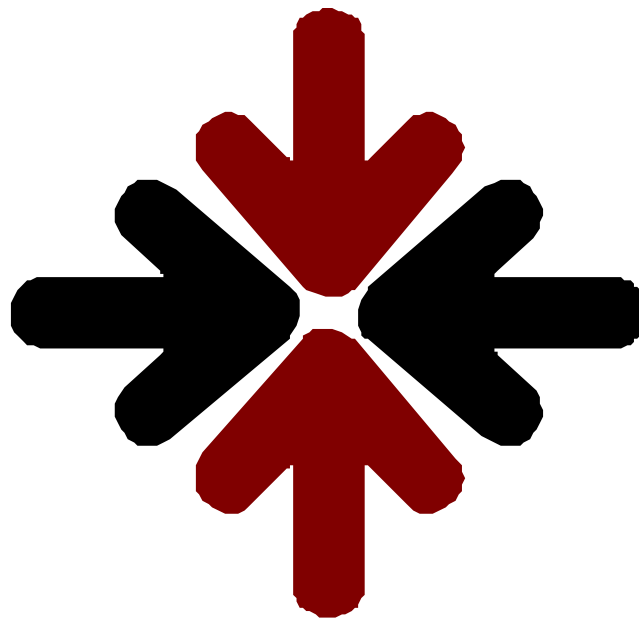


# **Protocol for Evaluation of Coordinated Service Team Meetings**



**PRODUCED FOR THE BUREAU OF MILWAUKEE  
CHILD WELFARE  
BY  
THE MILWAUKEE CHILD WELFARE PARTNERSHIP FOR  
PROFESSIONAL DEVELOPMENT**

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# COORDINATED SERVICE TEAM MEETING PROTOCOL

## MENTAL MODEL / VISION 1

Description of the Practice Performance	Rating Level
<p><b>Optimal Mentality.</b> The facilitator has an <u>excellent</u> understanding of the benefits of teaming and <u>always</u> acknowledges the ultimate goal as being engagement and self determination. The facilitator is <u>completely</u> knowledgeable in strategies to overcome the barriers to teaming. The facilitator understands and <u>consistently</u> supports the value base of teaming within the family centered approach to child welfare; including facilitation that emphasizes a strength based, family focused approach. The facilitator <u>accurately</u> focuses the CST on child safety and permanency. The facilitator does an <u>outstanding</u> job articulating the history and importance of teaming as it evolved as a practice approach.</p>	<b>6</b>
<p><b>Good Mentality.</b> The facilitator has a <u>sufficient</u> understanding of the benefits of teaming and <u>frequently</u> acknowledges the ultimate goal as being engagement and self determination. The facilitator is <u>acceptably</u> knowledgeable in strategies to overcome the barriers to teaming. The facilitator understands and <u>repeatedly</u> supports the value base of teaming within the family centered approach to child welfare; including facilitation that emphasizes a strength based, family focused approach. The facilitator <u>appropriately</u> focuses the CST on child safety and permanency. The facilitator does a <u>careful</u> job articulating the history and importance of teaming as it evolved as a practice approach.</p>	<b>5</b>
<p><b>Fair Mentality.</b> The facilitator has a <u>general</u> understanding of the benefits of teaming and <u>occasionally</u> acknowledges the ultimate goal as being engagement and self determination. The facilitator is <u>somewhat</u> knowledgeable in strategies to overcome the barriers to teaming. The facilitator understands and <u>partially</u> supports the value base of teaming within the family centered approach to child welfare; including facilitation that emphasizes a strength based, family focused approach. The facilitator <u>sporadically</u> focuses the CST on child safety and permanency. The facilitator does an <u>adequate</u> job articulating the history and importance of teaming as it evolved as a practice approach.</p>	<b>4</b>
<p><b>Marginal Mentality.</b> The facilitator has a <u>limited</u> understanding of the benefits of teaming and <u>randomly</u> acknowledges the ultimate goal as being engagement and self determination. The facilitator is <u>minimally</u> knowledgeable in strategies to overcome the barriers to teaming. The facilitator <u>arbitrarily</u> supports the value base of teaming within the family centered approach to child welfare. The facilitator <u>inconsistently</u> focuses the CST on child safety and permanency. The facilitator does a <u>marginal</u> job articulating the history and importance of teaming as it evolved as a practice approach.</p>	<b>3</b>
<p><b>Poor Mentality.</b> The facilitator has a <u>convoluted</u> understanding of the benefits of teaming and <u>rarely</u> acknowledges the ultimate goal as being engagement and self determination. The facilitator's knowledge of strategies to overcome the barriers to teaming is <u>reduced</u>. The facilitator <u>seldom</u> supports the value base of teaming within the family centered approach to child welfare. The facilitator <u>rarely</u> focuses the CST on child safety and permanency. The facilitator does a <u>poor</u> job articulating the history and importance of teaming as it evolved as a practice approach.</p>	<b>2</b>
<p><b>Adverse Mentality.</b> The facilitator <u>fails</u> to understand the benefits of teaming and is <u>unable</u> to acknowledge the ultimate goal as being engagement and self determination. The facilitator's knowledge of strategies to overcome the barriers to teaming is <u>lacking</u>. The facilitator <u>never</u> supports the value base of teaming within the family centered approach to child welfare. The facilitator <u>fails</u> to focus the CST on child safety and permanency. The facilitator does an <u>erroneous</u> job articulating the history and importance of teaming as it evolved as a practice approach.</p>	<b>1</b>

