



**207:  
Solutions to Engaging Families in the  
FGDM Process**

**A Training Outline**

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**For the  
Pennsylvania Child Welfare Training Program**

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**Agenda for 1-Day Workshop**  
**Solutions to Engaging Families in the FGDM Process**

<b>Estimated Time</b>	<b>Content</b>	<b>Page</b>
45 minutes	Section I: Introduction	1
30 minutes	Section II: Principles and Beliefs of Strength-Based, Solution- Focused Practice and Family Group Decision Making	6
60 minutes	Section III: Past Successes	7
45 minutes	Section IV: Exception Finding Questions	11
75 minutes	Section V: Scaling Questions	12
75 minutes	Section VI: Miracle Questions	13
30 minutes	Section VII: Next Steps & Evaluation	13

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Section Name	Estimated Time	Key Concepts	Resources Used
Section I: Introduction	45 Minutes	<p><b>Method:</b> lecture, large group discussion, optional individual presentation, video or small group activity</p> <p><b>Section Overview:</b> Introductions, What’s in it for me (WIIFM), and Training Guidelines</p> <p><b>Display Overhead # 1 (Solutions for Engaging Families in the FGDM Process) as participants enter the room and Appendix #1 ( Sample of FGDM Brochure)</b></p> <hr/> <p><b>TRAINER NOTE:</b></p> <p><u>Room set-up, Prior to the start of training</u></p> <ol style="list-style-type: none"> <li>1) POST: <b>Poster # 1 (FGDM Guidelines)</b>, on the wall to be used as training room guidelines – timeliness will be added under additional guidelines.</li> <li>2) Create a sample name tent on a piece of flip chart paper               <ol style="list-style-type: none"> <li>a) Place your name in the center of the page</li> <li>b) Bottom left hand corner: Concerns - write one concern you have regarding using strengths-based solution focused techniques to engage families in the FGDM process</li> <li>c) On the top left hand corner: Strengths - Write 1 strength you use to engage</li> </ol> </li> </ol>	<p>Flip Chart Sheet Name tents Markers</p> <p>Handouts: 1. Solutions to Engaging Families in the FGDM Process (1 page)</p> <p>Overheads: 1. Solutions to Engaging Families in the FGDM Process (1 page) 2. Miracle Question (1 page) 3. Family Voices (1 page) 4. Objectives (1 page) 5. Agenda (1 page) 6. FGDM Guidelines (1 page) 7. Sharing of Strengths and Concerns (1 page)</p> <p>Poster: 1. FGDM Guidelines</p> <p>Appendices: 1. Sample of FGDM Brochure</p>

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		<p style="text-align: center;">families in the FGDM process</p> <p>3) You may want to ask someone who has participated in a FGC if they would like to be your co-facilitator/scribe as needed.</p>	<p>Video: Family Voices</p>
		<p><b>Key Concepts:</b></p> <p><b>Step 1</b></p> <ul style="list-style-type: none"> <li>WELCOME- As participants enter the room, role modeling the actions of a facilitator of a FGC, introduce yourself to the participants and request that they complete their name tents following your example on the flip chart. <b>Handout #1 (Solutions to Engaging Families in the FGDM Process)</b> and <b>Overhead #1 (Solutions to Engaging Families in the FGDM Process)</b></li> </ul> <p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>Begin the training by asking this “Miracle Question”; <b>Overhead #2 (Miracle Question)</b> engage the participants to really try to imagine this miracle occurring. Ask participants what their work day would be like if their miracle occurred. Guide them through seeing the difference if the miracle occurred. You may need to provide some examples yourself if participants are slow to respond. (Examples: Clients would contact me instead of me having to track them down, providers would send all reports ahead of time and be working towards the same goals as myself and the family, no one would be “burned out, the resources needed would always be available.”)</li> <li>Identify that you do not have a magic wand to make</li> </ul>	

