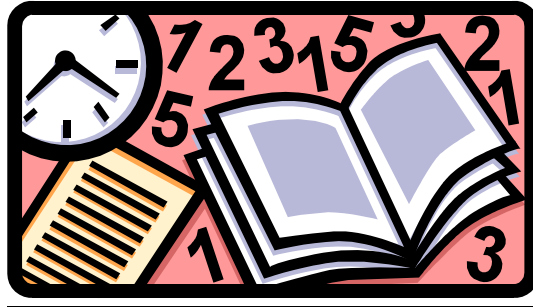


TALS Curriculum/Activities Format



Title: Preparation and Engaging Support Systems as Part of Child and Family Teams

Brief Description: This TALS was designed as a full day, six hour workshop, with two breaks and a lunch. Purpose and design of this workshop is to help participants to learn and value the importance of careful, thoughtful preparations as foundations to successful Child and Family Teams. Time spent on outlining importance and contributions of both informal and formal support systems, how multiple systems work with CFTs, and general steps and methods to work with support systems to prepare and engage them in CFTs.

Agenda:

Welcome, Introductions, Warm Up

Preparation as heart of Child and Family Teams and their success

Break

Triangle of Family Needs

Activity

Lunch

Connecting and Collaborating: Working and Engaging Families and their support systems

Activity

Break

CFT practice in NC

Closing

Target Audience: Participants who have general understanding of CFT practice. Participants who are seeking support for how CFT practice exists in other agencies, how to connect with community supports for successful CFTs, and how to view family at times of crisis to assess/prepare them for CFTs.

Materials Needed:

LCD player, screen

Powerpoint

Markers

Family voices laminated posters/principles (as option to post around room)

Scratch paper

Name tags for warm up – to write CFT element on

Documents/Handouts Needed:

TALS Evaluation Form, TALS trainer feedback form

Sign in Sheet

Agenda

Printed powerpoint

Triangle of Family Needs Handout (slide 8 on powerpoint)

Scenarios 1,2,3,4

Scenarios 1,2,3,4 responses/questions (slides 9-12 on powerpoint)

What Element of a CFT Am I? Warm Up instructions

Its all in the presentation activity instructions

Instructions:

Day starts with welcome and introductions. Move into warm up – using warm up What Element of a CFT am I? Depending on audience, you can pull/create elements of a CFT, use examples of elements of preparation, or use elements of participation. Debrief warm up. Move into discussion on Preparation – using powerpoint. – tie in points of preparation on slide 3 to MRS principles of practice on slide 4 . Move into an explanation of one way of looking at a family. (slide 5) Inner triangle represents family unit, and how the safety/needs of a child are encompassed as the heart of the family unit. The foundation of the triangle represents the items family rely on to provide stability which allows the safety/needs of the child to be met. At the top of the triangle are the caregivers needs – representing that typically those needs are met last, in smaller amounts, after the other needs are in place – for healthy families. The outside triangle represents the cushion of support systems – formal and informal supports which exist in each family, each family's community. Second triangle with CRISIS inside of it represents how when a crisis (a CPS allegation, incident of harm to child, involvement in DJJDP of a youth, diagnosis/interaction with mental health, etc) hits a family – all the needs of the family and foundation-stabilizing of the family moves outward as the crisis becomes the focal point. Learning point, is that when a crisis hits a family, and all the normal functions and needs of a family are not being met, part of preparation for CFTs can be to assist and partner with families to identify areas in their life where needs are not being met, and how to help them identify formal/informal supports which can help them to restore the balance in their family. Move into activity – (*Instructions may be or need to be tweaked if not clear) using Triangle of Family Needs Handout and Scenarios 1-4. Give time to groups to work on the sheets and development of questions. The Scenario handouts 1-4 can be given after debrief to share about other possibilities/answers to this activity for participants to walk away with. Debrief can help to focus and work with group about specifically the point of need for the family – and how to support planning

and preparation reasonably with families to look past a lot of information (some which may not be as pertinent) to the heart of the matter, and how to prepare and talk about this prior to CFTs happening. After Lunch – move into Its all in the Presentation activity.

*Difference in this activity can happen with four folks – and to help emphasize necessity of preparation, belief in the process, etc. Instructions then as follows –

Break groups into 3 or 4 people per group - one person will be the speaker/describer, one the listener, one the observer, and second listener. If groups have four, designate one person to observe and record observations on handout of what they see during activity to share at end. One person then from each group leaves the room. The remaining two people to each group and observer stay in the room, and the speaker proceeds to talk in detail to the second person (listener) about a food they cannot stand. Going into depth about the five senses, why cannot stand it, etc. After a few minutes – instruct the participants in the room that they will be describing to the participants who left the room (and will be coming back in a moment) in great detail how much they really like and enjoy the same food they just got done talking about that they cannot stand, and their goal is to work to convince the member of their group why they too should like it, benefits of this food, and how they should try it if they have not. Trainer has second listeners come back and join their groups. Prior to them coming back, the second listeners are told to ask the describers questions during their conversation. To ask them to explain more, ask if they have tried this food/like this food, and ask if they are lying to them.

At end of activity debrief – using points around preparation importance, ways on how communication impacts message being talked about, discussion on how different styles of communication etc, are perceived. Can tie in and connect pertinent information shared from participants as part of the morning warm up.

Finish the day with information around Definition of CFT –and rest of slides sharing current practice of CFTS in various systems. *May be good idea to connect with main contacts for each system to get update on accurate updated information for each system (DJJDP, DPI, Mental Health, etc) as things change periodically. As well, can get from each system (if they would like) their contact/information sheets, etc (as they are willing to share) to hand out to participants as well. Engage group in questions/answers about dilemmas they face with informal/formal supports doing CFT work, have participants cross share information about things which work county to county, etc. *Inviting community partners for this TALS could help support this conversation.

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