



**ENGAGING DIFFERENT PARTIES:  
THE CHILD AND FAMILY TEAM  
(CFT) MEETING FACILITATION  
PROGRAM AND THE NEED FOR  
COLLABORATIVE PARTNERSHIPS**

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**What is a Child  
and Family Team  
(CFT) meeting?**

In a separate browser, please open  
[Menti.com](https://www.menti.com)



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**OBJECTIVES**

- Learn how to engage and invite the necessary members to Child and Family Team (CFT) meetings
- Identify and implement strategies for how to reach consensus when different points are present in CFT Meetings
- Practice and apply techniques to specialized modalities such as early childhood, large families, and set specific cultural situations



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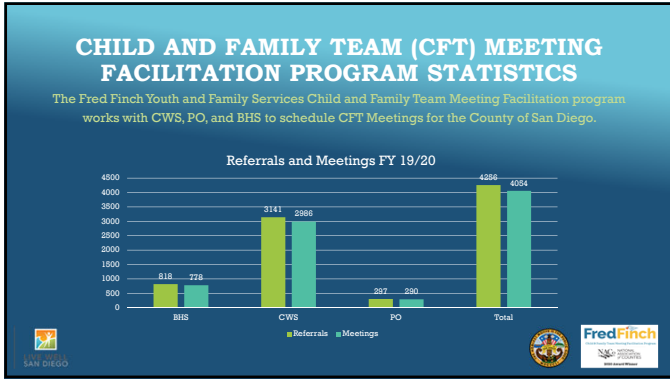
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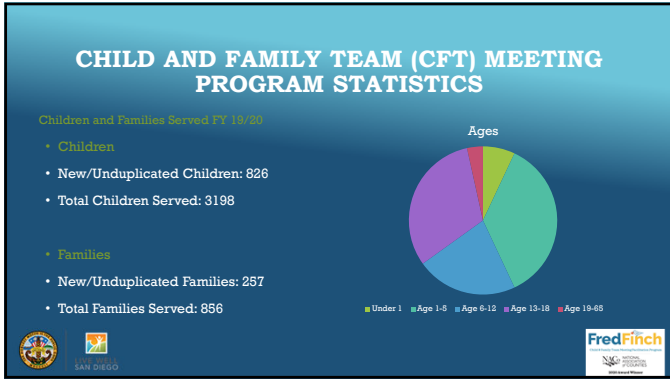
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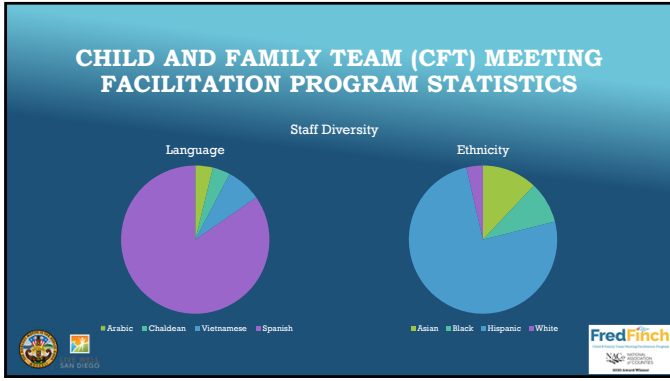
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**BUILDING ENGAGEMENT**

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**BUILDING ENGAGEMENT**

- Pre- Meeting
- Tele-health Considerations
- During CFT Meeting
  - Group versus Task Process
  - Team Agreements
  - Parking Lot



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**PRE- MEETING ENGAGEMENT STRATEGIES**  
*Referral party and Formal Supports*

- Agenda items- needs based
- Cultural & Safety considerations
- Additional providers- Therapists, CASA's, DSEP, Pathways to Well Being, Educational Representatives
- Community location for CFT
- CFT State Brochures



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**PRE- MEETING ENGAGEMENT STRATEGIES**  
*Family and Natural Supports*

- Agenda items- needs based
- Questions to clarify
- Who they would like at the CFT?
- Cultural considerations
- Time & location preference for CFT
- CFT State Brochures


