



Department of
Children's Services

CFTM Facilitation for the Case Manager

Participant Guide

Tennessee Department of Children's Services | CHDE3041 | Ver. 23.3.7



CFTM Facilitation for the
Case Manager
3.2.2023



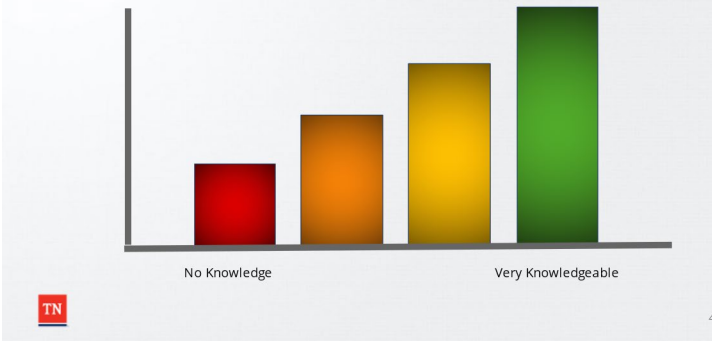
Unit One
Welcome,
Introductions, and
Building Consensus

Introductions and Learning Outcomes

Name	Learning Outcomes
Region	
Position	

TN 3

Scaling



Learning Objectives

Participants will:

- Have a greater understanding of Comfort Rules, and how to reach consensus
- Have a greater understanding of the history of the CFTM Process used in Tennessee
- Receive an overview of the CFTM Guide
- Learn the role of the facilitator in a CFTM
- Learn engagement strategies to implement when the role is both case manager and facilitator
- Have a better understanding of communication skills in a CFTM
- Demonstrate and model effective teaming using formal and informal resources
- Receive strategies and have a greater understanding of dealing with challenging behaviors in a CFTM
- Identify how to assess if the CFTM was quality
- Identify how to transfer information into field practice



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Establishing Rules

What do you need to feel comfortable participating?	What do you bring to the training?	What could go wrong and impact your learning?
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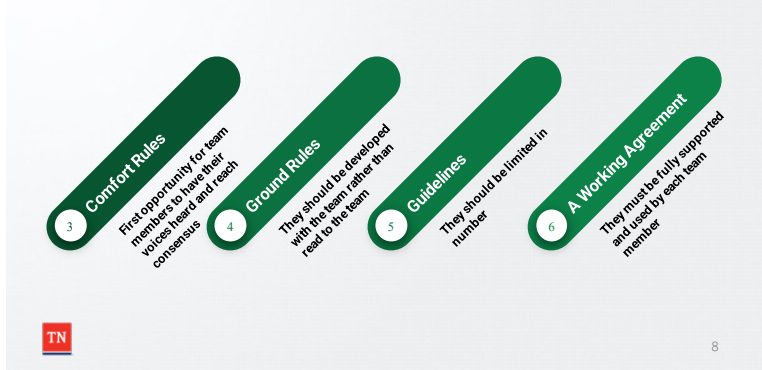


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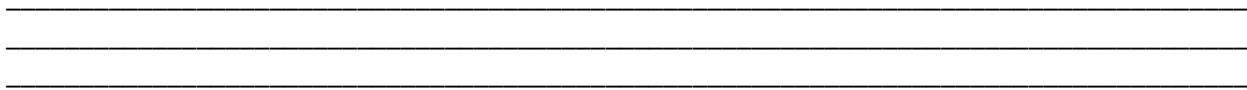
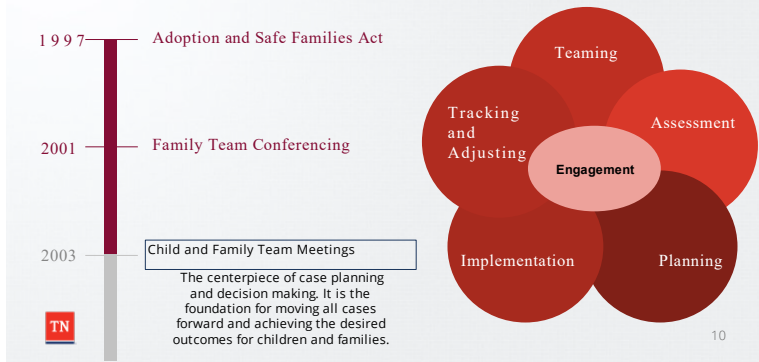
Comfort Rules



Comfort Rules Defined



The Why Behind CFTMs



CFSR and CFTMs

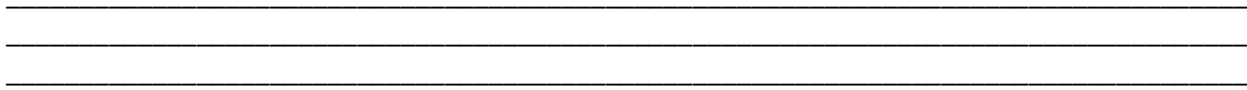
Child and Family Service Reviews

The State's report card on how well we are meeting needs around:

- Safety
- Permanency
- Well-Being

Looks for reasonable efforts in documented casework activities and through interviews with all Child and Family Team Members.

