



**207**  
**Introduction to Family**  
**Group Decision Making (FGDM):**  
**Part 2**

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**For**  
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**Training Program**

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## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

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# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

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# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **An Overview of the Curriculum**

#### **Rationale:**

This three-day training is essential to ensure that the key components of this practice are being implemented consistently and accurately across the state. This training will ensure that Pennsylvania's child welfare professionals can utilize a quality resource that will positively impact the families involved with their services.

The purpose of this training is to ensure that the participants directly involved in the FGDM process as referral sources, coordinators, facilitators, etc., have a thorough comprehension of the practice, and understand the roles and phases involved in the entire process. This training starts with the referral process and goes through the FGDM experience, giving participants the opportunity to learn the individual phases of FGDM and the roles and skills involved with each. It gives participants the knowledge and the experience of the different roles and phases that are involved in the practice. While this training will not give counties all the knowledge and skills necessary to implement FGDM, it gives the participants a strong comprehension of the phases and the entire practice. This three-day workshop will prepare participants to serve as coordinators, facilitators and other critical partners for the FGDM process and give the participants the opportunity to practice the skills needed to perform effectively in these roles.

#### **Competency:**

207-4: The Child Welfare Professional can use assessment data to collaboratively develop an appropriate, culturally competent case plan with the family, and can develop and link supportive family and community resources.

#### **Learning Objectives:**

Participants will be able to:

- Identify the key components of the FGDM referral process.
- Demonstrate how to talk to families about who to invite to their conference.
- Explain the significance of paternal involvement.
- Describe how to prepare families and other participants for an FGDM Conference.
- Demonstrate skills needed for a pre-conference meeting.
- Recognize how family dynamics impact emotional and physical safety.
- Identify the steps needed to facilitate an FGDM Conference.
- Recognize how group dynamics affect an FGDM Conference.
- Explain the significance of follow up to monitor the plan.
- Explain the significance of follow up conferences.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **An Overview of the Curriculum (continued)**

#### **Length of Workshop:**

18 hours

#### **Materials Needed to Present Workshop:**

- ✓ Name Tents
- ✓ Sign In Sheet
- ✓ Idea Catcher
- ✓ Blue tape
- ✓ Color Markers
- ✓ 2 Easels and pads
- ✓ Role Cards
- ✓ Note Cards
- ✓ Posters of FGDM Values
- ✓ Poster of FGDM Process
- ✓ Overhead projector/screen
- ✓ Overheads
- ✓ Handouts
- ✓ Appendices

#### **Target Audience:**

The target audience is Child Welfare Professionals and anyone else invited by the sponsoring agency and interested in learning more about or becoming involved with Family Group Decision Making.

#### **Summary:**

This training is an extension of the one-day overview “*Introduction to Family Group Decision Making*” that is a prerequisite for this training. This three-day workshop will prepare participants to serve as coordinators, facilitators and other critical partners for the FGDM Process and give participants the opportunity to practice the skills needed to perform effectively in these roles. The training starts with the referral and goes through the FGDM process, giving participants the opportunity to explain, demonstrate, and model the individual phases of FGDM and the roles and skills involved with each. This training is a combination of lecture and group activities to provide an understanding of the practice and an opportunity for participants to experience the process first hand.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **An Overview of the Curriculum (continued)**

#### **Expectations of Trainer:**

Trainer must have extensive knowledge of Family Group Decision Making including foundational concepts, how to implement FGDM, the different phases of a FGDM Conference and the essential components of the FGDM process.

Trainer must have significant experience with implementing FGDM including: coordinating, facilitating, co-facilitating, liaison and/or administrative experience. Trainer must have a strong understanding of family empowerment models and how they differ from more standard practices. Trainer must have a good understanding of CFSR and its outcomes and of best practice standards for child welfare. Trainer must understand the advantages and effectiveness of FGDM.

#### **PA Standards:**

- I. Assessment; Outcome: Well-being, H
- II. Service Planning; Outcome: Safety and Permanence, A, B, C, E, G, H, J
- III. Service Delivery; Outcome: Safety, Permanence and Well-being, F

#### **CFSR Issues:**

Outcome S2: Children are maintained safely in their homes whenever possible and appropriate, Item 3

Outcome P1: Children have permanency and stability in their living situations, Items 6, 7, 8

Outcome P2: The continuity of family relationships and connections is preserved for children, Item 14, 15, 16

Outcome WB1: Families have enhanced capacity to provide for their children's needs, Item 18

#### **Interactional Skills:**

Tuning in to Self  
Tuning in to Others  
Questioning

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Agenda for a Full-Day Curriculum on Introduction to Family Group Decision Making (FGDM): Part 2**

#### **Day I**

<b>Estimated Time</b>	<b>Content</b>	<b>Page</b>
60 minutes	Section I: Welcome and Introductions Activity: Introductory Exercise	8
15 minutes	Section II: Review of FGDM Part I	12
60 minutes	Section III: The Referral	15
3 hours, 30 minutes	Section IV: Preparing for the meeting: Working with Families – Widening the Circle	20
15 minutes	Section V: Wrap-Up	29

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Agenda for a Full-Day Curriculum on Introduction to Family Group Decision Making (FGDM): Part 2**

#### **Day II**

<b>Estimated Time</b>	<b>Content</b>	<b>Page</b>
15 minutes	Section VI: Re-Engagement and Expectations for Day 2	32
45 minutes	Section VII: Preparing for the meeting: Coordinating an FGDM Conference	34
2 hours	Section VIII: Preparing for the meeting: Working with Service Providers Activity: Pre-Conference	37
1 hour, 45 minutes	Section IX: The FGDM Conference: Information Sharing	43
45 minutes	Section X: The FGDM Conference: Private Family Time	49
30 minutes	Section XI: Wrap-Up	52

### **Agenda for a Full-Day Curriculum on Introduction to Family Group Decision Making (FGDM): Part 2**

#### **Day III**

<b>Estimated Time</b>	<b>Content</b>	<b>Page</b>
30 minutes		55

**207: Introduction to Family Group Decision Making (FGDM):**  
**Part 2**

	Section XII: Re-engagement and Expectations	
90 minutes	Section XIII: The FGDM Conference: Plan Presentation, Implementation and Obtaining Participant Feedback	57
45 minutes	Section XV: After the Meeting: Plan Follow-up / Follow- up Meetings	60
2 hours, 15 minutes	Section XIV: The FGDM Conference Set Up Mock Conference Activity: Mock Conference Debriefing Mock Conference	63
60 minutes	Section XVI: Wrap-Up and Evaluations	67

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section I: Welcome and Introduction**

#### **Estimated Length of Time:**

60 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Describe the workshop rationale, learning objectives and agenda.

