

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

	Family Group Decision Making (CPS Program)	Wraparound Model (Vandenberg)	Child Welfare & Practice Group (Paul Vincent)	Person Centered Planning (Joe Patterson)
<i>Meeting Length</i>	6 - 8 hours	30 - 45 minutes	1 - 2 hours	Varies: Initial two meetings are typically 2 hours each. Core Group meetings may be shorter depending upon the issues faced
<i>Meeting Frequency</i>	Once (typically) Follow-up offered, but additional meetings seldom needed	The team meets every 1 – 2 weeks initially, then meeting frequency tapers off as needed	Every 1 - 2 months initially, then meeting frequency tapers off as needed	The Stakeholders meet initially to complete a Personal Profile and then meet a second time to complete a Vision of the Future, identify Next Steps and schedule the Core Group meeting schedule. Core Group meetings may occur every 1 or 2 weeks at first then scheduled on a monthly basis for an indefinite time.
<i>Purpose of using the model ...</i>	To involve the family in decision making regarding the safety of the children, often to avoid dependencies and/or resolve placement issues	When traditional services are not working well for the family	For every case entering the system in order to provide a better service team	Identifying and engaging the Stakeholders with the Focus Person in Values Clarification, gaining a Common Understanding of the Person, developing a Shared Vision of the Future, making Personal Commitments to Action, and Building Teamwork to solve problems and accomplish Valued Outcomes over time.

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<i>Strengths Based</i>	Yes	Yes	Yes	Yes, although “strengths” are further defined as Capacities and Opportunities for the Focus Person, the Family, the Core Group, and the Community.
<i>Plan derived directly from strengths?</i>	Family views all listed strengths while creating the plan. It is up to the family to what degree they build the plan directly from the strengths	Yes	Yes	Yes
<i>During the engagement / planning phase, strengths are gathered from ...</i>	From everyone who will participate in the meeting	Primarily from the family, usually from all members of the team	From all team members – family, informal supports, professionals	From the Focus Person and all the participating Stakeholders.
<i>Amount of time typically spent listing strengths during family team meeting</i>	Several hours	A few minutes – however an extensive strengths discovery is done prior to the meeting & a copy is given to each team member before the meeting	Approximately 20 -30 minutes	Varies, a few minutes to a few hours. Identification of Capacities and Opportunities is an on-going process for the length of the Core Group’s life.

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<p><i>Strengths are in regards to ... / during the family meeting the strengths are gathered from ...</i></p>	<p>In regards to the entire extended family and informal support system / gathered from all team members</p>	<p>Strengths discovery prior to meeting is regarding the extended family / information gathered primarily from immediate family / During the family meeting, each participant is asked what strength he or she brings to the meeting that day</p>	<p>In regards to the immediate family, especially the child(ren) of focus / gathered from the entire team during the meeting</p>	<p>“Strengths” are identified for the Focus Person, the Family, other Stakeholders, and the Community. “Strengths are gathered from a review and discussion of Quality of Life Frames in the planning process. These include: Personal Preferences, Respect & Reputation, Resources & Opportunities. However, “strengths” may also be identified in all the other frames as well.</p>
<p><i>Method used to present strengths during the meeting</i></p>	<p>An orderly process is followed that allows each participant to identify as many strengths as desired. The order in which people speak is determined by the facilitator in a strategic manner.</p>	<p>All team members are given the write-up of the strengths discovery that was conducted prior to the meeting. These are used to build upon during the meeting.</p>	<p>An open process for discussion strengths is used during the meeting. Any team member can offers strengths observations in any order desired.</p>	<p>The Facilitator guides the Focus Person and the other Stakeholders through an examination and discussion of Quality of Life Frames and assists the participants to discover Capacities and Opportunities for themselves.</p>
<p><i>Openness of the model to the inclusion of issues that are extemporaneous to the topic being discussed by the team during the meeting</i></p>	<p>Open to any topic relating to the safety and care of the child. The meeting lasts as long as needed to address any issues the family desires to discuss.</p>	<p>Newly introduced issues are not discussed at length during the meeting if not related to the topic at hand – reserved for a future meeting</p>	<p>These issue(s) would be discussed briefly during the meeting. The team would decide how much time to spend on the issue(s).</p>	<p>Although open to almost any issue, the discussion is structured by the Facilitator through use of the planning frameworks. The Facilitator also uses a set of Operating Principles to guide facilitation. Participants are asked at the initiation of each meeting to identify personal goals and</p>