- Periodic reviews of state child welfare systems to achieve three goals:
- Ensure conformity with federal child welfare requirements
- Determine what is happening to children and families as they engaged in child welfare services.
- Assist states in helping children and families achieve positive outcomes



What's in the Guide?

Introductions	Deciding Who to Invite	Involvement of Children
Parent's Involvement	Supervisor's Participation	<ul style="list-style-type: none">Review the CFTM Guide for each section

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[Child and Family Team Meeting Guide](#)

The "Preparation Stage"

What is the importance of preparation?

What are the consequences when the team members are not prepared?

Who is the best person to do the preparation?

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Benefits of Preparation

- ★ Greater outcomes are achieved
- ★ More timely decision-shorter meeting times
- ★ Participants feel heard
- ★ Team members play a more active role in the meeting and plan
- ★ Families have a greater opportunity to build their team with the correct supports



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Quality Preparation

- Explain the purpose of the meeting
- Listen to the family story
- Encourage families to identify and search people who care about them to be on their team
- Explain we will explore how they have gotten through the rough times or crisis in the past as well as what are the concerns now
- Review what will be discussed
- Stress the more people means more ideas
- Explain their role, the case manager's role, and the facilitator's role in the meeting
- Explain the team will be discussing the needs of the family and any safety issues which need to be addressed
- Encourage team members to ask any questions they might have about the process
- Ask the family what they would like as the outcome of the meeting
- Ask if there is anything else, we need to know or discuss in order to ensure it is a productive meeting (for example: Court Orders, Potential Conflict)



Preparation Tools:

- Work Aid: Child and Family Team Meeting Preparation Tool - *How DCS Workers Can Help Prepare Families for the Meeting*
- Child and Family Team Meeting Flyer
- What Youth Should Know About a CFTM

[CFTM Tool: How DCS Workers Can Help Prepare the Family for the Meeting, Child and Family Team Meeting Flyer, What Youth Should Know About a CFTM](#)

Preparing the Skilled Facilitator

- Basic Information about The case
- The purpose of the CFTM
- What decisions need to be made
- The family's background
- Who is likely to be there
- Assessment results
- Any history of Domestic Violence
- The nature of the services the family has received
- What is the DCS recommendation
- Any special concerns:
 - ◆ Conflicts
 - ◆ Triggers
 - ◆ Court Orders



Work Aid: Child and Family Team Meeting Tool *Preparing the Facilitator for the Meeting*

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[CFTM Tool: Preparing the Facilitator for the Meeting](#)

The Stages of the CFTM



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[Child and Family Team Meeting Guide](#)

