- **Speaker:** say statement using appropriate emotion.
- **Listener:** reflect content and emotion, but assume a “SOLER” POSTURE.

****Trade parts, repeat exercise.****





Skills practice: Attending, Exploring, Focusing, Feedback

- Talker:

- Talk about a real challenge or change you are struggling with—give listener opportunity to practice skills.

- Listener:

- Get talker to share more by listening & by avoiding giving direction/guidance

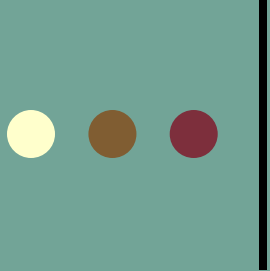
- Observer:

- Facilitate strengths-based feedback



5 Types of Solution Questions

- Solution Defining
- Past Successes
- Exception Finding
- Miracle
- Scaling



Skills Practice: Solution-focused questions

- Speaker:

- Continue talking about issue from last exercise.

- Listener:

- Continue to use attending, listening skills and add solution-focused questions to explore strengths, needs, and solution patterns.



Journal: Building a Trusting Relationship



Core conditions: Empathy, Respect, Genuineness

Skills: Exploring, Focusing, Guiding

- What are your personal areas of strength?
- What areas are challenging for you?

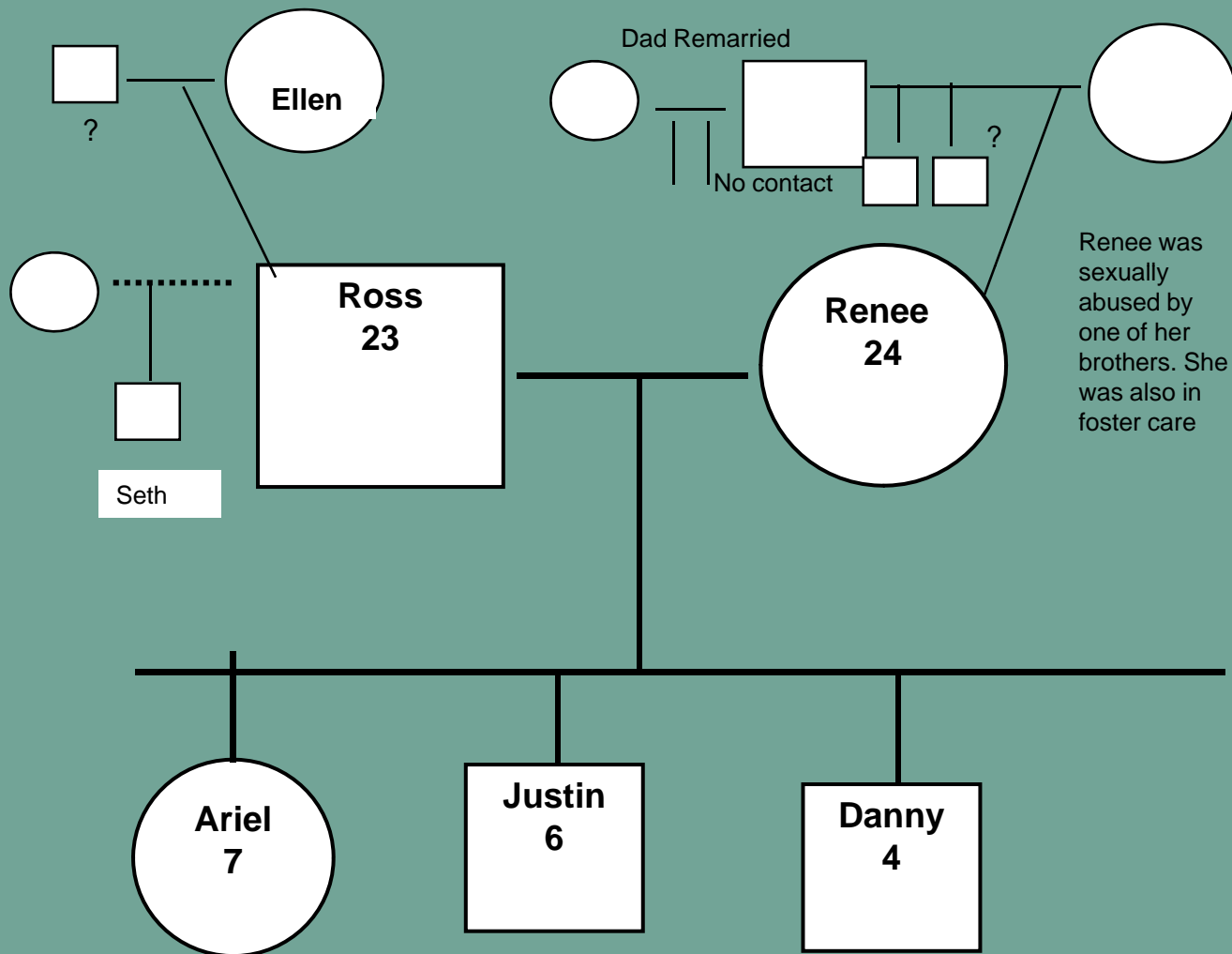
Learning Objectives

Module 4 - Family Dynamics: Before, During and After Crisis

- Read and interpret a genogram.
- Use sculpting as a technique for viewing families.
- Recognize strengths, challenges and resiliency in a family.