#### **Method of Presentation:**

Lecture, individual and group activity

#### **Materials Needed:**

- ✓ Name Tents
- ✓ Markers
- ✓ 2 Easels
- ✓ 2 Flip Charts
- ✓ Overhead Projector/Screen
- ✓ **Overhead #1 (Workshop Overview)**
- ✓ **Overhead #2 (Learning Objectives)**
- ✓ **Handout #1 (Workshop Overview)**
- ✓ **Handout #2 (Learning Objectives)**
- ✓ **Handout #3 (Idea Catcher)**

#### **Resources Used:**

None

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

None

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section I: Welcome and Introduction**

#### **Outline of Presentation:**

Trainer will set up the training room and begin the training by welcoming participants and completing introductory exercises. Trainer will introduce the agenda and expectations for the training.

- ✓ Welcome participants as they arrive
- ✓ Introduce trainer and qualifications
- ✓ Review rules of the Child Welfare Training Program
- ✓ State rationale and purpose of the training
- ✓ Request participants complete their name tent, making sure that it faces Trainer
- ✓ Have participants introduce themselves
- ✓ Review **Overheads #1-2 and Handouts #1-3**

**Trainer Note:** Prior to the start of the training, Trainer will set up the room and prepare the training room by placing name tents, markers, and idea catchers on each table. Trainer will arrange the two flip charts with easels on either side of the overhead projector / screen at the front of the room. Trainer will make sure that participants sign in as they enter the room and complete their nametags or name tents at their seat. If CEU credits are available, Trainer will make sure participants have the paperwork or sign the sheet so that they get the credits they need.

#### **Step 1:**

Trainer will introduce self, welcome participants and provide a brief explanation of their background and experience with FGDM. Trainer will then review the guidelines for the training program (i.e. 15-minute rule, sign in sheet and evaluation). Trainer will also note that all the overheads are in handout format for all participants to take with them after the training.

**Trainer Note:** Activities used for this training are dependent on whether or not the training is being delivered immediately following the presentation of FGDM Part 1. If FGDM Part 2 is being delivered as part of a four-day training package, Trainer should ask if any additional participants are in attendance. If there are new participants, trainer should have participants introduce themselves. If there are not any additional participants, trainer should re-welcome the participants and proceed to the next section of content.

#### **Step 2:**

Trainer will have participants break into groups of 3 for the purpose of reintroducing themselves to each other. Trainer will remind the participants of the introductions they did in day one where they shared an interesting piece of information about themselves with another participant. Each participant will take a turn asking one of the other participants to share strengths about themselves and/or their family. The third person will observe the interaction between the other two and take note of how the interaction occurs.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section I: Welcome and Introduction (continued)**

#### **Step 2 (continued):**

Each person will have 2-3 minutes to solicit strengths and 2-3 minutes to discuss how the activity felt within his or her group. After everyone has had a chance to solicit strengths, the groups will return to the larger group, where Trainer will ask for volunteers to share their experience of this activity. Trainer will ask participants to explain the relevancy of this activity to the process of FGDM. In addition, Trainer must emphasize that this training is designed to allow participants to experience FGDM as a family member, coordinator, facilitator, referral source, and a service provider. This three-day training will prepare participants to serve as coordinators, facilitators, referral sources and other critical partners in the FGDM process and give the participants the opportunity to practice the skills needed to perform effectively in these roles. The trainer will take a few minutes to solicit from each participant one thing he/she wants to learn from this training and record the responses on flipchart paper.

**Trainer Note:** Trainer should either have participants record their strengths on flip chart or the trainer should record participants' strengths. Trainer should try to connect the identified strengths to the person. Trainer should explain that this information will be used tomorrow to help in our discussion of strengths.

#### **Step 3:**

Trainer will review **Overhead #1 and Handout #1 (Workshop Overview)**, **Overhead #2 and Handout #2 (Learning Objectives)** ensuring participant understanding. Trainer will also present the anticipated outcomes for this training.

- The individual knows of the different roles and phases that are involved in the Family Group Decision Making Practice and understands which cases are appropriate for FGDM.
- The individual understands the roles and responsibilities of the case manager, coordinator, facilitator, family members, service providers, and others involved in the Family Group Decision Making (FGDM) process.
- The individual is aware of the impact of his/her own values and biases, as well as the family's culture, values and dynamics on the FGDM Conference.

#### **Step 4:**

Trainer will answer any questions, as necessary, and indicate to participants if their questions relate to a topic that will not be discussed during the training. Any questions that will be covered later in the training or not answered throughout the course of the training should be posted on the Parking Lot. Trainer will note that s/he will be available during the two breaks each day to further explore those questions or to provide additional resource information.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section I: Welcome and Introduction (continued)**

#### **Step 5:**

Trainer will also note that **Handout #3 (Idea Catcher)** has been provided for participants to record thoughts or ideas that they gain from the training so they can take them back to benefit the FGDM implementation in their community.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section II: Review of FGDM Part I**

#### **Estimated Length of Time:**

15 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Recognize the Learning Objectives from Day I (Overview).

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

- ✓ Posters of FGDM Values
- ✓ Poster of FGDM Process
- ✓ Overhead Projector/Screen
- ✓ **Overhead #3 (Learning Objectives from Part I – Overview of FGDM)**
- ✓ **Overhead #4 (Roles of FGDM)**
- ✓ **Handout #4 (Roles of FGDM)**

#### **Resources Used:**

McGarry, B. (2006) Introduction to Family Group Decision Making. PA Curriculum. Pennsylvania Child Welfare Training Program. University of Pittsburgh

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

None

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section II: Review of FGDM Part I**

#### **Outline of Presentation:**

The purpose of this section is to reconnect participants with the information provided in FGDM Part I: Introduction to FGDM. This is intended only as a review, although Trainer should be prepared to respond to questions if there has been an extensive period of time between FGDM Part I and Part II.

- ✓ Trainer will have participants review their learning from Part I using **Overhead #4 and Handout #4 (Roles of FGDM)**
- ✓ Trainer will review **Overhead #3 (Learning Objectives from Part I – Overview of FGDM)**.
- ✓ Trainer will have participants share feedback and questions

#### **Step 1:**

Trainer will explain that the information contained within Part II – Introduction to FGDM builds off of the information provided in Part I – Introduction to FGDM. Trainer will indicate that it is important to begin today's training by briefly reviewing the major points from Part I – Introduction to FGDM. Trainer will begin this review by asking the following questions:

1. Who can tell me what the FGDM Stages are?
  - a. Trainer should solicit volunteers, however many are needed, until every stage has been identified.
  - b. Once all four stages have been identified, trainer should reference the Stages of FGDM poster, and indicate to participants that this flipchart will be posted throughout the training as a visual reminder
2. What FGDM roles do you remember?
  - a. Trainer will record participant responses on flip chart.
  - b. Once all roles are identified, trainer will display **Overhead #4** and reference **Handout #4 (Roles of FGDM)** to ensure that all of the roles have been identified.