# COORDINATED SERVICE TEAM MEETING PROTOCOL

## PREPARATION/FOLLOWUP 2

Description of the Practice Performance	Rating Level
<p><b>Optimal Preparation.</b> The facilitator <u>thoroughly</u> familiarizes him/herself with the case file and has an <u>excellent</u> understanding of why the family is involved with child protective services. The facilitator <u>accurately</u> explains the purpose, process and importance of the meeting to the family prior to the meeting. The facilitator <u>diligently</u> identifies potential team members with the family. The facilitator <u>consistently</u> schedules the team meeting at a time that is most convenient to the family and secures a location that best fits the needs of the team. The facilitator <u>attentively</u> mails invite letters to all team members at least two weeks in advance. The facilitator <u>always</u> prepares a written agenda.</p>	<b>6</b>
<p><b>Good Preparation.</b> The facilitator <u>carefully</u> familiarizes him/herself with the case file and has a <u>sufficient</u> understanding of why the family is involved with child protective services. The facilitator <u>properly</u> explains the purpose, process and importance of the meeting to the family prior to the meeting. The facilitator <u>repeatedly</u> identifies potential team members with the family. The facilitator <u>frequently</u> schedules the team meeting at a time that is most convenient to the family and secures a location that best fits the needs of the team. The facilitator <u>actively</u> mails invite letters to all team members at least two weeks in advance. The facilitator <u>regularly</u> prepares a written agenda.</p>	<b>5</b>
<p><b>Fair Preparation.</b> The facilitator <u>moderately</u> familiarizes him/herself with the case file and has a <u>general</u> understanding of why the family is involved with child protective services. The facilitator <u>adequately</u> explains the purpose, process and importance of the meeting to the family prior to the meeting. The facilitator <u>occasionally</u> identifies potential team members with the family. The facilitator <u>sometimes</u> schedules the team meeting at a time that is most convenient to the family and secures a location that best fits the needs of the team. The facilitator mails invite letters to all team members within a <u>reasonable</u> time frame. The facilitator <u>sporadically</u> prepares a written agenda.</p>	<b>4</b>
<p><b>Marginal Preparation.</b> The facilitator <u>minimally</u> familiarizes him/herself with the case file and has an <u>limited</u> understanding of why the family is involved with child protective services. The facilitator <u>inconsistently</u> explains the purpose, process and importance of the meeting to the family prior to the meeting. The facilitator <u>apathetically</u> identifies potential team members with the family. The facilitator <u>randomly</u> schedules the team meeting at a time and place that may or may not be convenient to the family. The facilitator mails invite letters to all team members within a <u>limited</u> time frame. The facilitator prepares a <u>marginal</u> written agenda.</p>	<b>3</b>
<p><b>Poor Preparation.</b> The facilitator <u>rarely</u> familiarizes him/herself with the case file and only has a <u>vague</u> understanding of why the family is involved with child protective services. The facilitator <u>seldom</u> explains the purpose, process and importance of the meeting to the family prior to the meeting. The facilitator <u>rarely</u> identifies potential team members with the family. The facilitator <u>unpredictably</u> schedules team meetings. The facilitator mails invite letters to team members but does so within an <u>inadequate</u> time frame. The facilitator prepares an <u>unclear</u> agenda.</p>	<b>2</b>
<p><b>Adverse Preparation.</b> The facilitator <u>never</u> familiarizes him/herself with the case file and is <u>unable</u> to understand why the family is involved with child protective services. The facilitator <u>fails</u> to explain the purpose, process and importance of the meeting to the family prior to the meeting. The facilitator <u>lacks</u> the ability to identify potential team members with the family. The facilitator <u>never</u> mails invite letters to team members or prepares an agenda in advance.</p>	<b>1</b>