- Explain significance of cycle of need.
- Practice developing inventory and functional strengths.



Simmons Family Genogram





Instructions for Functional Strength Activity

- Identify Simmons family members' strengths.
- Identify Simmons family members' needs.
- List strengths and needs on handout (Simmons Family Strengths and Needs Worksheet).
- Facilitator prepared to report out.



Functional Strengths Example

- Renee loves her children (inventory)
 - Functional strengths:
 - Renee quit smoking and drinking when pregnant.
 - Renee sought support with her mother to help with the children.
 - Renee attended parenting class and practiced the skills at home.
 - Renee received and acted on visiting nurse advice and Justin gained weight.
 - Renee got the children to school on time.



Need statements are not:

- Service/Intervention
- Problem
- Behaviorally Specific Statement
- Negative
- Timeframes

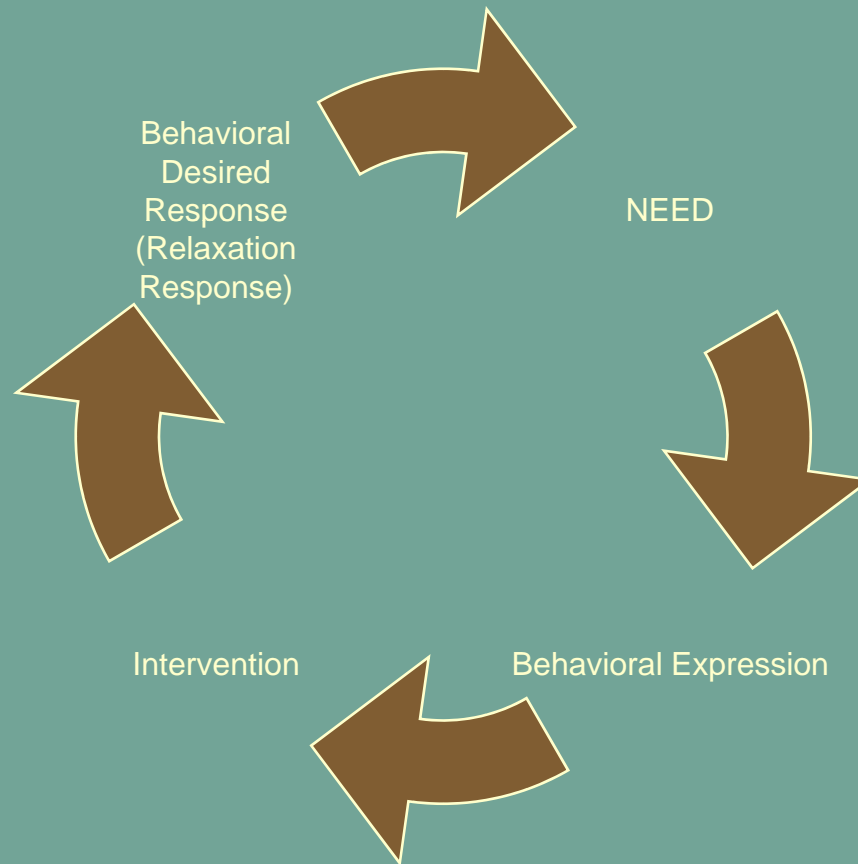


Needs statements

- The parents need to go to counseling
- The parents need a substance abuse program
- The child needs a psychological
- Dad needs a parenting class



The Cycle of Need





Journal: Family Dynamics: Before, During and After Crisis

Genograms · Inventory Strengths
Functional Strengths · Cycle of Need
Underlying Needs

- What did you learn?
- Envision facilitating a FTM: How will you use what you've learned?
- What additional training do you need?