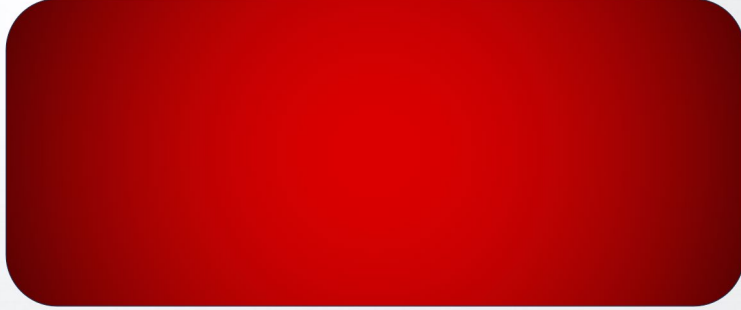
Introductions



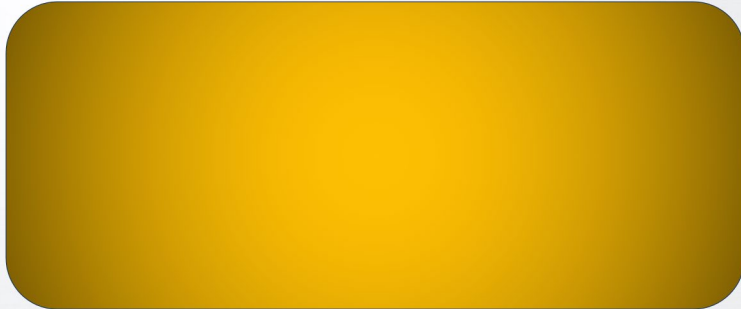
Identify the Situation



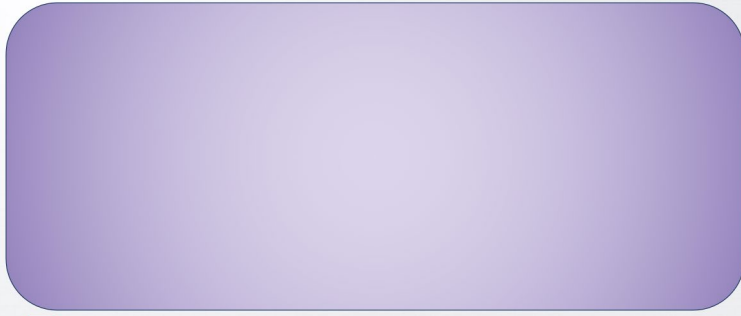
Assess the Situation



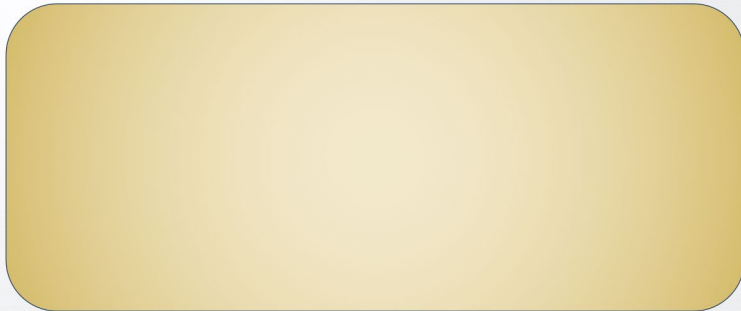
Brainstorming Solutions



Develop a Plan/Reach a Decision



Closing/Recapping



Recap:

- The Stages give structure to the CFTM and help the team stay on task.
- Following the Stages as a case manager leading the meeting, it allows for team participation and better outcomes.
- Following the Stages help the case manager manage the dual roles.



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Facilitator Roles

- Guide to help people move through the process
- Focuses on the structure of the meeting to ensure everyone's participation
- Manages disagreements
- Understands the goals of the meeting and the organization
- Keeps the team focused and moving forward
- Draws out ideas from the group



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Facilitation Skills



Facilitator vs. Case Manager Roles



Content (Case Manager)

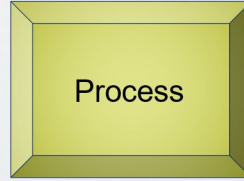


Process (Facilitator)



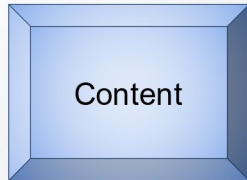
Content or Process

Giving the DCS Recommendation



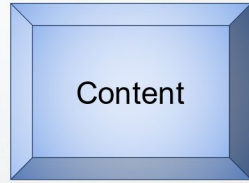
Content or Process

Leading the development of Comfort Rules



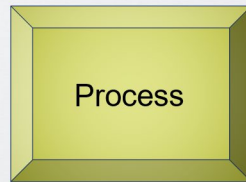
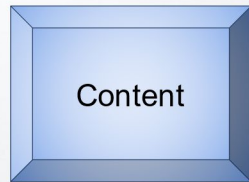
Content or Process

Being Objective



Content or Process

Managing Conflict

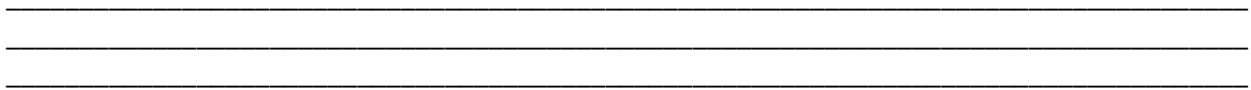


When Roles Overlap

- Citing Policy
- Building the Team
- Ensuring Safety-Safety Plans, Contingency Plans
- Identifying Strengths
- Identifying Underlying Needs
- De-escalating tense situations
- Using empathy, genuineness, and respect

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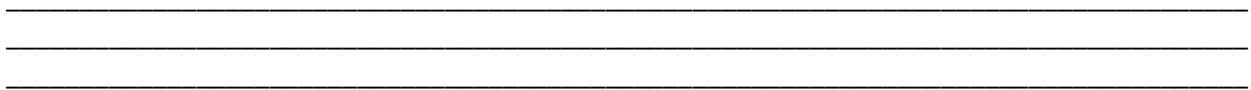


Challenges in Playing Both Roles



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Strategies

- Maintain neutrality of the process (ensuring the stages of the CFTM are followed and all team members have a voice) while being responsible for sharing content.
- Utilize members of the team for other roles such as the TL writing the summary.
- Build relationships with your families (engagement from the beginning).
- Conduct Preparation Interviews (key factor in reducing conflict, eliciting the family story, identifying strengths and needs).