# COORDINATED SERVICE TEAM MEETING PROTOCOL

## INTRODUCTION/PURPOSE 3

Description of the Practice Performance	Rating Level
<p><b>Optimal Introduction.</b> The facilitator demonstrates an <u>excellent</u> use of self in a warm, empathetic, and respectful manner. The facilitator introduces him/herself in a warm but business like manner and <u>comfortably</u> elicits the introduction of team members. All members are offered the opportunity to state what role they play in the team process and whether or not they are a formal, informal, or natural support. The facilitator does a <u>superb</u> job addressing consent forms and confidentiality in relation to his/her perspective agency policies. The facilitator establishes ground rules and <u>concisely</u> articulates the purpose of the meeting. The facilitator <u>clearly</u> and <u>accurately</u> communicates to the team, the family’s central role in the teaming process, conveys to the family the importance of their full participation, and <u>consistently</u> checks for client understanding.</p>	<b>6</b>
<p><b>Good Introduction.</b> The facilitator demonstrates a <u>substantial</u> use of self in a warm, empathetic, and respectful manner. The facilitator is business like in his/her introduction and <u>easily</u> elicits the introduction of other team members. All members are offered the opportunity to state what role they play in the team process and whether or not they are a formal, informal, or natural support. The facilitator does a <u>sufficient</u> job addressing consent forms and confidentiality in relation to his/her perspective agency policies. The facilitator establishes ground rules and <u>succinctly</u> articulates the purpose of the meeting. The facilitator <u>appropriately</u> and <u>acceptably</u> communicates to the team the family’s central role in the teaming process, conveys to the family the importance of their full participation, and <u>frequently</u> checks for client understanding.</p>	<b>5</b>
<p><b>Fair Introduction.</b> The facilitator demonstrates a <u>reasonable</u> use of self in a warm, empathetic, and respectful manner. The facilitator is <u>fairly</u> business like in his/her introduction and <u>uncertainly</u> elicits the introduction of other team members. All members are offered the opportunity to state what role they play in the team process and whether or not they are a formal, informal, or natural support. The facilitator does a <u>fair</u> job addressing consent forms and confidentiality in relation to his/her perspective agency policies. The facilitator establishes ground rules and <u>briefly</u> articulates the purpose of the meeting. The facilitator <u>adequately</u> communicates to the team the family’s central role in the teaming process, conveys to the family the importance of their full participation, and <u>occasionally</u> checks for client understanding.</p>	<b>4</b>
<p><b>Marginal Introduction.</b> The facilitator demonstrates a <u>marginal</u> use of self. The facilitator and team members <u>arbitrarily</u> introduce themselves. Some members are offered the opportunity to state what role they play in the team process and whether or not they are a formal, informal, or natural support. The facilitator <u>inconsistently</u> addresses consent forms and confidentiality in relation to his/her perspective agency policies. The facilitator <u>randomly</u> establishes ground rules and articulates the purpose of the meeting. The facilitator is <u>limited</u> in communicating to the team the family’s central role in the teaming process, conveying to the family the importance of their full participation, and checking for client understanding</p>	<b>3</b>
<p><b>Poor Introduction.</b> The facilitator demonstrates a <u>poor</u> use of self. The facilitator and team members <u>rarely</u> introduce themselves or are offered the opportunity to state what role they play in the team process. The facilitator <u>vaguely</u> addresses consent forms and confidentiality. The facilitator <u>inappropriately</u> establishes ground rules and the purpose of the meeting is <u>unclear</u>. The facilitator is <u>seldom</u> able to communicate to the team the central role of the family in the teaming process or check for client understanding</p>	<b>2</b>
<p><b>Absent or Adverse Introduction.</b> The facilitator has either not performed an introduction or has performed a <u>problematic</u> introduction that does not address consent forms, confidentiality, ground rules or purpose. The facilitator is <u>never</u> able to communicate to the team the central role of the family in the teaming process and <u>fails</u> to check for client understanding</p>	<b>1</b>