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**A CONFERENCE CALL**  
**IN REAL LIFE**





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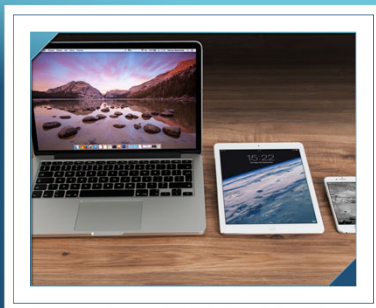

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**TELEHEALTH CONSIDERATIONS**

- Customized Script
- Security of Line
- Individualizing which Platform to Use
- Building Engagement Remotely


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**BUILDING ENGAGEMENT**

During the Meeting

- Task and Group Process
- Team Agreements
- Parking Lot



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**TASK AND GROUP PROCESS**

<b>Task</b>	<b>Process</b>
<i>What</i>	<i>How</i>
Content	Participant involvement




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**TASK AND GROUP PROCESS**

<p><b>TASK</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Information</li> <li>• Statistics</li> <li>• Skills to be Taught</li> <li>• Examples: objectives, agenda topics, CANS to be reviewed,</li> </ul>	<p><b>PROCESS</b></p> <ul style="list-style-type: none"> <li>• How you get the participants/members involved</li> <li>• Safety of the group to contribute and share ideas</li> <li>• Examples: team agreements, activities conducted, parking lot,</li> </ul>
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TASK AND GROUP PROCESS



ZOOM POLL



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BUILDING ENGAGEMENT





**Team Agreements**

- Aka Ground rules, Group Agreements
- A set of expected behaviors for the meeting
- Customized to the group and setting (think virtual)
- Referenced and enforced throughout the meeting

**Parking Lot**

- Designate a space to list questions can't answer in the moment or not related to agenda
- Can flip chart or have someone scribe with notes
- Add a plan to add



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GAINING INPUT AND REACHING A CONSENSUS



Agenda Items

- Open and Closed Ended Questions
- Solution Focused Questions
- Conflict Resolution Skills



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Stephen Covey The 7 Habits of Highly Effective People,  
 "Begin with the end in mind."



**AGENDA**

- What is purpose or goal of the meeting?
- Who is attending? Role and experience.
- Allotted time
- Prioritize Agenda topics
- Use of Parking Lot




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**GAINING INPUT: OPEN AND CLOSED ENDED QUESTIONS**

**Open Ended Questions:**

- Who
- What
- Where
- When
- How

**Closed Ended Questions:** Yes or No as appropriate

- Do
- Can
- Would
- Could


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## REACHING A CONSENSUS

- Solution Focused Questions
- Gradients of Agreement
- Conflict Resolution Skills


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### REACHING A CONSENSUS: SOLUTION FOCUSED QUESTIONS

Miracle/Preferred Future	Think about a more positive future and ways to get there	Where does a parent see themselves in 5yrs
Position	Getting people to think from another's perspective	How can a PSW relate to a dad in a CFT meeting?
Exception	Finding out when the problem isn't the problem	At what times are you able to control your anger?
Coping	Looking for ways they've managed. Reviews resiliency.	What are your coping skills?
Scaling	Turning a yes or no into a scale can lend more information and move in a positive direction	On a scale from 1-5, how helpful was this CFT?




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## REACHING A CONSENSUS

- Gradients of Agreement

1            2            3            4            5

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No agreement                      Somewhat agree                      Agree




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## CONFLICT RESOLUTION SKILLS

**The Four P's\***  
\*"Flawless Facilitation" By Susan Nash

- Paraphrase The Other Person's Position
- Pause
- State your Position
- Explore Possibilities



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## CONFLICT RESOLUTION SKILLS

The Four P's in a CFT Meeting

CFT Meeting	Parent	Provider	Youth
Paraphrase	I hear you feel judged by the agency and not supported by this team	You are upset because you were notified of the meeting last minute	There are a lot of new people in the room and you feel scared
Pause			
Position	The Agency wants to act in the best interest of you and your child and this meeting is an attempt to do that.	We want all people present in the CFT who can actively contribute to the well being of the family	It may seem hard to believe that all these people are here for you and want to support you.
Possibilities	Can we explore and add more action items to assist you in feeling supported?	Let's review your contact information so you are invited to the next meeting	Tell me how I can make the meeting easier: would you like to lead or take notes as we are talking?