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Communication Skills



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Communication Skills

Empathizing:

Entering the feelings or ideas of another, putting yourself in another person's shoes.

Establishing Rapport:

Developing a relationship or connection with another person. Showing others that you are interested in them and willing to listen. Inviting them to say what's on their mind and using the person's name.

Active Listening:

Trying to see the problem the way the speaker sees it. Requires entering actively and imaginatively into the other person's situation and trying to understand a frame of reference different than your own. (Reflective listening)

Encouraging:

Friendly, warm and responsive to others; Accepts others; Asks for responses, ideas, feelings of all participants. Example—"Tell us more..." "You were saying..." "Describe..." "Is there some other points of view on this subject?" "Is there something we haven't thought of?" "Anything else?"

Interpreting Verbal Statements:

Exploring and clarifying statements so that the meaning is understood

Interpreting Nonverbal Cues:

Translating the non-spoken messages, provided by body language and paralanguage—the inflections and other vocal and gestural nuances added to language to convey meaning. Body language includes facial expressions; eye contact and movement; head, arm, and hand movements; and body postures and shifts. Whether automatic or learned, body language can corroborate or contradict what a person says or doesn't say in words.

Paraphrasing:

To check communication accuracy between speaker and listener. Saying back to the speaker, in your own words, your understanding of what that person has said, to make sure you understand the content and meaning of the message you heard. "If I understand correctly, you are saying..."

Reflecting/Mirroring:

To share or repeat what you heard or saw. From time to time, the facilitator comments on either the content or the process of the meeting and asks the group to respond. "I notice that we're only talking about foster care placement, is there any other option?" (content focus) or "We agreed to hear everyone out, and there seems to be a lot of interrupting going on? How is

this affecting participation?" (process focus)

Silence:

Being powerfully quiet. Ask a question, pause, wait, say nothing.

Supporting:

Assisting or aiding either verbally and/or non-verbally, nodding head, saying "Ok," "Thanks," "That's a great idea" etc.

Strength-Based Interviewing:

Respectfully questioning to allow families to recognize and be recognized for their strengths. Involves listening, observing, complimenting, encouraging, asking, and talking about successes.

Crediting:

Recognizing the contribution and efforts of a person. It is giving credit where credit is due and remembering to do it.

Clarifying:

Interprets ideas or suggestions; Clears up confusion; Defines and explains terms, jargon, acronyms; Indicates alternatives and issues confronting the group. Example—"I don't understand. Did you say..."

Relieving Tension:

Alleviating or lessening the level of emotional stress or anxiety. "There are a lot of strong feelings being expressed. Maybe we all need to take a deep breath for just a moment."

Redirecting:

Recognizing when the group is getting off-track and bringing them back to focus on the best interest of the child and the purpose of this particular CFTM. This may be done directly, as in "I think we've gotten off on a tangent..." to less directly, as in "I heard you say earlier Ms. Jones, that you've been worried about Johnny for while. Can you tell us a little more about what was worrying you?"

Collaborating:

Working together; assisting; "Let's see if we can work on this together."

Confronting:

To push others to acknowledge problems, feelings, or behaviors, when other less directive interventions has failed to. It may increase resistance if not successful, difficult to use without an established and supportive relationship.

Harmonizing:

Attempts to reconcile disagreements and find areas of commonality; Gets people to explore

their differences. "Sounds as if you have the same goal, but different ideas how to get there..."

Linking:

Joining parts together to assist in making connections and build understanding. "Sounds like your thoughts/ideas are similar to what X had to say."

Negotiating:

Discussing to build agreement, asking for what you want and listening to the other person. Secret of successful negotiating is listening.

Reality Testing:

Checking if the idea is sound and can be implemented. Is it viable?

Summarizing:

Pulls together related ideas; May assist with keeping discussion on track. Helps to concisely organize information. Restate suggestions or ideas after the group has discussed them. Example—"Let me see if I understand you correctly. So far, you said that..."