#### **Step 2:**

Trainer will then display **Overhead #3 (Learning Objectives from Part I – Overview of FGDM)** and briefly highlight the major themes of that training day including defining FGDM and its components, the values, beliefs and benefits of FGDM, and how to implement the practice.

#### **Step 3:**

Trainer will give participants the opportunity to ask any questions from the review of Day 1 and will respond.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section III: The Referral**

#### **Estimated Length of Time:**

60 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Identify the key components of the FGDM referral process
- ✓ Describe how to identify an appropriate family for FGDM.
- ✓ Identify how a referral source explains FGDM to a family.
- ✓ Explain how a coordinator evaluates the appropriateness of the referral in stacking for success.
- ✓ Identify the referral source role in the FGDM process.

#### **Method of Presentation:**

Lecture, small group activity, large group discussion

#### **Materials Needed:**

- ✓ Overhead Projector/Screen
- ✓ **Overhead #5 (Presenting FGDM to Families)**
- ✓ **Overhead #6 (Stacking for Success)**
- ✓ **Overhead #7 (Identifying a Purpose)**
- ✓ **Handout #4 (Roles of FGDM)**
- ✓ **Handout #5 (Presenting FGDM to Families)**
- ✓ **Handout #6 (Family Scenario)**
- ✓ **Handout #7 (Referral Form)**
- ✓ **Handout #8 (Stacking for Success)**
- ✓ **Handout #9 (Identifying a Purpose)**
- ✓ **Appendix A (Case Scenario #1)**
- ✓ **Appendix B (Case Scenario #2)**
- ✓ **Appendix C (Case Scenario #3)**
- ✓ **Appendix D (Case Scenario #4)**

#### **Resources Used:**

Burford, G. & Pennell, J. (1994) Manual for Coordinator: The Family Group Conference. Memorial University of Newfoundland, School of Social Work; St. John's Newfoundland.

Evans, P., Nice J. (2001) Helping a Family Prepare for a FGDM Conference. The Family Unity Model. Dallas, OR

Graber L., Nice J (1997). The Family Unity Model. Dallas, OR

Nice, J. (2006). FGDM: An Introduction to Family Group Decision Making. The Family Unity Model. Dallas, OR

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section III: The Referral (continued)**

#### **Resources Used (continued):**

Nice, J. (2003). FGDM Family Group Decision Making: Coordinator / Facilitator  
Workshop 1. The Family Unity Model. Dallas, OR

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

None

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section III: The Referral**

#### **Outline of Presentation:**

- ✓ Trainer will indicate that the FGDM process begins with a referral and will discuss the key components of this phase.
- ✓ Trainer will discuss how to identify an appropriate family for FGDM.
- ✓ Trainer will discuss how a referral source explains FGDM to a family.
- ✓ Trainer will discuss how a coordinator evaluates the appropriateness of a referral in stacking for success.
- ✓ Trainer will review the roles within the referral process including the referral source.

**Trainer Note:** Each county's practice may look a little different depending on their community and how the practice is implemented, though the general principles will be consistent. Trainer will note that the referral process may look different in different counties. Trainer will also note that referrals can be generated from a number of different places, depending upon the county and where they are in their implementation. Referral sources may include child welfare, juvenile probation, mental health, drug and alcohol, community members, and self-referrals, based on the county's protocol. Some counties start with referrals from CYS and JPO and then expand the referral sources.

#### **Step 1:**

Trainer will ask participants to identify the first stage of FGDM again as a lead into this discussion. Once the correct answer (the referral) is given, trainer will share **Overhead #5** and **Handout #5 (Presenting FGDM to Families)** and explain that the first phase of the FGDM process is the referral. The referral source initiates the process by offering FGDM to the family. The referral source often gives a brief description of the practice and informs the family that a coordinator will be in contact with them. The referral source completes the appropriate referral forms / referral process and notifies the coordinator that the family is interested in the FGDM process. Trainer will share that the county's referral forms give a brief overview of the family and their situation, basic demographic information and the reason for the referral. Trainer will share that the coordinator has to ensure the referral source is committed to the practice and truly believes the family can participate in the FGDM process safely and successfully.

**Trainer Note:** Trainer must emphasize that depending on the county, the referral process may be different (i.e. in some counties, the supervisor must sign off on the referral before it goes to the coordinator).

#### **Step 2:**

Trainer will refer participants to **Handout #6 (Family Scenario)** and explain that participants will use the information in this scenario to complete **Handout #7 (Referral Form)** a sample referral form.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section III: The Referral (continued)**

#### **Step 2 (continued):**

Trainer will briefly review the form with participants and then allow five minutes for participants to read the scenario. Trainer will ask participants to consider the information gained from the case scenario and try to fill out the referral form with the information they currently have.

After approximately five minutes, trainer will solicit feedback on the referral form from the participants by asking the following questions:

- Can this form be filled out just by the referral source?
- Can the entire form be filled out at this point?
- What additional information would you need?
- How would you get that information?

Trainer will emphasize that participants do not currently have all the information that they need to complete a referral form. Trainer should ask participants who they think would know all of the information. Participants should respond that the family would know this information. Trainer will stress the importance of having the referral source involve the family in the identification of referral information and suggest that this may be accomplished when the idea of FGDM is presented to the family.

#### **Step 3:**

Trainer will explain that the information gathered through the referral process and form is provided to the coordinator. This transfer of information may occur during a face to face meeting with the referral source, or via another method. Trainer will note that during the referral information transfer, the coordinator will be exploring whether or not the referral source feels that FGDM is an appropriate option for the referred family. Trainer will explain that this process is called stacking for success. Using **Overhead #6 and Handout #8 (Stacking for Success)** Evans, P. and Nice, J. (2001), trainer will clarify what is involved in being committed to the practice and what makes a family appropriate for FGDM. Trainer will note that stacking for success is divided into five steps. Trainer will be sure to underscore the following points about stacking for success:

1. A family is eligible for FGDM if the referral source has hope for the family and when the family's needs can be met by this practice.
  - Does the referral source believe the family is capable of creating a good Family Plan?
  - Is the referral source committed to the practice and the family?
2. The family agrees to voluntarily participate in the FGDM process.
  - How was FGDM described/offered to the family?
3. There is a clear and understandable purpose that will motivate everyone to attend the conference.
  - What is the purpose?
  - How was it developed?