# COORDINATED SERVICE TEAM MEETING PROTOCOL

## CLIENTS STORY/ENGAGEMENT 4

Description of the Practice Performance	Rating Level
<p><b>Optimal Engagement Efforts.</b> The facilitator approaches the family with respect and empathy and modifies their engagement style in a very <u>specific</u> manner in order to allow for family and cultural differences. The facilitator does an <u>excellent</u> job of affirming the story from the perspective of the client and recognizing the client's right to self determination. The facilitator <u>diligently</u> works to empower the clients by reassuring them that they have choices and are able to collaborate on planning; including encouragement of parent/guardians in being assertive in communication and emphasizing self-worth. The facilitator <u>consistently</u> uses reflective listening techniques and engages the family around concerns for the health, safety, permanency, and well-being of the child and family. The facilitator allows the parent/guardians an <u>extensive</u> role in decision making.</p>	<b>6</b>
<p><b>Good Engagement Efforts.</b> The facilitator approaches the family <u>predominantly</u> with respect and empathy and modifies their engagement style in a very <u>detailed</u> manner in order to allow for family and cultural differences. The facilitator does a <u>sufficient</u> job of affirming the story from the perspective of the client and recognizing the client's right to self determination. The facilitator <u>conscientiously</u> works to empower the clients by reassuring them that they have choices and are able to collaborate on planning; including encouragement of parent/guardians in being assertive in communication and emphasizing self-worth. The facilitator <u>frequently</u> uses reflective listening techniques and engages the family around concerns for the health, safety, permanency, and well-being of the child and family. The facilitator allows the parent/guardians a <u>substantial</u> role in decision making.</p>	<b>5</b>
<p><b>Fair Engagement Efforts.</b> The facilitator <u>generally</u> approaches the family with respect and empathy and modifies their engagement style in a very <u>general</u> manner in order to allow for family and cultural differences. The facilitator does a <u>reasonable</u> job of affirming the story from the perspective of the client and recognizing the client's right to self determination. The facilitator <u>partially</u> works to empower the clients by reassuring them that they have choices and are able to collaborate on planning; including encouragement of parent/guardians in being assertive in communication and emphasizing self-worth. The facilitator <u>occasionally</u> uses reflective listening techniques and engages the family around concerns for the health, safety, permanency, and well-being of the child and family. The facilitator allows the parent/guardians a <u>reasonable</u> role in decision making.</p>	<b>4</b>
<p><b>Marginal Engagement Efforts.</b> The facilitator <u>infrequently</u> approaches the family with respect and empathy and modifies their engagement style in a very <u>apathetic</u> manner <u>inconsistently</u> allowing for family and cultural differences. The facilitator is <u>limited</u> in their ability to affirm the story from the perspective of the client and recognize the client's right to self determination. The facilitator is <u>ambiguous</u> in working to empower the clients and <u>arbitrarily</u> uses reflective listening techniques and engagement techniques. The caregivers are allowed a <u>minimal</u> role in decision making.</p>	<b>3</b>
<p><b>Poor Engagement Efforts.</b> The facilitator <u>seldom</u> approaches the family with respect and empathy or modifies their engagement style to allow for family and cultural differences. The facilitator does an <u>inadequate</u> job of affirming the story from the perspective of the client and recognizing the client's right to self determination. The facilitator <u>vaguely</u> works to empower clients and <u>rarely</u> uses reflective listening techniques to attempt to engage the family. The facilitator <u>hinders</u> the parent/guardian's role in decision making.</p>	<b>2</b>
<p><b>Adverse Engagement Efforts.</b> The facilitator is disrespectful and disregards family and cultural differences. The facilitator is <u>problematic</u> in affirming the story from the perspective of the client and does not recognize the client's right to self determination. The facilitator <u>fails</u> to work to empower the clients and is <u>unable</u> in reassuring them that they have choices. The facilitator <u>never</u> uses reflective listening techniques to engage the family. The parent/guardian's do not have a role in decision making.</p>	<b>1</b>

## COORDINATED SERVICE TEAM MEETING PROTOCOL

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### CLIENT'S FUNCTIONAL STRENGTHS 5

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Description of the Practice Performance	Rating Level
<p><b>Optimal Identification of Strengths.</b> The facilitator is <u>consistently</u> able to identify existing protective capacities and areas of effective parenting. These identified capacities are <u>accurate</u> and <u>relevant</u> to the family's involvement in CPS. The facilitator does an <u>excellent</u> job affirming client's functional strengths as well as functional strengths of other team members. The facilitator is <u>diligent</u> in encouraging clients to identify some of their own functional strengths and promoting other team members to identify functional strengths of the client.</p>	<b>6</b>
<p><b>Good Identification of Strengths.</b> The facilitator is <u>frequently</u> able to identify existing protective capacities and areas of effective parenting. These identified capacities are <u>appropriate</u> and <u>applicable</u> to the family's involvement in CPS. The facilitator does a <u>substantial</u> job affirming client's functional strengths as well as functional strengths of other team members. The facilitator is <u>conscientious</u> in encouraging clients to identify some of their own functional strengths and promoting other team members to identify functional strengths of the client.</p>	<b>5</b>
<p><b>Fair Identification of Strengths.</b> The facilitator is <u>occasionally</u> able to identify existing protective capacities and areas of effective parenting. These identified capacities are <u>adequate</u> and <u>somewhat</u> related to the family's involvement in CPS. The facilitator does a <u>reasonable</u> job affirming client's functional strengths as well as functional strengths of other team members. The facilitator is <u>partially</u> able to encourage clients to identify some of their own functional strengths and promote other team members to identify functional strengths of the client.</p>	<b>4</b>
<p><b>Marginal Identification of Strengths.</b> The facilitator <u>arbitrarily</u> identifies existing protective capacities and areas of effective parenting. These identified capacities are <u>minimally</u> related to the family's involvement in CPS. The facilitator is <u>inconsistent</u> in affirming client's functional strengths as well as functional strengths of other team members. The facilitator is <u>limited</u> in his/her ability to encourage clients to identify some of their own functional strengths and/or promoting other team members to identify functional strengths of the client.</p>	<b>3</b>
<p><b>Poor Identification of Strengths.</b> The facilitator is <u>rarely</u> able to identify existing protective capacities or areas of effective parenting. When the existing protective capacities are identified, they are <u>detached</u> from the family's involvement in CPS. The facilitator's ability to affirm client's functional strengths as well as functional strengths of other team members is <u>inadequate</u>. The facilitator is <u>unclear</u> in encouraging clients and other team members to identify functional strengths of the client.</p>	<b>2</b>
<p><b>Adverse Identification of Strengths.</b> The facilitator is <u>never</u> able to identify existing protective capacities or areas of effective parenting. The facilitator <u>lacks</u> the ability to affirm client's functional strengths or the functional strengths of other team members. The facilitator <u>fails</u> to encourage clients and other team members to identify functional strengths.</p>	<b>1</b>