Communication Skills

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

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Challenging Behaviors

Behavior	Feeling	Underlying Need

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Facilitating Challenging Behaviors

- **Monopolizing/Dominating the Discussion**-*speaking too often, long or loud, making it difficult for anyone else to participate*
 - Stop the person, thank them for their input, and inform them we need to hear from all members of the team
 - Remind the group of the time limit for the meeting as agreed upon in Ground Rules
 - Break eye contact-Stop giving the person focused attention
 - Summarize what the person has said and move to someone else
 - Give the person a time limit
 - When you know in advance this may be a problem, propose in the ground rules that “everyone monitor air time.” Explain that may mean less talking for some and more for others

 - **Non-Participation/Withholding**-*being unable or unwilling to speak up*
 - Recognize and acknowledge that the process and/or discussion can be overwhelming and intimidating
 - Recognize that participation is individual. The goal is for each person to say everything he/she wants to say and is heard during the meeting
 - Determine if the participation is unbalanced due to too many staff or professionals present
 - Invite the person to participate. When they speak be attentive and use active listening skills.
 - Understand that some people may not be able to participate due to cognitive/emotional issues.
 - Ask easy questions (yes, no) or questions that allow the person to be the expert or speak with confidence. “Can you tell us about what your child..”
 - Thank them for participating

 - **Threats/Physical Attacks**
 - Set ground rules at the beginning and reiterate as needed during the meeting
 - Stay calm and confident, monitor your tone of voice, speak calmly
 - If the threat is to another person, determine if the person is fearful. Assess if they feel this is a real threat and ask what they feel needs to be done
 - Remove others from the room, if possible
 - Offer the individual a chance to leave the room or dismiss if too volatile
 - If information is known prior to the meeting, plan for safety
-

- Call security or the police
 - “Trust your gut” and be aware

 - **Blaming others, attacking, criticizing, or picking an argument**
 - Describe the behavior in a non-judgmental manner
 - Redirect to focus on the issues at hand, resolutions
 - Ask the client what they could have done to change the situation
 - Indicate that we are not here to point fingers, but to make a safe plan for the child(ren)
 - Establish a clear plan for how to make better choices in the future to eliminate further blaming of others
 - Ask the person what the group could do to respond to their concern

 - **Denial/Minimization-*being unable to recognize or acknowledge the concern or seriousness of the problem***
 - Ask for their perception. Ask clarifying questions to raise their awareness level
 - Repeat, clarify the purpose-focus. Stress why safety concerns are paramount and will be addressed
 - Emphasize effect of the caregiver’s action on the children. Explain possible consequences. Be transparent and honest.
 - State concrete facts (i.e. formal assessment results, records collected)
 - State the differences and ask for clarification
 - Look for commonalities
 - Acknowledge

 - **Lying**
 - Respectfully confront with evidence (concrete information)
 - Allow the person to explain, share their feelings
 - Have others share what their experience was regarding the topic
 - Acknowledge the disagreement, difference, and inconsistency. As the person if they can assist the group to understand why
 - Don’t address if it is not helpful to the process or progress of the meeting or if it does not directly relate to the meeting’s purpose

 - **Crying**
 - Acknowledge feelings and pain; use reflections to assess emotions/feelings
 - Offer tissues, drinks
 - Take a break, if needed; offer a break
-

- Encourage family members to comfort, if appropriate
 - **Hostile/Negative/Antagonistic Demeanor**-*Negative expressions can be either verbal or nonverbal*
 - Acknowledge the person's point of view-listen
 - Recognize and acknowledge the anger by using reflective statements
 - Remain calm and use a soft tone
 - Clarify the reason for the anger and attempt to address the underlying issues
 - Give the opportunity to vent and check for the safety of all team members
 - Make a point of thoroughly paraphrasing the individual's view. Stick close to their exact wording
 - Point out the negative pattern
 - Ask if there is any part of the discussion/work being done in which the person can support
 - Explore alternative solutions while allowing the individual to state what the worst consequence could be
 - Ask for their opinions about what is needed. Record the opinions. Ask the group to respond
 - Remind of the comfort rules
 - **Yelling/Screaming**
 - Ask everyone to take a deep breath to regain calm and remind everyone of the purpose of the meeting
 - Speak in a calm tone. Don't push back or be pulled into the argument
 - Value feelings and reframe
 - Allow everyone to express their feelings to the greatest extent possible recognizing this could be loud, animated
 - Recognize this may be part of the family's culture-style of communication
 - Stop, pause, use silence, breathe, and refocus
 - **Leaving the room**
 - Ask another team member to check on the person (a support person)
 - Invite the person to return
 - Watch for signs of escalation and give permission-suggest a break
 - Thank them for returning-validate feelings
 - Encourage the person to stay
 - Acknowledge the consequence, if the person leaves repeatedly-the meeting will continue without their input
-