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

				issues for the meeting. The group is asked to prioritize issues and set time limits for discussion. They may decide that some issues should be dealt with in another setting.
<i>Barriers or challenges to the family / child are called ...</i>	“concerns”	“needs”	“needs”	“Barriers, obstacles, issues, concerns, fears, challenges”
<i>Concerns / needs relate to ...</i>	Open to any area that relates the safety and care of the child	Limited to the life domain area selected by the family to be discussed during that particular meeting	Any area that arises that relates to the safety and care of the child.	Topics for discussion, e.g., “What are we concerned about now or in the future?” “What do we need to accomplish here?” “What is standing in the way of our accomplishing a better life for the Focus Person?” “What does the Focus Person need for a better life?”
<i>Needs are framed as ...</i>	Concerns ... shared in a strength based manner	The “why” behind a goal being important to the family. Needs are strengths that have not been fully developed, or areas where the family has not been properly supported	Underlying areas of importance requiring resolution by the family/child for optimal development	Conditions and supports needed to accomplish a better life for the Focus Person (and Family). For example, the person may “need” a way to get to work. This may involve access to transportation, training in mobility skills, or personal support (among other supports and/or conditions).

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<i>Possible solutions are called ...</i>	"Options"	"Options"	"Offers"	"Visions of the future" "Next steps" "Opportunities"
<i>Solutions come from ...</i>	A plan derived by the family during private family time (when no professionals are present)	Ideas from the family / team during the meeting and directly related to the strengths	Ideas from the family / team during the meeting	The Focus Person, Family and other Stakeholders in consensus decision making.
<i>Final product of the meeting is ...</i>	A summary which includes a plan developed entirely by the family during private time. The plan must be approved by CPS, and it contains family background info., strengths, concerns, a plan to meet the needs, and a backup plan	A brief plan developed by the team outlining the life domain, strengths, needs, goals, and plans	A plan developed by the team containing the family story, strengths, needs, offers, next steps, and a back up plan	<p>A <u>Person Centered Plan</u> that includes:</p> <p>A <u>Personal Profile</u> which expresses the Common Understanding of the Focus Person.</p> <p>A <u>Vision of the Future</u> which reflects a Shared Commitment to a life of Quality for the Focus Person.</p> <p>A listing of <u>Opportunities and Obstacles</u> to achieving that Vision.</p> <p>A set of <u>Next Steps</u> which delineate Individual Commitments to take action to achieve Valued Outcomes on the path toward that Vision.</p> <p>A <u>Core Group</u> process for Participatory Action Research over time.</p>

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<i>Desired size of the family team</i>	Unlimited – average size of 15 participants	4-8 members	8-12 members	Unlimited, however, the Core Group must be limited to Stakeholders who are committed the Focus Person and Family.
<i>Team members chosen by the family?</i>	Yes, but the family must allow CPS participate in the meeting	Yes, but when child is in state custody the worker must be on the team	Yes, entirely. If family does not want the state worker, they are not a part of the team	Yes with assistance and collaboration by other Stakeholders. The Facilitator may play a significant role in assisting the Focus Person, the Family and other Stakeholders to reach consensus.
<i>Types of team members the family is encouraged to select</i>	Everyone associated with the family -- all immediate and extended family members, informal supports, professionals. Even if the family does not get along with some individuals, they are encouraged to allow these people to attend in order to hear them express their concerns, as they may be valuable insights that only these individuals are willing to voice. These issues are processed during engagement and during the meeting.	4-8 people, most of whom are informal supports, who would be the most likely to help the family. Family members at odds with the parents/child typically are not involved as they are not seen as most likely to help them progress.	8-12 people, at least half of whom are informal supports. This model offers some ability to help team members who are at odds work together. However, the family would primarily choose team members they view as supportive and on their side	Anyone who is a real “stakeholder” in the Focus Person and Family’s life. Stakeholders may be defined as “emotional stakeholders” who are typically family and friends. “Professional stakeholders” are defined as those persons who will be able to provide assistance and information. Stakeholder identification and recruitment is an ongoing and entirely individualized process that will vary from situation to situation.