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		<p>all of this happen, what you will provide today is concrete techniques that they can use to facilitate getting some individuals and families closer to this state of being.</p> <p><b>Step 3</b></p> <ul style="list-style-type: none"> <li>• <b>Overhead #3 (Family Voices)</b> Begin the video, <b>Family Voices (approximately 16 minutes)</b> promptly at the start of the training. If participants arrive late, quietly direct them to remaining seats in the room.</li> <li>• After completion of the video, facilitate a brief discussion identifying the phrases that can be used to explain the FGDM process and engage other families in the process. Write the phrases on the flip chart sheet. To model an aspect of a FGC, ask a participant who has already attended a FGC or who knows the role of the scribe if they would be willing to write the phrases on the flip chart as you facilitate the group discussion.</li> <li>• Explain that the process starts with them, 1<sup>st</sup> they must get the families in the room. Move to <b>Overhead #4 (Objectives)</b> and <b>Overhead #5 (Agenda)</b> that identifies the objectives explaining that this training will provide them with the knowledge and skills that may assist them to engage families to want to participate in the FGDM process.</li> </ul> <p><b>Step 4</b> Review the outcomes/objectives to be achieved.</p>	
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		<p><b>Step 5</b> <u>Guidelines</u> Review of training program guidelines <b>Overhead #6 (FGDM Guidelines)</b> reminding participants to turn cell phones on vibrate and refraining from sending text messages and email until break.</p> <p>Identify that the training room FGDM Guidelines (<b>Poster #1</b>) are posted on the wall. They parallel the FGC Guidelines with some additions and parts that may not directly apply to a training room (mandated reporters). By using the altered FGC Guidelines participants who may not have attended a FGDM training can learn aspects of FGDM without getting a full explanation. Be careful not to spend extended amounts of time explaining FGDM to participants who have not had previous training as you will lose time you will need later in the training. Direct the participants to register for Part 1, FGDM training.</p> <p>Scaling question demonstration: You may ask participants, on a scale of 1 to 10, 1 being not at all, and 10 being completely, how likely are they to be able to follow the guidelines. If someone gives an answer less than 10, ask them the follow-up question, is there anything that can be done to make your 8 a 10. Identify that you just used a scaling question with follow-up, something they are going to learn during the training day.</p> <p><b>Step 6</b> Again, role modeling and demonstrating aspects of a FGC, ask participants to review their name tents and</p>	
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		<p>share a strength. If it is a small group you may have each participant share a strength, if it is a larger group you may go around and have each table voluntarily share 1 or 2 strengths.</p> <p>Use your co-facilitator/scribe to document the strengths on a flip chart sheet. You may use the same scribe or see if another participant may want to be the scribe.</p> <p>Then have each participant share a concern they have regarding using strength-based, solution-focused techniques to engage families in the FGDM process.</p> <p><b>NOTES:</b></p>	
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Section Name	Estimated Time	Key Concepts	Resources Used
<p>Section II: Overview Quiz: Principles and Beliefs of Strengths-Based, Solution Focused Practice and Family Group Decision Making</p>	<p>30 Minutes</p>	<p><b>Method:</b> lecture, optional individual or small group activity</p> <p><b>Section Overview:</b> Activity to review the principles and beliefs of Strength-Based, Solution-Focused Practice and Family Group Decision Making</p> <p><b>Key Concepts:</b> Overview QUIZ: Principles and Beliefs of Strengths-Based, Solution Focused Practice and Family Group Decision Making</p> <p>A question and answer quiz <b>Appendix #3 (Answer Key to Overview Quiz)</b> format is used to provide an overview of SBSF and FGDM. This method will engage participants as you review the fundamental principles of the practices. Ask people to state their score every 5 or 10 questions to keep them engaged in the desire to get correct answers as they try to get more answers correct than their colleagues.</p> <p><b>Handout: # 2, (Overview Quiz)</b> is available if you prefer participants use it instead of posting the questions and answers as overheads or overheads are available for this activity.</p> <p><b>Notes:</b></p>	<p>Handouts: 2. Overview Quiz (3 pages)</p> <p>Appendix: 3. Answer Key to Overview Quiz (3 pages)</p>