Learning Objectives

Module 5 - Forming Partnerships for Positive Change

- Recognize how informal and formal supports may be used in FTM process.
- Define consensus building.
- Identify leadership styles and its effect on family team process.
- Conduct a preparation interview with the family.
- Recognize roles within the FTM process.



Johari's Window

	Known to self	Not known to self
Known to Others	Open	Blind
Not known to others	Hidden (secrets)	Unknown (mysteries)



MY SUPPORT SYSTEM

- Informal Supports

- Family, friends, neighbors, church members, support groups, etc

- Formal Supports

- Doctors, lawyers, counselors, day care, accountants, social workers, etc



A Family Team Meeting...

- Is a planned event that brings together family, interested people, and formal supports that the family has invited.
- The members come together to learn what the family hopes to accomplish, set reasonable and meaningful goals, recognize and affirm family's strengths, and find solutions to the family's needs.



Three Major Responsibilities for the Facilitator

- Building the Team
- Directing the Process
- Resolving Differences



Role of the Co-facilitator

- Knows responsibilities of facilitating the meeting.
- Captures significant information on flip charts.
- Speaks up and asks clarifying questions, as needed.
- Is a member of the team.



Role of the Casemanager

- Actively participate.
- Assist with prep work.
- Respectfully advocate the Agency's position.
- Address all non-negotiable issues.
- Address safety/risk issues.
- Write family plan or transcribe after the meeting.



Role of OFI

- Actively participate/bring different perspective to the team.
- Answer questions about available services and resources.
- Share knowledge of family's make-up and support system.
- Plug the gaps with TANF, food stamps, Medicaid, community resources.



Role of the Supervisor

- Create a culture that supports FTM.
- Support facilitators, co-facilitators and case managers.
- Conduct quality evaluation of county FTM process.
- Actively participate.
- Respectfully advocate the Agency's position.
- Address all non-negotiable issues.
- Address safety/risk issues.