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<i>Degree to which decisions from the family are relied upon</i>	Almost entirely -- they create the whole plan during private family time (all professionals leave the room). As long as the plan meets CPS's "bottom line", this plan is the one used. Facilitator helps the family clarify its plan, such as by helping them make is specific and concrete	Family has equal input with the professionals when the child is in state custody. When no custody is involved, the family has complete decision-making ability. Still, ideas and input from all team members, including the facilitator, may become part of the plan	The team hears the family's needs and team members make offers to help the family. The facilitator helps coordinate the ideas / offers by reframing negatively stated ideas and by helping team members be specific about "next steps" required	The Focus Person, Family and other Stakeholders make decisions through a <u>consensus building</u> process facilitated by a trained Facilitator.
<i>Back-up plan developed during meeting?</i>	Yes	No -- a new plan would be created at the next meeting if the first one did not work	Yes -- Team determines "what could go wrong" and makes a plan accordingly	Yes. In some situations a Crisis Response Plan will be developed to prevent serious crisis if something does not work. Alternative support strategies may be developed in some situations.
<i>Parent mentors typically used?</i>	No – but uses family members assigned as “monitors”	Yes	Yes	In some instances, if a Parent Mentor is identified as a resource available and the family wants to use that approach.
<i>Uses flex funds?</i>	Yes	Yes	Yes	Yes

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<i>Are team members typically brought in from out of state for meetings?</i>	Yes – often	Not typically	Sometimes	Sometimes
<i>Theoretical elements</i>	<p>Family systems – family, group interaction produces change</p> <p>Cognitive – value in processing</p> <p>Emotive/affective -- hearing the family story/feelings behind actions has value</p> <p>Reality – Plan for best case scenario with detailed backup plan</p>	<p>Behavioral -- value in actions/outcomes</p> <p>Cognitive -- reframing struggles as strengths</p> <p>Humanistic -- value in human's ability to improve under the right conditions</p> <p>Ecosystemic -- all levels of society influence the family</p>	<p>Cognitive -- reframing struggles as needs</p> <p>Behavioral – developing an action plan</p> <p>Emotive/affective -- hearing the family story/feelings behind it has value</p> <p>Humanistic -- value in human's ability to improve under the right conditions</p>	<p>Values Clarification Group Process which addresses Quality of Life issues</p> <p>Cognitive Behavioral which helps reframe conflict and struggle for consensus building and problem solving</p> <p>Functional Behavior Analysis helps Stakeholders develop and implement scientifically proven strategies for support efforts.</p> <p>Participatory Action Research engages the Family and other Stakeholders in an ongoing learning process</p> <p>Systems / Community Building links the Core Group to the larger Community and the Human Services Systems</p>

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<i>How long does the family team continue?</i>	The team usually meets only once, but the family monitors itself after the meeting to see that the plan/backup plan is carried out	Team continues as long as needed by the family	Team continues as long as needed by the family, even if the CPS/Parole/Probation case closes	Indefinitely. In some cases, the Core Group will disband within a few months. In others, they will become a Self-Directed Core Group that may continue to meet for years.
<i>Preparation / engagement time required for initial meeting</i>	1 -2 months, approximately 20 – 30 hours	1 - 2 weeks, approximately 5 –10 hours	2 - 4 weeks; approximately 10 – 20 hours	1-2 weeks. First two meetings to produce the Person Centered Plan require 4 to 6 hours.
<i>Agency case managers typically used as the team facilitator?</i>	Never	Often. However, for more complicated cases, a facilitator who is not the case manager needs to be appointed. Family members can even be facilitators	Some states use the case manager exclusively as the facilitator, while others hire independent facilitators	Any person with the <u>prerequisite values, knowledge and skills</u> may be the Facilitator. However, complex situations require greater capacities and, unfortunately, many case managers do not initially have these prerequisites. A well developed Core Group will build facilitation capacities among its members, including family members.
<i>Family culture is part of the meeting / process?</i>	Yes. The family participates in a family ritual to begin and end the meeting (ex: family song, prayer, story, etc.)	Yes. A family culture discovery is conducted in order to capture the subtleties of the family culture. A plan is built with this culture in mind	Yes, however not as explicitly as in the other models. Culture in this model is captured during the engagement process and the meeting and goals should be adapted to match the family culture	Yes and is clarified through the Values Clarification process and is expressed in the Vision of the Future.