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Section Name	Estimated Time	Key Concepts	Resources Used
Section III: Past Successes	60 Minutes	<p><b>Method:</b> trainer explanation, trainer demonstration, participant practice and trainer feedback</p> <p><b>Section Overview:</b> This is the introduction to the use of specific types of solution finding questions. Each of the 4 types of identified questions will be presented in their own section.</p> <p>The presentation and delivery of each type of question will follow the same format. The format is as follows:</p> <p><b>Step 1</b> Trainer Explains, the type of question. <b>Overhead #8 (Types of Strength-Based, Solution-Focused Strategies)</b></p> <p><b>Step 2</b> Trainer Demonstrates, how to use the question including follow-up questions. <b>Overhead #9 (How We Will Learn So We Can Incorporate Techniques Into Our Practice TOMORROW)</b></p> <p><b>Step 3</b> Participants Skill Practice, developing and applying the technique to their practice. Emphasize that participants will not need to role play when they practice the techniques. They will instead be asked to write down questions on a flip chart. They first need to know how to word the questions prior to being able to being able to</p>	<p>Handouts:</p> <p>2. Solution-Focused Questions Past Successes (1 page)</p> <p>Overheads:</p> <p>8. Types of Strength-Based, Solution-Focused Strategies (1 page)</p> <p>9. How We Will Learn So We Can Incorporate Techniques Into Our Practice TOMORROW (1 page)</p> <p>10. Past Successes Question (3 pages)</p> <p>11. Skill Practice (1 page)</p>

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		<p>verbally skill practice (role play). Verbal skill practice can occur at their agency with their supervisors or colleagues and as they use the techniques with their clients. Providing this information in advanced will lower the anxiety for the participants who do not like to role play. Further, explain that you as the trainer will be verbally demonstrating the various techniques throughout the training session.</p> <p><b>Step 4</b> Trainer provides FEEDBACK, to participants by providing constructive and motivating feedback. Each question will need to be reviewed individually as the participants are continuing the learn how to formulate the questions during the feedback stage. Your goal is to insure the question is formulated in a manner that gets the desired outcome of the type of question (miracle, exception, scaling, past successes). Be aware that as this skill is new for participants they will tend to develop fact based and deficit based questions as they learn the techniques. It is your role to guide them to understand how to develop the strength-based, solution focused questions. Explain to them that it is important that they practice the questions by writing them down before they go into the home to insure they are SBSF and refine them as necessary. This is a new way of formulating questions for many so it will take on-going practice to incorporate the skill into their work.</p> <p>It is critical that you provide the explanation, demonstration and feedback clearly so that participants understand how they can use the questions correctly in</p>	
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	<p>their practice. Additionally, spend time at each table group assisting them in developing their questions. Most of the tables will need additional assistance in developing their questions. The teaching process continues as you work with them at their table groups and provide feedback. Further, during the feedback section take the time to rewrite the questions.</p> <p><b>Step 5</b>          Demonstrate the use of a past successes question <b>Handout #3 (Solution-Focused Questions Past Successes)</b> and <b>Overhead #10 (Past Successes Questions)</b> by looking at the concerns that were listed at the start of the training. Select a concern and ask participants a past successes question related to the concern. Example: Concern listed, doesn't matter what I do families do not want a FGC. Your past successes question for the group might be: "Has anyone ever had a resistant client in the past who after engagement agreed to participate in something they originally refused to participate in"? Follow-up questions: "What happened that resulted in the client participating? What skills did you use to get the client to agree to participate?"</p> <p><b>Step 6</b>          Participants <b>Skill Practice:</b>          Use <b>Overhead #11 (Skill Practice)</b> to explain the activity.          Allow approximately 10 minutes for them to complete the activity.          At the start of the activity, go to each group to assist them in formulating the question. Then continue to circulate</p>	
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		<p>amongst the groups to guide them through the remaining parts of the activity.</p> <p>After each group has posted their sheets, provide <b>FEEDBACK</b>, to participants providing constructive and motivating feedback.</p> <p>Each question will need to be reviewed individually as the participants are continuing to learn how to formulate the questions during the feedback stage.</p> <p>Your goal is to insure the question is formulated in a manner that gets the desired outcome of the type of question (miracle, exception, scaling, past successes).</p> <p>Be aware that as this skill is new for participants they will tend to develop fact based and deficit based questions as they learn the techniques.</p> <p>It is your role to guide them to understand how to develop the strength-based solution focused questions. Explain to them that it is important that they practice the questions by writing them down before they go into the home to insure they are SBSF and refine them as necessary.</p> <p><b>Notes:</b></p>	
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Section Name	Estimated Time	Key Concepts	Resources Used
<p><b>Section IV: Exception Finding Questions</b></p>	<p><b>45 minutes</b></p>	<p>Follow the format of section III.</p> <p><b>Step 1:</b> Explain the skill</p> <p><b>Step 2:</b> Demonstrate the skill by developing a scaling question for one of their concerns posted on the wall. <b>Handout #4 (Exception Finding Questions)</b> and <b>Overhead #12 (Exception Finding Questions)</b></p> <p><b>Step 3:</b> Demonstrate the skills again by displaying the examples on <b>Overhead #13 (Skill Practice-Exception Finding Questions)</b></p> <p><b>Step 4:</b> Skill practice activity.</p> <p><b>Notes:</b></p>	<p>Handouts: 3. Exception Finding Questions (1 page)</p> <p>Overheads: 12. Exception Finding Questions (3 pages) 13. Skill Practice – Exception Finding Questions (1 page)</p>