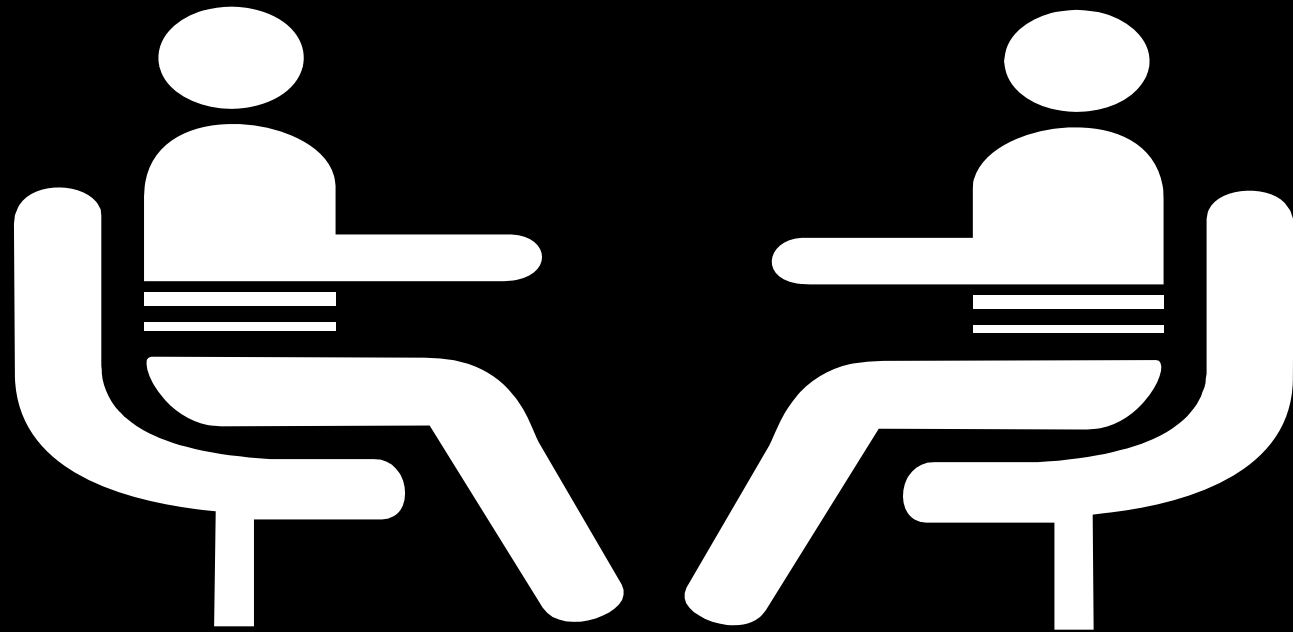


Preparation Interview

Key Steps

- Engage the team member genuinely, with empathy and respect.
- Describe the meeting process and explain the purpose.
- Explain that the family story will be told by the family.
- Come to agreement on the outcome.
- Explore what team member can contribute toward outcome and potential conflicts, if any.
- Discuss any non-negotiable issues and confidentiality issues, if any.
- Discuss time and place of meeting.
- Explore alternatives for input, if the person cannot attend.

Preparation Interview Demonstration





Developing a Working Agreement

- Personal Expression
- Understanding Issue/Concern
- Wants and Offers
- Gaining Agreement
- Assessing What Can Go Wrong
- Affirming Your Working Agreement
- Acknowledge the work completed



Preparation Interview Activity

- In groups of three, decide who will be facilitator, team member and observer.
- **Observer:** note feedback on Prep Interview Observation sheet.
- **Facilitator:** use Guide to Effective Facilitation to help with interview.
- Rotate roles when time is called to allow all an opportunity to be the facilitator.



Activity - The Story





Leadership Styles

- Autocratic
- Democratic
- Laissez-Faire



Journal: Forming Partnerships for Positive Change

**informal and formal supports · hidden information
consensus-building · leadership styles
preparation interviews · team members' roles
maintaining neutrality**

- What did you learn?
- Envision facilitating a FTM: How will you use what you've learned?
- What additional training do you need?



Learning Objectives

Module 6 - Facilitation Skills

- Describe what is meant by facilitation.
- Recognize group attending skills of a facilitator.
- Practice facilitating a FTM.



Facilitator Responsibilities

- Sets up conditions for success.
- Creates safe and open environment for team.
- Allows the team do most of the talking.
- Remains substantially neutral.
- Builds consensus and manages conflict.
- Returns decision making back to the group.
- Keeps the “end in mind”.



Special Considerations: Domestic Violence

- Safety for all family members is primary concern.
- Domestic Violence specialist should be included on the family team.
- Family dynamics or special circumstances may preclude formation of “typical” family team.



Special Considerations: Substance Use

- Substance Abuse counselor should be a member of the team.
- The meeting should not be used as an intervention or a “gotcha” drug screen.
- Recovery will include relapse, which should be a part of the family plan.



Special Considerations: Mental Illness

- Be aware of signs & symptoms.
- Seek assistance from mentor, supervisor.
- Include MH professional on team.
- Use strength based approach.



FTM STEPS

- Welcome and Team Member Introductions
- Discuss purpose for the meeting
- Discuss outcomes for the meeting
- Discuss non-negotiable issues and confidentiality
- Ground Rules
- Family Story
- Strengths to achieve outcome
- Needs related to outcomes
- Brainstorming how to meet needs
- Develop plan/assign responsibilities
- Assess “What can go wrong?”
- Next steps and closing



Journal: Assessing & Scaling



1 = totally unprepared to facilitate FTMs

10 = confident, could facilitate FTMs next week

- Where were you on Day 1?
- Where are you right now?
- What do you need from field practice to be ready?



NEXT STEPS

- Module 7
 - Shadowing
 - Mentoring and Coaching
 - Field Practice
 - Evaluation
- Approval Process for Facilitators