# COORDINATED SERVICE TEAM MEETING PROTOCOL

## SAFETY ASSESSMENT AND UNDERSTANDING 6

Description of the Practice Performance	Rating Level
<p><b>Optimal Safety Assessment and Understanding.</b> The facilitator provides an <u>accurate</u> and <u>complete</u> examination of how impending danger threats are occurring in the family. This includes a <u>thorough</u> assessment of what parent/guardian protective capacities are diminished in relation to the impending danger threats. The facilitator will <u>correctly</u> identify whether or not parent/guardians acknowledge the threats to safety and will <u>clearly</u> and <u>concisely</u> communicate to the team the reason for CPS involvement (impending danger). The facilitator helps the family achieve a <u>clear</u> understanding of the safety threats within the family and will <u>precisely</u> gauge the level of parent/guardian acknowledgement of safety threats. The facilitator does a <u>superb</u> job balancing their ability to be up front with clients with their sensitivity to the perceptions of the client. The facilitator is <u>consistently</u> honest and concrete but still able to engage clients and build mutuality</p>	<b>6</b>
<p><b>Good Safety Assessment and Understanding.</b> The facilitator provides an <u>acceptable</u> and <u>careful</u> examination of how impending danger threats are occurring in the family. This includes a <u>detailed</u> assessment of what parent/guardian protective capacities are diminished in relation to the impending danger threats. The facilitator will <u>easily</u> identify whether or not parent/guardians acknowledge the threats to safety and will <u>appropriately</u> and <u>succinctly</u> communicate to the team the reason for CPS involvement (impending danger). The facilitator helps the family achieve a <u>proper</u> understanding of the safety threats within the family and will <u>purposefully</u> gauge the level of parent/guardian acknowledgement of safety threats. The facilitator does a <u>sufficient</u> job balancing their ability to be up front with clients with their sensitivity to the perceptions of the client. The facilitator is <u>regularly</u> honest and concrete but still able to engage clients and build mutuality</p>	<b>5</b>
<p><b>Fair Safety Assessment and Understanding.</b> The facilitator provides an <u>adequate</u> examination of how impending danger threats are occurring in the family. This includes a <u>reasonable</u> assessment of what parent/guardian protective capacities are diminished in relation to the impending danger threats. The facilitator will <u>occasionally</u> identify whether or not parent/guardians acknowledge the threats to safety and will <u>briefly</u> communicate to the team the reason for CPS involvement (impending danger). The facilitator helps the family achieve a <u>general</u> understanding of the safety threats within the family and will <u>comprehensively</u> gauge the level of parent/guardian acknowledgement of safety threats. The facilitator does a <u>fair</u> job balancing their ability to be up front with clients with their sensitivity to the perceptions of the client. The facilitator is <u>somewhat</u> honest and concrete but still able to engage clients and build mutuality.</p>	<b>4</b>
<p><b>Marginal Safety Assessment and Understanding.</b> The facilitator provides a <u>limited</u> examination of how impending danger threats are occurring in the family and <u>minimally</u> assesses what parent/guardian protective capacities are diminished in relation to the impending danger threats. The facilitator <u>ambiguously</u> identifies whether or not parent/guardians acknowledge the threats to safety and <u>apathetically</u> attempts to communicate to the team the reason for CPS involvement (impending danger). The facilitator <u>inconsistently</u> gauges the level of parent/guardian acknowledgement of safety threats. The facilitator marginally attempts to balance honesty and sensitivity to the perceptions of the client</p>	<b>3</b>
<p><b>Poor Safety Assessment and Understanding.</b> The facilitator provides a <u>convoluted</u> examination of how impending danger threats are occurring in the family and <u>rarely</u> assesses what parent/guardian protective capacities are diminished in relation to the impending danger threats. The facilitator <u>inappropriately</u> identifies whether or not parent/guardians acknowledge the threats to safety and is <u>unclear</u> in attempting to communicate to the team the reason for CPS involvement (impending danger). The facilitator <u>seldom</u> gauges the level of parent/guardian acknowledgement of safety threats.</p>	<b>2</b>
<p><b>Adverse Safety Assessment and Understanding.</b> The facilitator does not provide an examination or provides a <u>problematic</u> examination of how impending danger threats are occurring in the family. The facilitator is <u>unable</u> to identify what parent/guardian protective capacities are diminished in relation to the impending danger threats. The facilitator <u>fails</u> to identify parent/guardian's acknowledgement of safety threats and <u>lacks</u> in their ability to communicate the reasons for CPS involvement.</p>	<b>1</b>