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section III: The Referral (continued)**

#### **Step 4 (continued):**

4. willing to consider the plan that the family develops
5. willing to support the family with their follow up and implementation of the plan
6. The people invited can accomplish the purpose identified.
  - Jim Nice often asks “Are there enough berries to make the pie?” In other words, does the family have a good resource network to accomplish the purpose and follow through with the plan?
7. The referral source is:
  - willing to attend the conference

**Trainer Note:** This may be a good time to take a 10 - 15 minute morning break. Trainer will stress that they will be available during the breaks for any questions.

#### **Step 5:**

Trainer will reiterate that step 3 of stacking for success is the identification of a clear and understandable purpose for the conference. Trainer will emphasize the importance of establishing a purpose for the meeting by underscoring that purpose statements serve to motivate participants and provide focus for coordination and discussions during the actual conference. Trainer will note that purpose statements will vary from family to family and situation to situation; it is important as coordinators to be able to work with the family and referral source to develop a purpose statement. The trainer must emphasize that if the purpose involves placing children with other family members, the referral source has the responsibility to inform the family of the agency requirements involved in becoming a kinship care provider.

**Trainer Note:** Trainer should provide samples of purpose statements from their own experiences. Trainer may elect to have these statements prepared on flipchart paper.

Trainer will refer participants back to **Handout #4 (Roles of FGDM)** and use **Overhead #7 (Identifying a Purpose)**, and facilitate a large group discussion to develop a purpose statement for the Family Scenario. Throughout the discussion, trainer should reinforce that the purpose of the conference should connect back to the outcomes of safety, permanence and well-being; balanced and restorative justice; and/or other agency outcomes. Trainer will share that the purpose of this activity is to get participants to begin to think of the content of this training in the context of the families in their community with whom they work and how those families could potentially participate in a FGDM conference.

Throughout the large group discussion, trainer should record participant responses on flip chart paper. The large group discussion should continue until the group has reached a consensus on the purpose statement. Trainer should then briefly discuss with the large group their reactions to developing purpose statements.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section III: The Referral (continued)**

#### **Step 6:**

Trainer will then divide participants into small groups of 4. Once participants have formed into small groups, trainer will provide each group with a case scenario using **Appendix A (Case Scenario #1), Appendix B (Case Scenario #2), Appendix C (Case Scenario #3), and Appendix D (Case Scenario #4)**. Trainer will instruct small groups to read the case scenario and develop a purpose statement, using **Handout #9 (Identifying a Purpose)** as a guide. Trainer will allow approximately 5-10 minutes for this discussion. Once all of the groups have generated their purpose statements, trainer should have each group share their statement and facilitate discussion of the appropriateness of the statements.

#### **Step 7:**

Trainer will explain that now that we have identified our purpose statements and ensured that the referral source has hope and is willing to support the plan, we are ready to begin coordinating with the family.

<p><b>Trainer Note:</b> Collect the case scenario cards at the end of this activity for use in the activities throughout the training.</p>
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# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle**

#### **Estimated Length of Time:**

3 hours, 30 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Explain the importance of widening the circle by identifying resources for a family conference.
- ✓ Explain the significance of paternal involvement.
- ✓ Demonstrate how to talk to families about who to invite to their conference.
- ✓ Recognize how family dynamics impact emotional and physical safety.
- ✓ Explain the process of an FGDM Conference to the family

#### **Method of Presentation:**

Small Group Activity, Lecture

#### **Materials Needed:**

- ✓ Overhead Projector/Screen
- ✓ **Overhead #8 (Widening the Circle)**
- ✓ **Handout #4 (Roles of FGDM)**
- ✓ **Handout #10 (Coordinator Checklist)**
- ✓ **Handout #11 (The FGDM Conference)**
- ✓ **Handout #12 (Widening the Circle)**
- ✓ **Handout #13 (Turning the Tables)**
- ✓ **Appendix A (Case Scenario #1)**
- ✓ **Appendix B (Case Scenario #2)**
- ✓ **Appendix C (Case Scenario #3)**
- ✓ **Appendix D (Case Scenario #4)**

#### **Resources Used:**

Baker, Jennifer (2004) Turning the Tables: Your Family Group Decision Making Conference Worksheets. Lifetrack Resources / Family Group Decision Making Program, St. Paul, MN.

Burford, G. & Pennell, J. (1994) Manual for Coordinator: The Family Group Conference. Memorial University of Newfoundland, School of Social Work; St. John's Newfoundland.

Evans, P., Nice J. (2001) Helping a Family Prepare for a FGDM Conference. The Family Unity Model. Dallas, OR

Graber L., Nice J (1997). The Family Unity Model. Dallas, OR

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle (continued)**

#### **Resources Used (continued):**

Nice, J. (2006) FGDM: An Introduction to Family Group Decision Making. The Family Unity Model. Dallas, OR

Nice, J. (2003) FGDM Family Group Decision Making: Coordinator / Facilitator Workshop 1. The Family Unity Model. Dallas, OR

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

Tuning in to Self

Tuning in to Others

Questioning

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle**

#### **Outline of Presentation:**

- ✓ Trainer will discuss the roles related to preparation work and how these roles operate together to widen the circle and prepare for a successful conference.
- ✓ Trainer will demonstrate how to talk to families about who to invite to their conference and how to think outside the box when they are creating their invitation list.
- ✓ Activity: Widening the Circle. Participants will practice the skills needed to assist families in identifying resources for their conference.
- ✓ Trainer will discuss the significance of paternal involvement and how important it is to explore paternal resources for an FGDM Conference.
- ✓ Trainer will help participants recognize how group dynamics impact an FGDM Conference.
- ✓ Trainer will review the tasks that are essential in successful coordination of a conference.

**Trainer Note:** Trainer will share that the coordinator's role is to help all the participants prepare for a successful family conference.

#### **Step 1:**

Trainer will underscore that coordination is a vital and involved process. Trainer will also note that there are many components of coordination. Trainer will refer to **Handout #10 (Coordinator Checklist)**, and explain that this handout can be used as a guide when coordinating a conference. Trainer will underscore that the coordinator starts helping participants during the initial contact with the family and continues to prepare participants throughout the process. The activities in this section will do the same thing and will progress throughout the section starting with interviewing skills and closing with an exercise where participants experience their family being coordinated for an FGDM Conference.