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Estimated Time	Section Name	Key Concepts	Resources Needed
<p><b>Section V: Scaling Questions</b></p>	<p><b>75 minutes 1:00 –2:15</b></p>	<p>Follow the format of section III.</p> <p><b>Step 1:</b> Explain the skill</p> <p><b>Step 2:</b> Demonstrate the skill by developing a scaling question for one of their concerns posted on the wall. <b>Handout #5 (Scaling Questions)</b> and <b>Overhead #14 (Scaling Questions)</b></p> <p><b>Step 3:</b> Demonstrate the skills again by displaying the examples on <b>Overhead #15 (Skill Practice-Scaling Questions)</b></p> <p><b>Step 4:</b> Skill practice activity</p> <p><b>Notes:</b></p>	<p>Handouts: 4. Scaling Questions (1 page)</p> <p>Overheads: 14. Scaling Questions (5 page) 15. Skill Practice – Scaling Questions (1 pages)</p>

## 207: Solutions to Engaging Families in the FGDM Process (6 Hours)

Section Name	Estimated Time	Key Concepts	Resources Needed
<p><b>Section VI: Miracle Questions</b></p>	<p><b>75 minutes</b></p>	<p>Follow the format of section III.</p> <p><b>Step 1:</b> Explain the skill</p> <p><b>Step 2:</b> Demonstrate the skill by developing a miracle question for one of their concerns posted on the wall. <b>Handout #6 (Miracle Questions)</b> and <b>Overhead #16 (Miracle Questions)</b></p> <p><b>Step 3:</b> Demonstrate the skills again by displaying the examples on the overhead. <b>Overhead #17 (Skill Practice-Miracle Questions)</b></p> <p><b>Step 4:</b> Skill practice activity</p> <p><b>Notes:</b></p>	<p>Handouts: 5. Miracle Questions</p> <p>Overheads: 16. Miracle Questions 17. Skill Practice-Miracle Questions</p>

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Section Name	Estimated Time	Key Concepts	Resources Needed
<b>Section VII: Next Steps &amp; Evaluation</b>	<b>30 minutes</b>	<p>Guide participants to complete <b>Handout #7(Next Steps to Transfer Your Learning)</b>. Explain that a key to their successful transformation from the training room to the workplace is the development of a plan. <b>Overhead #18 (Next Steps to Transfer Your Learning)</b></p> <p>If time allows, upon completion of their plan, ask participants to share their plan with another trainee. This activity may require the trainer walking around the room to facilitate each participant completing their plan. If they are slow getting started ask if they would like assistance with their plan.</p> <p>Request that participants complete the training evaluation form</p>	<p>Handouts: 6. Next Steps to Transfer Your Learning (1 page)</p> <p>Overheads: 18 Next Steps to Transfer Your Learning (1 page)</p>