# COORDINATED SERVICE TEAM MEETING PROTOCOL

## VISION STATEMENT 7

Description of the Practice Performance	Rating Level
<p><b>Optimal Vision Identification.</b> The facilitator promotes the change process by <u>dynamically</u> encouraging and supporting the family in articulating what they would like to see happen specifically as it relates to the future of the family. The facilitator <u>consistently</u> helps clients realize that they have control over the future. The facilitator remains positive about the future and expresses optimism for successful vision completion. The facilitator <u>diligently</u> assists the family on focusing on family strengths, hopes and aspirations, in accordance with cultural traditions and values as building blocks for services with the child and/or family. The facilitator is <u>attentive</u> to helping clients remain realistic and focused on a vision that pertains to their current situation. The specified vision is <u>vivid</u>, <u>specific</u>, <u>clear</u>, and safety focused. When appropriate, the team is allowed input/feedback. The entire family is included in developing the vision statement, which is written in the family's words. Team members who leave the meeting know what the identified vision is. The vision statement is then <u>accurately</u> documented for later use.</p>	<b>6</b>
<p><b>Good Vision Identification.</b> The facilitator promotes the change process by <u>actively</u> encouraging and supporting the family in articulating what they would like to see happen specifically as it relates to the future of the family. The facilitator <u>frequently</u> helps clients realize that they have control over the future. The facilitator remains positive about the future and expresses optimism for successful vision completion. The facilitator is <u>conscientious</u> in assisting the family on focusing on family strengths, hopes and aspirations, in accordance with cultural traditions and values as building blocks for services with the child and/or family. The facilitator <u>sufficiently</u> helps clients remain realistic and focused on a vision that pertains to their current situation. The specified vision is <u>logical</u>, <u>succinct</u>, <u>appropriate</u> and <u>properly</u> safety focused. When appropriate, the team is allowed input/feedback. The family is included in developing the vision statement, which is written in the family's words. Team members who leave the meeting know what the identified vision is. The vision statement is then <u>appropriately</u> documented for later use.</p>	<b>5</b>
<p><b>Fair Vision Identification.</b> The facilitator promotes the change process by encouraging and supporting the family in articulating what they would like to see happen specifically as it relates to the future of the family. The facilitator <u>occasionally</u> helps clients realize that they have control over the future. The facilitator remains positive about the future and expresses optimism for successful vision completion. The facilitator makes <u>some</u> effort in assisting the family on focusing on family strengths, hopes and aspirations, in accordance with cultural traditions and values as building blocks for services with the child and/or family. The facilitator is <u>partially</u> able to help clients remain realistic and focused on a vision that pertains to their current situation. The specified vision is <u>brief</u> yet <u>reasonable</u> and <u>generally</u> safety focused. The team is allowed a <u>fair</u> amount of input/feedback. The family is included in developing the vision statement, which is written in the family's words. Team members who leave the meeting know what the identified vision is. The vision statement is then <u>adequately</u> documented for later use.</p>	<b>4</b>
<p><b>Marginal Vision Identification.</b> The facilitator attempts to promote the change process by <u>apathetically</u> encouraging the family to articulate what they would like to see happen as it relates to the future of the family. The facilitator is <u>inconsistent</u> in helping clients realize that that they have control over the future. The facilitator is <u>limited</u> in assisting the family on focusing on family strengths in accordance with cultural traditions and values. The facilitator <u>randomly</u> helps clients remain realistic and focused on a vision that pertains to their current situation. The specified vision is <u>ambiguous</u> and <u>minimally</u> focused on safety. The team is allowed little feedback. The family is <u>arbitrarily</u> included in developing the vision statement. The vision statement is <u>inconsistently</u> documented for later use.</p>	<b>3</b>
<p><b>Poor Vision Identification.</b> The facilitator is <u>detached</u> in attempting to promote the change process. The facilitator's ability to help clients realize that that they have control over the future is <u>reduced</u>. The facilitator is <u>inadequate</u> in assisting the family on focusing on family strengths in accordance with cultural traditions and values. The facilitator does a <u>poor</u> job helping clients remain realistic and focused on a vision that pertains to their current situation. The specified vision is <u>unclear</u> and <u>seldom</u> safety focused. The family is <u>rarely</u> included in developing the vision statement. The vision statement is only <u>vaguely</u> documented for later use.</p>	<b>2</b>
<p><b>Adverse Vision Identification.</b> The facilitator is <u>unable</u> to promote the change process and <u>fails</u> to help clients realize that that they have control over the future. The facilitator <u>lacks</u> the ability to focus on family strengths in accordance with cultural traditions and values. The facilitator <u>never</u> includes the family in developing the vision statement. The specified vision, if developed, is either <u>inaccurate</u> or <u>problematic</u> and <u>fails</u> to focus on safety. The vision statement, if developed, is <u>erroneously</u> documented for later use.</p>	<b>1</b>