#### **Step 2:**

Trainer will share that the initial contact usually occurs with the primary caregiver of the child. If the child is not living in the home, the coordinator will have to evaluate with whom they will meet and what individuals should be present at the initial meeting. The coordinator will ensure that the family is voluntarily participating. Using **Handout #11 (The FGDM Conference)** Trainer will explain that at this initial family contact, the coordinator will make sure that the family has a good understanding of the practice, including the phases of the conference, private family time, and whether or not there will be a separate facilitator at the conference; and may complete any agency paperwork needed to coordinate a conference. The discussion in this initial meeting includes information pertaining to the invitation list, development of a purpose that will motivate everybody to participate in the FGDM Conference, choosing the menu and potential sites and dates for the conference.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle (continued)**

#### **Step 2 (continued):**

Trainer will review the discussion the coordinator has with the family pertaining to how their family dynamics can impact the meeting, including the emotional and physical safety of all participants. Family dynamics includes the ways that individuals work together or how a family interacts, communicates, or handles situations in their lives. The coordinator will get whatever background information is needed to understand the family dynamics and to work with participants so that these dynamics do not threaten the safety of any participants. It is the responsibility of the coordinator to assist the family in addressing these dynamics and any family members that could negatively impact the conference. If extra guidelines or extra preparations are needed to ensure safety, then the coordinator and family will address these concerns prior to the conference.

#### **Step 3:**

Trainer will share that the coordinator may have to make numerous contacts with the primary caregiver, the child, and family members involved, ensuring that all these participants are prepared for their FGDM Conference. It is very important to stress that although the coordinator will usually work with a parent as the key contact, the voice of the children is very important in this practice. Special attention must be given to ensure that the children understand the practice and they actively participate. Again, it may take some time for the children to develop trust and feel comfortable discussing their concerns and being open. The trainer will ask participants to respond to the following questions regarding engaging children:

1. What strategies do you currently use to build rapport with children?
2. What additional strategies could be used? Some examples might be: have children draw pictures, use stuffed animals, puppets, ask them to write a letter to mom and tell her how much you love her, all the good things (strengths); but also ask what thing they feel they need to change to make it safe for them to go home.

#### **Step 4:**

Trainer will emphasize that, for the purpose of this training, the identified client is a child. The practice can be generalized in the community to other populations such as the aging population, inmate transition to community, and youth independent living transitions. Trainer will discuss the role of the coordinator and family members in identifying the invitation list. The coordinator works with the family to widen the circle of participants. The coordinator will assist the family in identifying any resource that could be a positive support and benefit their family conference.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle (continued)**

#### **Step 4 (continued):**

The family will typically identify their extended family and friends, yet often does not initially realize the number of resources that are available. Whether it is a neighbor, family friend, church member, or grandmother's bingo partner, the coordinator assists the family in "thinking outside the box". It is important that all nuclear family members have an opportunity to identify resources for the guest list. In addition, Trainer will explain that a critical component to developing the guest list is ensuring that a support person is identified for anybody who may need or want one. In the FGDM process, any persons that participate can have a person to support them during the conference.

Individuals 16 years or younger, especially those who have been victims of abuse, should be strongly encouraged to have a support person attend the conference with them. Also in need of support may be any individuals that are in conflict or that may be addressed by numerous participants, such as perpetrators or a parent living out of the home. These support persons will participate as all others, but will have the added responsibility of supporting the family member. This may include identifying the person's need for a break, encouraging, or assisting them in addressing the group, or simply having a hand on their shoulder during difficult times of the conference.

**Trainer Note:** Trainer will emphasize that this step probably has the most impact on the success of the Family Conference. If the right resources are at the family conference, the family plan will more likely be comprehensive and effective.

#### **Step 5:**

**Activity: Widening the Circle.** The purpose of this exercise is for participants to play the role of the coordinator and to practice strategies that can assist families in widening the circle. It will demonstrate how to have the correct people identified as resources for the family conference. Trainer will review **Overhead #8** and **Handout #12 (Widening the Circle)**, then demonstrate how the activity will work by choosing 2-3 volunteers who will play the roles of family members. Trainer will explain that using **Handout #4 (Roles of FGDM)**, s/he will coordinate an initial family meeting. The key skill being demonstrated is assisting the family members to identify the guest list without taking over the invitation process. This skill takes some balancing and practice.

Once the demonstration is complete, Trainer will have participants break up into four groups and practice the interviewing strategies of the coordinator. Using **Appendix A (Case Scenario #1)**, **Appendix B (Case Scenario #2)**, **Appendix C (Case Scenario #3)**, and **Appendix D (Case Scenario #4)**, participants will role-play family members creating an invitation list. Family Member roles can be picked by the participants (i.e. mother, father, brother, or sister). One participant will play the coordinator and one will be an observer that will offer feedback.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle (continued)**

#### **Step 5 (continued):**

The scenario is that the coordinator is assisting the family to identify resources for an FGDM Conference and assisting the family members in “widening the circle” and “thinking outside of the box.” The person offering feedback should take notes on what the coordinator did well and what suggestions they may have for doing something differently. These notes will be used only by the person providing the feedback.

This activity should last 10-15 minutes. Trainer will have participants stop to process the experience and provide feedback within their small groups. After this, the participants will switch roles and scenarios so that each coordinator has the opportunity to secure a guest list using a different scenario. The entire exercise will take approximately 60 – 80 minutes.

#### **Step 6:**

Trainer will bring the group back together and discuss the experience and the strategies discussed in this activity and have participants share their feedback.

This discussion will take 15-20 minutes.

**Trainer Note:** This may be a good time to break for lunch. Trainer will share how long the lunch break is, and identify some of the lunch options and explain that the training will promptly start again in one hour. Depending on where the lunch break falls, Trainer may need to build in a reengagement activity after lunch.

#### **Step 7:**

Trainer will share that while securing the guest list, coordinators need to pay particular attention to fathers and paternal relatives. Engaging fathers and their resources is an essential part of Family Group Decision Making. The trainer will share that as the coordinator is working with the family to identify resources, it is important to ask each family member if there are others who should be invited. The mother may not give information on the father’s whereabouts, but someone else in the family may know. In addition, sometimes, simply searching on the internet can yield a father’s location.

Fathers are often excluded due to concerns or circumstances that may not be valid or appropriate reasons for exclusion. Every attempt should be made by the coordinator to determine if the father and his resources can participate in the conference safely. If a father is denied the opportunity to participate in the FGDM experience, then the conference can be negatively impacted by not having input from these resources.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle (continued)**

#### **Step 7 (continued):**

It should be stressed that even if the father is not able to attend, the paternal resources can still participate in the conference. It is the responsibility of the coordinator to address these concerns and to exhaust all opportunities for the father and his resources to participate in the FGDM process. If the father is unavailable or in prison, the coordinator can get his written views, interview him or have a teleconference set up to have his voice heard. Some counties have met with, video or audio taped a father so that his voice is heard at his family's conference. The coordinator may have to spend extra time coordinating a conference with these circumstances, especially if the resource is not actively involved in the child's life or has a hostile relationship with the family. These techniques work for either parent who is incarcerated or otherwise physically unavailable for the conference.

