

THE FAMILY TEAM MEETING AND OTHER MEETINGS

CONTINUUM OF CONTACT

<u>Level A</u>	<u>Level B</u>	<u>Level C</u>	<u>Level D</u>	<u>Level E</u>	<u>Level F</u>	<u>Level G</u>	<u>Level H</u>
<p>The SW presents the roles and responsibilities of each party at the initial Family Team Meeting (FTM). At the FTM, all are informed that they will be told of meetings set up for and about the child. The SW invites both sets of parents to all meetings. All school and other meetings are attended by the SW, the FP is invited. The BP is told of the meetings and the outcomes of the meetings.</p>	<p>The SW encourages professionals in other agencies to invite the FP to attend. If the FP is not comfortable attending, the SW may attend with or in lieu of the FP. The FP informs the SW who informs the BP of the meeting and the meeting outcomes (e.g., school, mental health, profiles, IEPs...).</p>	<p>The SW encourages the input of both sets of parents. Agencies are encouraged to invite both sets of parents to ALL planning meetings. The SW does not have to be present at the community meetings. When not in attendance, the FP informs the SW and BP of outcomes. The BP is encouraged to attend and participate. Both the FP and BP attend and are involved in counseling.</p>	<p>Same as C. The BP is encouraged to attend counseling with or without the FP present in the session.</p>	<p>Same as C.</p>	<p>Same as C.</p>	<p>Same as C. The FP picks up the BP to go to planning meetings.</p>	<p>Same as C.</p>
<u>Roles and Responsibilities of FOSTER PARENTS</u>		<u>Roles and Responsibilities of FOSTER PARENTS</u>		<u>Roles and Responsibilities of FOSTER PARENTS</u>			
To approach BF with respect. Polite greeting, small talk about how the child is doing. To put the BP at ease, reduce defensiveness by FP's demeanor. To act in ways that speak of a helping relationship.		To debrief with BP after the meeting, feel out the BP's feelings, clarify outcomes. FP shares how s/he will integrate meeting outcomes in daily family life (if appropriate). Debrief with SW. Share outcomes with child (age appropriate).		Set ground rules with BP in car, interaction with professional facilitate dialogue on the BP's fear regarding meeting support, clarify purpose of meeting. Introduce self and meeting stakeholders. Take notes, debrief with BP and with SW.			
<u>Skills Needed of FOSTER PARENTS</u>		<u>Skills Needed of FOSTER PARENTS</u>		<u>Skills Needed of FOSTER PARENTS</u>			
Ability to coordinate and attend meetings; to follow-up on outcomes; to debrief with SW in a timely manner; to assist child, as is age appropriate, in understanding purpose and outcomes of meetings.		Ability to reduce conflict and diffuse anger, to show empathy to BP who might feel a loss of control or not understand meeting outcomes. Ability to share observations using behavioral language with the SW. Ability to listen and respond to BP using clear and easy to understand language.		Same as in Level C-D.			
<u>CCBIT Competencies for FP</u>		<u>CCBIT Competencies for FP</u>		<u>CCBIT Competencies for FP</u>			
All competencies as listed under the following are related to the Family Team Meeting and other meetings: Pre-Service: CORE 901, 902, 903, 904, 905.		All competencies listed in Level A-B and: 910, 535, 920.		All competencies listed in Level A-D.			
<u>Roles and Responsibilities of SOCIAL WORKER</u>		<u>Roles and Responsibilities of SOCIAL WORKER</u>		<u>Roles and Responsibilities of SOCIAL WORKER</u>			
To establish ground rules at initial FTM, laying out roles and responsibilities, lay-out consequences if ground rules are not followed. Assist the BP and FP in understanding the purpose of meetings. Assist all parties in establishing rapport.		Provide support to the FP and BP, negotiate differences when necessary. Follow-up with stakeholders if there is a disagreement with outcomes.		Follow-up with FP after first meeting s/he accompanied. Provide support as needed.			
<u>Roles and Responsibilities of BIRTH PARENTS</u>		<u>Roles and Responsibilities of BIRTH PARENTS</u>		<u>Roles and Responsibilities of BIRTH PARENTS</u>			
To listen, ask questions regarding roles, responsibilities, ground rules, manage anger and frustration, participate to extent comfortable in doing so. Be supportive of outcomes as related to child.		Same as in Level A-B.		Same as in Level C-D.			

Level I

Same as
C.

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