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<i>Lower case load needed for agency case managers when they have a case involved in this model?</i>	No – having a case in Family Group Decision Making should not be a burden on the case manager at all	Yes, especially if the case manager is the facilitator. Even if not the facilitator, however, significant time is needed for frequent initial meetings and follow-up. But in the end it should save the case manager time	Yes, especially if the case manager is the facilitator. Even if not the facilitator, however, extra time may be needed for follow-up arrangements. However, in the end it should save the case manager time	Not typically, however, lower case loads improve the case manager’s opportunities to do a good job.
<i>Food is a part of the meetings?</i>	Yes – a big part. Meals and snacks are provided as determined by the length of the meeting.	Yes -- strongly recommended to have a snack	Yes -- strongly recommended to have at least a snack	Varies from group to group.
<i>Multiagency involvement common?</i>	Yes	Yes	Yes	Yes
<i>Typically addresses the coordination of services from multiple agencies?</i>	No – although representatives from agencies may be involved, the focus is on the family developing it’s own plan, not on coordinating efforts from agencies	Yes	Yes	Yes as a part of Team Building and accessing community resources.
<i>Ground Rules</i>	Established by facilitator. Called “foundation for success”	Facilitator presents the ground rules at the beginning of the team meeting. These are rules that were agreed upon by the family during the engagement phase.	Ground rules are drawn out of the group during the meeting and discussed with each team member prior to the meeting	The Facilitator models respectful group process and helps the group follow a set of implicit “ground rules.” In some situations, however, the facilitator may assist the group to develop their own set of explicit “ground rules.”

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<i>Family story / history presented during the meeting?</i>	Yes – brief general background presented by facilitator at the beginning of the meeting.	No	Yes – the family presents a summary of their story to the group. Facilitator helps the family tell the story	Yes in an initial frame titled "History/Background"
<i>Documents used / created</i>	Summary of the meeting, which includes the family plan	*Wraparound plan *Crisis plan *Safety plan *Outcome forms *Strengths and culture assessment	Write-up from the family team meeting	Wall charts are initially used to display Stakeholder input in color-coded sections within the Frames. These wall charts are then transcribed in 8.5 x 11 typed sheets distributed to the focus person and all stakeholders. These eventually form the Person Centered Plan with parts noted in the Final Products section described above.
<i>How inappropriate comments / suggestions are handled (reword "inappropriate")</i>	Put in the "parking lot" – a spot on the board to save comments / suggestions for later use	Redirected to the topic at hand	Re-framed and shaped toward the topic at hand or redirected	Listened to with an attempt to understand the <u>function</u> of the comment. The function will be addressed in some cases. The comment may be re-framed. A "parking lot" procedure may be used. A separate discussion may be planned.
<i>Potential to encompass multi-agency case plan?</i>	No	Yes	Yes	Yes

A Comparison of Four Practice Models...

By 200 Kids Pilot Team - (ValueOptions 2001)

<i>Team members get buy-in through ...</i>	Engagement, meeting process and interaction	Action / outcomes	Engagement, meeting process, outcomes, interaction	Being included and engaged in the process which is guided by a set of operating principles designed to build team work.
<i>Process may seem overwhelming to already busy staff?</i>	No	Yes	Yes	Yes, and that is a systems issue that must be addressed if the process is to be successful.
<i>Does the whole team have to meet for each family meeting?</i>	Yes -- vital that all members be there in person, by phone, or through written contribution	Vital that each member be at the initial meeting. After that the busier members may only attend occasionally, depending on topic to be discussed	Important that as many of the team members as possible be at all meetings, however, sub-teams may be developed for specific meetings (school team, mental health team, etc)	Important that as many of the team members as possible be at all meetings, however, sub-teams may be developed for specific activities. The operating principle is <u>Inclusion</u> .