#### **Step 8:**

Trainer will explain that an additional consideration for the coordinator during family preparation is how the process addresses safety issues and ensures the emotional and physical safety of all participants. It is recommended that a county not accept domestic violence or sexual abuse cases for the first year or until they have both experience in FGDM Conferences and advanced training to work with these cases. It is further recommended that counties develop a safety committee that guides policy and may assist in reviewing referrals for conferences.

These cases add an extra dynamic to the experience that can be difficult to handle and should be addressed with great sensitivity and caution. Many counties have an instrument or information gathering tool to screen out these cases in the beginning of implementation. These conferences often take more time and effort to coordinate to ensure that safety plans are in place for the conference.

**Trainer Note:** One recommendation is for each county to have a Safety Subcommittee of the FGDM Implementation Team made up of community members that are highly involved in these areas of the community (i.e. sexual abuse counselors, crisis service counselors, domestic violence counselors). Cases can be presented to this committee to address safety concerns and to make sure that the case is appropriate for the FGDM Process.

#### **Step 9:**

Trainer will share that the coordinator will meet with non-offending parents/family members to determine if they have safety concerns or feel that they will not be able to participate because they are scared or uncomfortable. If concerns arise, the coordinator ensures views are heard without individuals being put at risk (i.e. having other participants address difficult issues, having support person share a written statement).

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle (continued)**

#### **Step 9 (continued):**

The coordinator will also make sure that the family has the resources to ensure that safety issues are addressed after the FGDM Conference. If a coordinator determines that holding an FGDM Conference could jeopardize the safety of family members, then the coordinator will recommend to the family and referral source that there not be a conference. If the family does not feel safe with a particular participant at the meeting and all other options have been exhausted to ensure safety, this person may be excluded from the meeting. Excluding participants is very rare and should be a last resort after all other options are exhausted. Trainer will explain that an FGDM Conference should not be held in place of criminal charges being filed.

#### **Step 10:**

Trainer will share that once the guest list is secured, the coordinator must address how FGDM fits with the family's culture. Trainer will stress that FGDM respects the family's culture and values by recognizing that each family has a unique culture in which they live and function. A coordinator should attempt to tailor the FGDM experience to this as much as possible by having the family start and end their conference with a family tradition. This could be a prayer, a song, a greeting from an elder or other family member, or a child sharing a drawing. In addition, the family decides the location of the conference and the food served at their conference to further ensure the family's comforts.

#### **Step 11:**

Trainer will share that up to the point of the actual meeting and sometimes on the day of the meeting, the coordinator is making every effort to contact all persons listed on the family's guest list in person or on the telephone. Trainer should emphasize that face-to-face meetings are recommended for those deemed to have an important role in the family or for individuals that are identified by the family to address specific concerns.

#### **Step 12:**

Trainer will explain that, up to this point in the training, the focus has been on participants being in the role of the referral source and the coordinator. In order for participants to understand the impact of the referral source and the coordinator on the family, participants will have the opportunity to experience having their own family offered a FGDM conference by participating in the following activity: Turning the Tables: Your Family Group Decision Making Conference

(Adapted from Jennifer Baker, Lifetrack Resources / Family Group Decision Making Program, St. Paul, MN)

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle (continued)**

#### **Step 12 (continued):**

The purpose of this exercise is for participants to reflect on what it would feel like to have their own family coordinated for a Family Group Decision Making Conference. Participants will complete the handout by answering the questions and explore the experience of being prepared for a family group conference. Participants will face some of the difficult experiences that families go through, as well as some of the challenges that each family brings to the FGDM Conference. There is a handout for this exercise with general questions that are asked of families who are planning to participate in an FGDM Conference. This reflective exercise will give participants the opportunity to see what the process is like from the family's point of view and give them an appreciation of some of the difficulties families face during this process.

#### **Step 13:**

Trainer will refer participants to **Handout #13 (Turning the Tables)**. Trainer will have participants complete the sheet that has them identify some personal information. This handout addresses issues such as:

- ▶ Drug Choice
- ▶ Relationship Issues or Concerns
- ▶ Mental Health
- ▶ Difficult Circumstances
- ▶ Specific Events causing involvement

**Trainer Note:** Trainer should encourage participants to try to depict themselves and their families as closely as possible during this exercise. If the demographic information requested does not apply to participants' family or the participants do not feel comfortable, then the information can be made up or modified for the purpose of the exercise. Trainer should emphasize that participants do not have to share anything they do not feel comfortable sharing. This activity is meant to be a powerful experience that will help participants understand the preparation phase of FGDM through the eyes of the family.

#### **Step 14:**

Trainer will then have participants complete the remaining questions individually using **Handout #13 (Turning the Tables)**. This should take about 15-20 minutes. This is an opportunity for all involved to see the experiences through the family's perspective. The purpose is to have the participants understand the difficulties and struggles the family may have by being involved with an FGDM experience.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IV: Preparing for the Meeting: Working with Families – Widening the Circle (continued)**

**Trainer Note:** Trainer should ask the participants to complete the answers for the questions and not have discussions on specific points, as the group will do this at the completion of the exercise.

#### **Step 15:**

Trainer will have participants divide into groups of 3-4 and share their experiences with this exercise. This should take approximately 15-20 minutes. Trainer will have the groups rejoin the larger group and share what they learned about families that are starting the FGDM experience. This will take about 15-20 minutes.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section V: Wrap-Up**

**Estimated Length of Time:**  
15 minutes

**Learning Objectives:**  
Participants will be able to:  
✓ Identify the day's key learning points.

**Method of Presentation:**  
Lecture

**Materials Needed:**  
None

**Resources Used:**  
None

**PA Standards:**  
None

**CFSR Issues:**  
None

**Interactional Skills:**  
None

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section V: Wrap-Up**

#### **Outline of Presentation:**

- ✓ Trainer will summarize key learning points from Day I.
- ✓ Trainer will review the content in the parking lot and clarify any other information not addressed throughout the day.
- ✓ Trainer will solicit feedback, questions, and comments based on content presented in Day I.

#### **Step 1:**

Trainer will discuss the major areas of concentration for the day including preparing family members, the referral process, and some of the skills involved in coordination and widening the circle.

#### **Step 2:**

Trainer will review any content in the parking lot that has not been addressed throughout the training day.

#### **Step 3:**

Trainer will discuss the agenda for tomorrow including preparing service providers/county agency staff, the Pre-Conference Meeting and information on the actual FGDM Conference.

#### **Step 4:**

Trainer will thank participants for their contribution and conclude the training day.