# COORDINATED SERVICE TEAM MEETING PROTOCOL

## WHAT MUST CHANGE 8

Description of the Practice Performance	Rating Level
<p><b>Optimal Safety Planning.</b> The facilitator is <u>always</u> direct and open in their communication with clients. The facilitator is able to paint a <u>clear</u> picture of the relationship between impending dangers and corresponding diminished protective capacities. The facilitator <u>consistently</u> does this in a manner that is easy to understand. The facilitator <u>accurately</u> identifies areas of agreement and disagreement and <u>diligently</u> helps the client achieve a clear understanding of what must change. In doing this the facilitator is <u>constantly</u> sensitive to the client’s perspective. The facilitator does an <u>outstanding</u> job of reframing negative thinking by focusing on the existing protective capacities of the parent/guardian. The facilitator <u>excels</u> at seeking willingness from the clients to continue participation.</p>	<b>6</b>
<p><b>Good Safety Planning.</b> The facilitator is <u>predominantly</u> direct and open in their communication with clients. The facilitator is able to paint an <u>understandable</u> picture of the relationship between impending dangers and corresponding diminished protective capacities. The facilitator <u>regularly</u> does this in a manner that is easy to understand. The facilitator <u>appropriately</u> identifies areas of agreement and disagreement and <u>repeatedly</u> helps the client achieve a clear understanding of what must change. In doing this the facilitator is <u>frequently</u> sensitive to the client’s perspective. The facilitator does a <u>substantial</u> job of reframing negative thinking by focusing on the existing protective capacities of the parent/guardian. The facilitator <u>actively</u> seeks willingness from the clients to continue participation.</p>	<b>5</b>
<p><b>Fair Safety Planning.</b> The facilitator is <u>generally</u> direct and open in their communication with clients. The facilitator is able to paint a <u>reasonable</u> picture of the relationship between impending dangers and corresponding diminished protective capacities. The facilitator <u>occasionally</u> does this in a manner that is easy to understand. The facilitator <u>partially</u> identifies areas of agreement and disagreement and <u>sometimes</u> helps the client achieve an understanding of what must change. In doing this the facilitator is <u>moderately</u> sensitive to the client’s perspective. The facilitator does an <u>average</u> job of reframing negative thinking by focusing on the existing protective capacities of the parent/guardian. The facilitator <u>sporadically</u> seeks willingness from the clients to continue participation.</p>	<b>4</b>
<p><b>Marginal Safety Planning.</b> The facilitator is <u>randomly</u> direct and open in communicating with clients. The facilitator paints a <u>marginal</u> picture of the relationship between impending dangers and corresponding diminished protective capacities. The facilitator <u>inconsistently</u> does this in a manner that is easy to understand. The facilitator <u>minimally</u> identifies areas of agreement and disagreement but is <u>limited</u> in their ability to help the client achieve an understanding of what must change. The facilitator is <u>infrequently</u> sensitive to the client’s perspective. The facilitator <u>arbitrarily</u> reframes negative thinking by focusing on the existing protective capacities of the parent/guardian. The facilitator <u>apathetically</u> seeks willingness from the clients to continue participation.</p>	<b>3</b>
<p><b>Poor Safety Planning.</b> The facilitator is <u>seldom</u> direct and open in their communication with clients. The facilitator paints a <u>vague</u> picture of the relationship between impending dangers and corresponding diminished protective capacities and is <u>unclear</u> in doing so. The facilitator <u>rarely</u> identifies areas of agreement and disagreement and is <u>unpredictably</u> sensitive to the client’s perspective. The facilitator encourages a <u>convoluted</u> understanding of what must change and <u>inappropriately</u> reframes negative thinking. The facilitator <u>intermittently</u> seeks willingness from the clients to continue participation.</p>	<b>2</b>
<p><b>Absent or Misdirected Safety Planning.</b> The facilitator <u>lacks</u> open communication with clients. The facilitator <u>fails</u> to identify the relationship between impending dangers and corresponding diminished protective capacities. The facilitator is <u>unable</u> to identify areas of agreement and disagreement and is <u>never</u> sensitive to the client’s perspective. The facilitator encourages the client to achieve an <u>erroneous</u> understanding of what must change. The facilitator <u>inaccurately</u> reframes negative thinking and <u>fails</u> to seek willingness from the clients to continue participation.</p>	<b>1</b>