- Remind the others of the purpose of the meeting
 - **Talking off the subject**-*being out of sync and seem to be talking about irrelevant information*
 - Understand that issues being dealt with are emotional and the individual is under a great deal of stress. Ask and answer questions that will assist
 - Consider there may be other things going on (i.e. mental health issues, substance use, etc.)
 - Try to redirect the person or the group back to the purpose of the meeting
 - Explain how the group planned to proceed and let the individual know the group will address their issues, if it pertains to the purpose of the meeting
 - Create a Parking Lot for any issues that need to be discussed at a later time that do not impact the result/purpose for the meeting
 - **Hopeless/Overwhelmed**
 - Review the strengths and utilize solution focused questions (i.e. discuss a time when things were going well)
 - Offer support systems to help
 - Reaffirm that DCS is here to provide support and help them through this difficult time
 - Give them the time/opportunity to discuss how they feel about the situation
 - Identify options to reduce stress and improve coping skills
 - **Inappropriate Language**
 - Remind of the comfort rules, if this is included. Revisit the comfort rules to add, if this hinders the meeting
 - Share the concern that the language may be offensive or condescending for others and may make it difficult for everyone to focus on what is best for the child
 - Consider the context
 - Monitor the group's reaction
 - Ignore-if it is not directed toward someone on the team
 - **Passive-Aggressive Behaviors**
 - Stress the importance of everyone's input and participation in the decision being made
 - Engage as much as possible in the discussion—continue to ask for input, opinions, and clarifying points
 - Address solution focused question to the person in hopes he/she will engage
 - Make everyone feel and understand that each person's opinion is important
 - Refer to comfort rules regarding respect
-

- Ask questions that would prompt the person to own their feelings and direct them appropriately
 - **Nonverbal and Indirect Verbal's**
 - Recognize incongruent behaviors, comments
 - Comment on the behavior
 - Provide an "I" message
 - **Interrupting Others**-*cutting off others who are speaking or jumping into the conversation too soon (i.e. interrupting the family story), and showing disrespect for the other person.*
Interruptions can be verbal or distracting nonverbal behaviors
 - Stop the interrupter and ask the person to wait while the speaker completes their thought
 - Ask if the interrupter would like to write down their thoughts to ensure they don't lose them...ask them to share later rather than interrupt
 - Remind of comfort rules
 - Be neutral and consistent. Do not allow some to interrupt and not others
 - **Side Conversations**-*making private comments or carrying on another discussion with another team member*
 - Ask them to stop. Point out how it can distract the team
 - Ask whether the group needs to take a break to regain focus
 - Ignore it if it appears to be beneficial or necessary for the family member
 - Ask them to share their concerns
 - Direct a question to one of the people involved
 - Ask the group if they can hear each other
 - Stop the conversation and look at the people talking
 - Repeat the topic under discussion and ask if everyone can focus on the topic and have one conversation at a time
 - If staff, address outside of the meeting
 - **Inserting Personal Agendas**-*repetitiously inserting a concern or disagreement---"Yeah, but..."*
 - Acknowledge the concern or comment
 - Paraphrase or record the point, thank the person and move on
 - Ask the person what they would like the group to do with the information
 - Give the person a time limit
-

- **Repeating the same point over and over-not being able to let go of something (this is a variation of inserting a personal agenda)**
 - Acknowledge the importance of the point and the person's passion, advocacy, and/or determination
 - Demonstrate the person has been heard and the point recorded
 - Explain when the point will be dealt with
 - Ask if the person can put it in the parking lot to be addressed at a later time
 - Give the person a final time limited opportunity to make their pitch

 - **Dealing with Mental Health Issues**
 - Ask how they are feeling
 - Be careful to explain everything that is going on
 - Do not deal with too many issues at the same time
 - Check in frequently with the person to ensure they aren't becoming overwhelmed
 - Ask if the person is comfortable discussing their mental health concerns in the CFTM
 - Ensure any safety issues are addressed

 - **Someone who will not let go of the past**
 - Restate the purpose of the meeting, refocus the group on the present issue
 - Encourage the group to envision the future and draw on past successes
 - Allow the person to vent and validate their feelings regarding the previous episode
 - Redirect and reframe their complain into something positive
 - Discuss what is going well with the family
 - Try to understand why this piece of the past is so important
 - Ask how the past to related to the present situation or the decision to be made
 - Ask specific questions about how to move forward
 - Set limits on the topic or suggest the team reorganize in order to move on
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Engagement



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Empathy Orientation



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Remembrances from Childhood #1

Remember back to when you were a child and fill in the blanks you wish to share with others:

1. I got my name from _____

2. One of my earliest memories is _____

3. I had a pet _____ who was named _____

4. I remember I once had _____

5. My favorite subject in school was _____

6. My least favorite subject in school was

7. My best friend in school was _____

8. My favorite teacher was _____ because _____

9. I remember the vacation my family took

was _____ because _____

10. The first job I was paid for was _____

11. When I was young I enjoyed _____

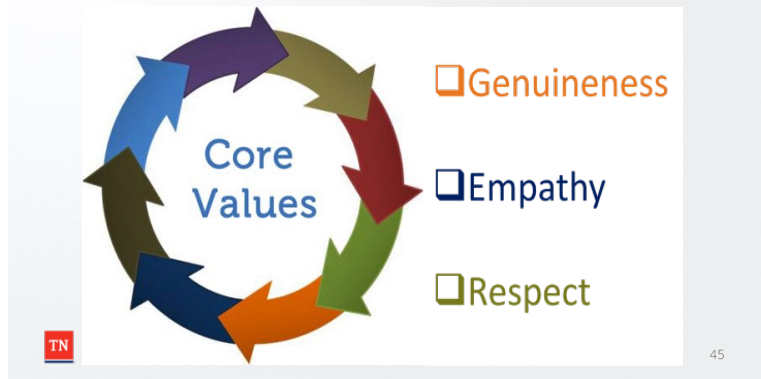
12. I remember in my house we had _____

Remembrances from Childhood #2

Now take a few minutes to remember some things that may not be as easy to share.

1. As a child, I remember being afraid of_____
2. I was most ashamed of my family when_____
3. The most traumatic thing that ever happened to me was_____
4. This is a secret in my family that no one speaks about_____
5. The most painful thing my parents did to me was_____
6. Something I never admitted to anyone was_____
7. What I wish I could change about my childhood was_____

Core Conditions



The Family Story

- **Conveys respect and acknowledges the family as the expert**
 - **To hear the family's story we need to know:**
 - What is the view of the family's situation?
 - What has happened in the family?
 - How has the family coped in the past?
 - **Should be written exactly as the family shared**
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Teaming and Supports

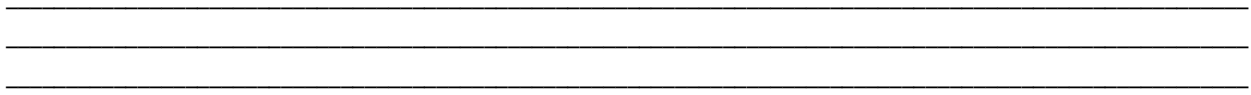
Formal Supports

- Paid Services/Individuals
- Doctors, Therapists, DCS, DHS

Informal Supports

- Unpaid Services/Individuals
- Family, Friends, Neighbors

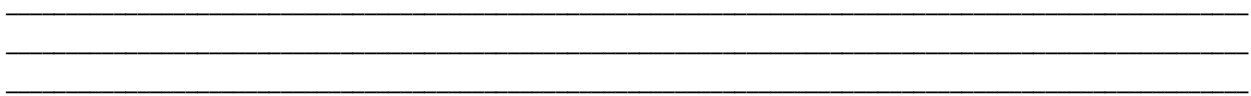
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Stacking for Success

- Does the team Have hope for the family?
- Does the team believe the family can be successful?
- Is the purpose of the meeting clear and understandable?
- What formal supports does the family need to be successful?
- Can the people invited accomplish the purpose?
- Are informal supports identified?
- Are the people invited willing and able to help the family?

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How Can Supports Help Meet Goals?

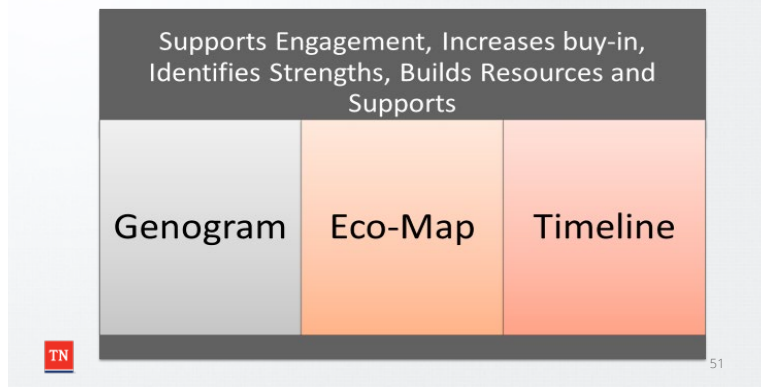


When Pieces are Missing

What would happen if the child and family team was missing a piece of the puzzle?



Pictorial Tools



[Genogram](#), [Family Eco-Map](#)

Assessment and Planning

Reviewing Goals: There are times when it is uncertain if a permanency goal will be feasible. In such cases it is appropriate to be thinking of and planning for an alternative permanency goal.