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section VI: Re-Engagement and Expectations for Day II**

#### **Estimated Length of Time:**

15 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Describe the workshop rationale, learning objectives, and agenda for Day II
- ✓ Articulate their learning needs
- ✓ Cite key information from Day I

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

- ✓ Overhead Projector/Screen
- ✓ **Overhead #9 (Learning Objectives for Day II)**
- ✓ **Handout #14 (Learning Objectives for Day II)**

#### **Resources Used:**

None

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

None

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section VI: Re-engagement and Expectations for Day II**

#### **Outline of Presentation:**

- ✓ Welcome participants to Day II of the training
- ✓ Solicit comments, questions, or feedback from Day I
- ✓ Provide an overview of the learning expectations for Day II
- ✓ Review what participants will gain from this section of the training.

#### **Step 1:**

Trainer will welcome participants and ask if there are any questions or comments pertaining to the content of Day I.

**Trainer Note:** Trainer has to limit the amount of time for questions so that this introduction does not take too much time away from the training day.

#### **Step 2:**

Trainer will answer any questions and comment on any input from Day I.

#### **Step 3:**

Trainer will reference and discuss **Overhead #9** and **Handout #14 (Learning Objectives for Day II)**.

#### **Step 4:**

Trainer will describe what the participants will gain from this day of the training. The participants will learn the skills needed to successfully prepare providers and county agencies; and will also learn about the beginning phases of the FGDM Conference. Participants will gain a solid understanding of some foundational components of the FGDM Process.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section VII: Preparing for the meeting: Coordinating an FGDM Conference**

#### **Estimated Length of Time:**

45 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Identify the steps and skills needed to coordinate an FGDM Conference effectively
- ✓ Identify what a coordinator does and the difficulties in preparing participants for an FGDM Conference
- ✓ Identify how the coordinator will gather the input of individuals unable to participate

#### **Method of Presentation:**

Lecture, Small and Large Group Discussions, Small Group Activity

#### **Materials Needed:**

- ✓ Overhead Projector/Screen
- ✓ **Overhead #10 (The Delicate Balance of Coordinating)**
- ✓ **Handout #15 (The Delicate Balance of Coordinating)**
- ✓ **Appendix A (Case Scenario #1)**
- ✓ **Appendix B (Case Scenario #2)**
- ✓ **Appendix C (Case Scenario #3)**
- ✓ **Appendix D (Case Scenario #4)**

#### **Resources Used:**

Burford, G., Pennell, P., and MacLeod, S. (1995) Manual for Coordinators and Communities: The Organization and Practice of Family Group Decision Making. Memorial University of Newfoundland School of Social Work, St. John's, Newfoundland.

Evans, P., Nice J. Helping a Family Prepare for a FGDM Conference (2001). The Family Unity Model. Dallas, OR

Fatzinger, C. M. (2004). Family Group Conferencing: Facilitator Refresher Course. Mechanicsburg, PA

Graber L., Nice J (1997). The Family Unity Model. Dallas, OR

Nice, J. (2006). FGDM: An Introduction to Family Group Decision Making. The Family Unity Model. Dallas, OR

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section VII: Preparing for the meeting: Coordinating an FGDM Conference (continued)**

#### **Resources Used (continued):**

Nice, J. (2003). FGDM Family Group Decision Making: Coordinator / Facilitator  
Workshop 1. The Family Unity Model. Dallas, OR

#### **PA Standards:**

III. Service Delivery; Outcome: Safety, Permanence and Well-being, F

#### **CFSR Issues:**

Outcome WB1: Families have enhanced capacity to provide for their children's needs,  
Item 18

#### **Interactional Skills:**

Tuning in to Others  
Questioning

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section VII: Preparing for the meeting: Coordinating an FGDM Conference**

#### **Outline of Presentation:**

- ✓ Trainer will discuss the steps and skills needed to coordinate an FGDM Conference effectively and how to master the art of coordinating.
- ✓ Trainer will discuss what a coordinator does to prepare participants for an FGDM Conference.
- ✓ Trainer will discuss how the coordinator will gather the input of individuals unable to participate.

#### **Step 1:**

Trainer should begin the discussion by stating that on the first day of training, we explored how to widen the circle to include more family members as well as turning the tables to get a sense of how it would feel to be asked questions about their family. Trainer will note that the morning's discussion will shift focus to discuss the difficult balance that a coordinator may experience throughout the FGDM process.

#### **Step 2:**

Trainer will review **Overhead #10** and **Handout #15 (The Delicate Balance of Coordinating)** and discuss some of the paradoxical stands that the coordinator is required to maintain throughout the FGDM Process. Trainer will be certain to provide participants with an example for each comparison to ensure participant understanding. Trainer will ask if participants have any thoughts or feedback on this section and if they have any thoughts on how a coordinator can successfully navigate this difficult task.

#### **Step 3:**

Using **Appendix A (Case Scenario #1)**, **Appendix B (Case Scenario #2)**, **Appendix C (Case Scenario #3)**, and **Appendix D (Case Scenario #4)**, Trainer will facilitate a large group discussion. Trainer will instruct participants to use the information found in **Handout #15 (The Delicate Balance of Coordinating)** in order to identify the possible challenges they might face when working with this family. Trainer will then read the statements identified on each Appendix under Section VII: Step 3 – The Delicate Balance of Coordinating and instruct participants to discuss how they would manage those challenges based on the information found in **Handout #15 (The Delicate Balance of Coordinating)** and the examples provided by Trainer. Following the large group discussion, trainer will ask participants if they have any questions regarding the balancing act that a coordinator experiences.

**Trainer Note:** Trainer may want to share examples of struggles s/he experienced while coordinating and give the group an opportunity to identify how they might have handled that situation. The trainer would then share how s/he actually handled it.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section VIII: Preparing for the meeting: Working with Service Providers**

#### **Estimated Length of Time:**

2 hours

#### **Learning Objectives:**

Participants will be able to:

- ✓ Demonstrate the coordinator skills needed for an FGDM Pre-Conference Meeting.
- ✓ Identify the importance of preparing service providers.
- ✓ Describe the role of a service provider.
- ✓ Identify the critical elements of conducting an FGDM Pre-Conference Meeting for service providers.