# COORDINATED SERVICE TEAM MEETING PROTOCOL

## CHANGE STRATEGIES 9

Description of the Practice Performance	Rating Level
<p><b>Optimal Supports/Intervention Planning.</b> The facilitator <u>always</u> reaffirms self determination and confirms what parents/guardians are willing to commit to doing in the case plan. The facilitator does a <u>superb</u> job prioritizing the focus of the case plan and facilitating accurate updates from team members about client's role in making necessary changes. The facilitator <u>constantly</u> identifies which service providers are most accessible while making sure to incorporate any service providers that the client has identified. The facilitator is able to <u>correctly</u> identify with clients which providers will best fit their needs and <u>accurately</u> direct the client's focus to what the service is intended to accomplish. The facilitator <u>consistently</u> elicits commitment from parents/guardians to participate in services and makes adjustments to treatment services if necessary.</p>	<b>6</b>
<p><b>Good Supports/Intervention Planning.</b> The facilitator <u>repeatedly</u> reaffirms self determination and confirms what parents/guardians are willing to commit to doing in the case plan. The facilitator does a <u>substantial</u> job prioritizing the focus of the case plan and facilitating accurate updates from team members about client's role in making necessary changes. The facilitator <u>regularly</u> identifies which service providers are most accessible while making sure to incorporate any service providers that the client has identified. The facilitator is able to <u>appropriately</u> identify with clients which providers will best fit their needs and <u>properly</u> direct the client's focus to what the service is intended to accomplish. The facilitator <u>frequently</u> elicits commitment from parents/guardians to participate in services and makes adjustments to treatment services if necessary.</p>	<b>5</b>
<p><b>Fair Supports/Intervention Planning.</b> The facilitator <u>sometimes</u> reaffirms self determination and confirms what parents/guardians are willing to commit to doing in the case plan. The facilitator does a <u>reasonable</u> job prioritizing the focus of the case plan and facilitating accurate updates from team members about client's role in making necessary changes. The facilitator <u>occasionally</u> identifies which service providers are most accessible while making sure to incorporate any service providers that the client has identified. The facilitator is able to <u>reasonably</u> identify with clients which providers will best fit their needs and <u>generally</u> direct the client's focus to what the service is intended to accomplish. The facilitator <u>sporadically</u> elicits commitment from parents/guardians to participate in services and makes adjustments to treatment services if necessary.</p>	<b>4</b>
<p><b>Marginal Support/Intervention Planning.</b> The facilitator <u>arbitrarily</u> confirms what parents/guardians are willing to commit to doing in the case plan. The facilitator <u>inconsistently</u> prioritizes the focus of the case plan or facilitates updates from team members about the client's role in making necessary changes. The facilitator <u>randomly</u> identifies which service providers are most accessible and any service providers that the client has identified. The facilitator is able to <u>minimally</u> identify with clients which providers will best fit their needs by focusing on what the service is intended to accomplish. The facilitator is <u>limited</u> in their ability to elicit commitment from parents/guardians.</p>	<b>3</b>
<p><b>Poor Support/Intervention Planning.</b> The facilitator <u>rarely</u> confirms what parents/guardians are willing to commit to doing in the case plan. The facilitator does a <u>poor</u> job prioritizing the focus of the case plan and facilitating updates from team members about the client's role in making necessary changes. The facilitator <u>inadequately</u> identifies accessible service providers or service providers that the client has identified. The facilitator is <u>unclear</u> in identifying with clients which providers will best fit their needs. The facilitator is <u>seldom</u> able to elicit commitment from parents/guardians.</p>	<b>2</b>
<p><b>Absent or Misdirected Support Planning.</b> The facilitator <u>never</u> confirms what parents/guardians are willing to commit to doing in the case plan. The facilitator is <u>unable</u> to prioritize the focus of the case plan or facilitate updates from team members. The facilitator is <u>problematic</u> in identifying service providers that will best fit the client's needs. The facilitator is <u>lacking</u> in their ability to elicit commitment from parents/guardians.</p>	<b>1</b>

# WI Quality Team Meeting Review Profile

Family Name \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

	Improve		Refine		Maintain		n/a
Mental Model/Vision	1	2	3	4	5	6	
Preparation	1	2	3	4	5	6	

Introduction/Purpose	1	2	3	4	5	6	
Client's Story – Engagement	1	2	3	4	5	6	
Client's Functional Strengths	1	2	3	4	5	6	
Safety Assessment and Understanding	1	2	3	4	5	6	
Vision Statement	1	2	3	4	5	6	
What Must Change	1	2	3	4	5	6	
Change Strategies	1	2	3	4	5	6	

Overall Team Meeting Ranking \_\_\_\_\_

The specific things that were done that really helped this work, what made a difference?:

What are some things that could improved? Something specific that would really help.

# Individual Facilitation Skills Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

<u>Facilitation Skills</u> (Positive and Negative)	<u>Adherence</u> Never Rarely Minimally Generally Regularly Consistently	<u>Competence</u> Unacceptable Poor Marginal Fair Good Optimal
+ Open-ended questions		
+ Affirmation of Strengths and Self-efficacy		
+ Reflective statements		
+ Fostering a collaborative relationship		
+ Developing discrepancies and Motivation to Change		
+ Addressing Ambivalence and Facilitating Change Planning Discussion		
+ Client-centered problem discussion and feedback		
- Unsolicited advice, direction giving and feedback		
- Confrontation		
- Powerlessness and loss of control		
- Over asserting authority		
- Close ended questions		