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**CULTURAL CONSIDERATIONS**




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**CULTURAL CONSIDERATIONS**



- Early Childhood Engagement
- Families with Multiple Children
- Large Team Meetings
- Specific Cultural Considerations
  - Indian Child Welfare Act
  - Black/African American
  - Transgender/LGBTQ




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**EARLY CHILDHOOD ENGAGEMENT**



Modify Meeting Structure

- asking the youth questions first
- Giving youth opportunities to choose

Age Appropriate Language

- Trauma informed
- Developmental/Behavioral age
- Confidentiality





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### ENGAGING THE YOUTH: PRE-MEETING CALL

- Discuss Meeting structure/Define sections
  - Brainstorm together
  - Open agenda
  - Youth's supports
- Assess Comfort/Safety
  - Scaling youth comfort
  - Facilitator can help prompt the youth
  - Various methods of communication



*"Not about us without Us"*




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### ENGAGING THE YOUTH: DURING MEETING





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### FAMILIES WITH MULTIPLE CHILDREN

- Multiple Sibling Sets
  - Break up sections by youth
- Allowing each youth to start their own section of the meeting
- Separate meetings


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### LARGE TEAM MEETINGS



- High Number of Attendees
- Preparing each member about current agenda items (pre-meeting and during)
- Members share their own strengths that would support the discussion
- Informing team members that facilitator will call on each person to share




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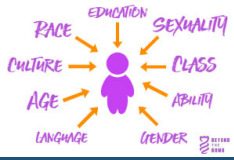
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### CONSIDERING CULTURE



Sockalingam, Espiritu & Waetzig (2017) state "When we know about others' cultures, we better understand their way of thinking, feeling, and acting."

Intersectionality (Oxford English Dictionary):  
The interconnected nature of social categorizations such as race, class, and gender... regarded as creating overlapping and interdependent systems of discrimination or disadvantage




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### CULTURAL CONSIDERATIONS IN MEETINGS

**LGBTQ identified youth:**  
Is the youth/sibling connected to a group of people active in the LGBTQ community?


What are some cultural practices or traditions that are important to you and your family?

Does the family have any Native American Heritage?

Any practices that CWS needs to be aware of prior to contacting families?

Do you have a representative of your community that you would like to have at the meeting?

What are your religious beliefs or spiritual affiliation?




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**CULTURAL CONSIDERATIONS & SUPPORTS**

**Indian Child Welfare Act (ICWA)**

- o "...to protect the best interest of Indian Children and to promote the stability and security of Indian tribes..."
- o Tribal Representative attend every meeting for families identified as ICWA
- o San Diego has 18 recognized tribes

**Black/African American**

- o Cultural Brokers
- o address the disparity and disproportionality that exist in the African American children and families of San Diego
- o members of the community that advocate as well as navigate for the families of the same culture




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**CULTURAL CONSIDERATIONS & SUPPORTS**

Transgender/LGBTQ

- o Youth Advocate present at the meeting
- o Setting group agreements to use preferred pronouns
- o Address youth's mental/behavioral health and services
- o Mental health resources for LGBTQ+ communities i.e. Each Mind Matters Resource Center




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**CULTURAL VIGNETTE**

This is a CFT referral for a 18month old boy and his mother to discuss services, DSEP assessment, and placement. The mom is an immigrant from Guatemala and there is suspicion of trauma (i.e. multiple rapes leading to birth of the baby). Mom has a boyfriend who she lives with (no biological relation to the baby) and both identify as Christian. Mom's family and boyfriend express doubts about mom having experienced trauma and would like her to "move on."




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### FACILITATOR PANEL

Harryette Cortez, Facilitator  
 Isabel Diaz, Facilitator  
 Cynthia Flores, Facilitator  
 Ruben Zamudio, Facilitator



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