Reviewing Progress: Anytime the team is convened, there should be a review of the progress being made toward permanency.

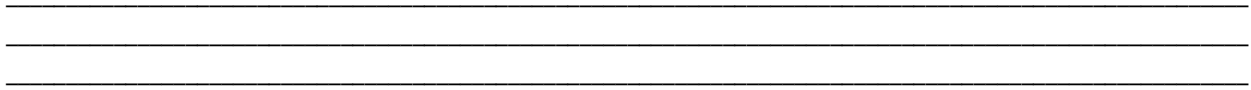
Workers Ensure



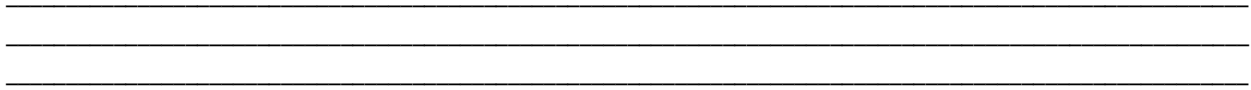
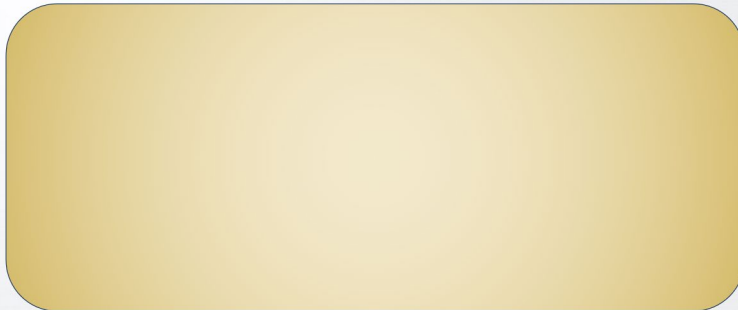
Services are implemented

Services are linked to change strategies

Service providers are receiving support



Barriers to Obtaining Services



CFTM Guide and Types of Meetings

- Purpose of each type of meeting
- Timeframes
- What must be discussed
- Who facilitates
- Supervisors attendance

- ❖ Pre-Custodial
- ❖ Initial
- ❖ Placement Stability

[Child and Family Team Meeting Guide](#)

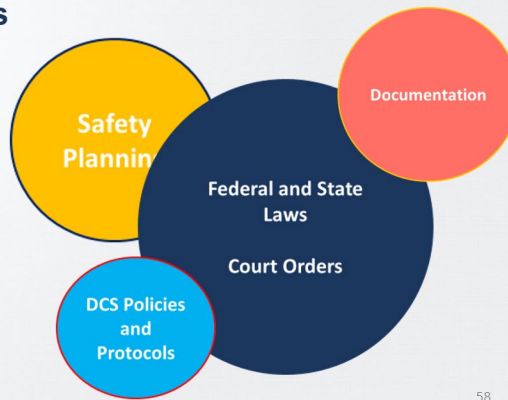
Questions for Every CFTM



1. Is the child/youth in the least restrictive setting?
2. How is the team helping this child/youth maintain connections with their family, kin, and communities?
3. Is there anyone who could be added to the team to help assist this child/youth and family?

Quality Factors

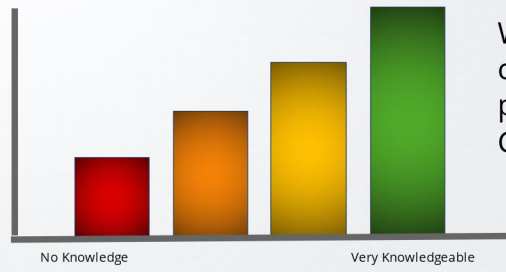
In what ways do these factors influence quality?



Questions to Determine Quality

- Is the child safe?
- Can most team members support the decision?
- Did everyone participate?
- Did the family feel respected?
- Was there a clear sense this is the family's meeting?
- Was it a live/real decision?
- Were all relevant issues discussed and address including the reasons for the meeting?
- Was the family given the opportunity to ask questions?
- Did everyone seem prepared for the meeting?
- Were hostility levels kept low or lowered?
- Was the family given the opportunity to share their story?
- Did the team address/identify all strengths and needs?
- Did the case manager/facilitator lead the meeting through all stages?
- Was confidentiality discussed? Was confidentiality documented?
- Was the family story documented in the family's language?

Re-Scaling and Take-aways



What will you change in your practice with CFTM?



Course Survey

TN Department of Children's Services

**We care about what you think.
Scan-Click-Complete
OTPD Course Survey**



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