#### **Method of Presentation:**

Lecture, Small and Large Group Discussions

#### **Materials Needed:**

- ✓ Overhead Projector/Screen
- ✓ **Overhead #11 (Pre-Conference)**
- ✓ **Overhead #12 (Service Provider Responsibilities)**
- ✓ **Handout #4 (Roles in FGDM) (revisited)**
- ✓ **Handout #6 (Family Scenario) (revisited)**
- ✓ **Handout #16 (Pre-Conference)**
- ✓ **Handout #17 (Service Provider Responsibilities)**
- ✓ **Handout #18 (Facilitator Checklist)**
- ✓ **Appendix A (Case Scenario #1)**
- ✓ **Appendix B (Case Scenario #2)**
- ✓ **Appendix C (Case Scenario #3)**
- ✓ **Appendix D (Case Scenario #4)**

#### **Resources Used:**

Burford, G., Pennell, P., and MacLeod, S. (1995) Manual for Coordinators and Communities: The Organization and Practice of Family Group Decision Making. Memorial University of Newfoundland School of Social Work, St. John's, Newfoundland.

Fatzinger, C. M. (2004). Family Group Conferencing: Facilitator Refresher Course. Mechanicsburg, PA

Graber L., Nice J (1997). The Family Unity Model. Dallas, OR

Nice, J. (2006). FGDM: An Introduction to Family Group Decision Making. The Family Unity Model. Dallas, OR

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section VIII: Preparing for the meeting: Working with Service Providers (continued)**

#### **Resources Used (continued):**

Nice, J. FGDM Family Group Decision Making: Coordinator / Facilitator Workshop  
1(2003). The Family Unity Model. Dallas, OR

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

None

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section VIII: Preparing for the meeting: Working with Service Providers**

#### **Outline of Presentation:**

- ✓ Trainer will discuss the purpose of the pre-conference meeting with Service Providers.
- ✓ Trainer will review the responsibilities of the service provider during the FGDM conference.
- ✓ Trainer will have participants take part in an FGDM Pre-Conference Activity.

#### **Step 1:**

Trainer will explain that once a coordinator has determined that there are enough family resources who plan to attend the conference, the coordinator typically schedules a pre-conference meeting with the identified service providers. Using **Overhead #11** and **Handout #16 (Pre-Conference)**, trainer will explain that a pre-conference is a meeting prior to the FGDM Conference between the coordinator and the service providers and county agencies to discuss the purpose of the conference, review the roles of each participant and identify strengths and concerns. The service providers will be educated on the paradigm shift to ensure they understand that this is a family meeting not an agency meeting.

#### **Step 2:**

Trainer will review **Overhead #12** and **Handout #17 (Service Providers Responsibilities)** and discuss the responsibilities of the service providers/county agencies at the FGDM Conference by emphasizing the following key points:

- ✓ The most important requirement is to remain positive and to avoid taking over the meeting.
- ✓ Use “family friendly” language, not clinical terms, and abbreviations that the family will not understand.
- ✓ Show respect for the family by making sure they understand the input being provided.
- ✓ Share the strengths, concerns, and resources, as well as what their agency provides and other community resources.
- ✓ Respect confidentiality by not discussing information shared at the meeting outside of the meeting.
- ✓ Be willing to support the family plan.
- ✓ If providers stay during the conference, they will not be included in Private Family Time and will wait outside the room until the family has concluded their decision making.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section VIII: Preparing for the meeting: Working with Service Providers (continued)**

**Trainer Note:** Trainer will explain that pre-conference meeting may look different depending on the county. In some counties, the referral source participates in the pre-conference meeting with the service providers and shares the bottom lines. In other counties, a separate meeting is held with the referral source to finalize bottom line concerns and reconfirm their commitment to support the family's plan.

#### **Step 3:**

Referring back to **Handout #6 (Family Scenario)**, Trainer will explain that the final portion of the pre-conference meeting is solidifying the bottom line concerns with the referral source. The trainer will have participants generate potential bottom line concerns related to Safety, Permanency and Well-being that a Child Welfare worker would use with this family. Trainer will record their responses on flip charts to be used in the mock conference on day three. The trainer must ensure that the bottom lines are relevant to the purpose and to safety, permanency, and well-being.

**Trainer Note:** This may be a good time for a break.

#### **Step 4:**

##### **Activity: The Pre-Conference Exercise**

This exercise has participants experience an FGDM Pre-Conference and practice the skills needed to effectively conduct a Pre-Conference Meeting. The exercise is to give participants practice in covering all the areas that need to be discussed at a Pre-Conference Meeting.

After explaining the exercise, Trainer will demonstrate how the activity will be conducted. Trainer will ask for 2-3 volunteers to play the referral source and 1-2 service providers. Trainer will role-play the coordinator. Trainer will guide the volunteers through a pre-conference meeting and prompt volunteers to ask questions that they think a provider might ask at a pre-conference meeting.

After the demonstration, Trainer will have participants divide into groups of 4-5 to simulate an FGDM Pre-Conference. Trainer will hand out **Appendix A (Case Scenario #1)**, **Appendix B (Case Scenario #2)**, **Appendix C (Case Scenario #3)** and **Appendix D (Case Scenario #4)** as a guide for the exercise. Trainer will instruct each group to choose a coordinator, a referral source and will assign roles for the other group members. Trainer will reference back to **Overhead #12** and **Handout #16 (Pre-Conference)** as a reminder of the areas that should be discussed at the Pre-Conference.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section VIII: Preparing for the meeting: Working with Service Providers (continued)**

#### **Step 4 (continued):**

The participants will actively participate in the meeting by asking questions and contributing to the role-play. The observer will help the coordinator cover the key components and will give feedback on delivery and style. After the feedback, the group members will switch roles and case scenarios and try the activity again. Each coordinator will have 15 – 20 minutes to complete the exercise and get feedback. This will allow all participants to practice covering all the components of an FGDM Pre-Conference and have an opportunity to receive some comments on their interaction. If time is limited, Trainer may have to limit how many participants are able to play the role of the coordinator.

**Trainer Note:** Trainer should put the roles on note cards for this exercise. **Overhead #4 (Roles of FGDM)** is a resource Trainer can use to write out the roles for the Pre-Conference and later for the Mock FGDM Conference.

Trainer should emphasize that having all the participants play the role of the coordinator may appear to be silly and trite, yet these are critical skills that all participants should have the opportunity to practice. Even if these participants will not be coordinators, this is an important component of the practice that they will experience.

Trainer will need to break for lunch at some point during this section/activity. This break may need to occur prior to every participant having the opportunity to participate in every facet of the activity before lunch. Trainer should evaluate the group and make a determination when a natural break can be taken for lunch. Trainer will share with participants that the training will start again in one hour.

#### **Step 5:**

When small groups have finished their discussions/role plays, Trainer will facilitate a large group discussion where each small group will share their experiences and reactions to the activity. Trainer will solicit feedback from the other groups as well as respond to questions as necessary.

#### **Step 6:**

Trainer will summarize by stating that we have explored all of the facets of coordination. Trainer will solicit overall feedback from participants on the facets of coordination. Additionally, trainer will stress that it is important for coordinators to always consider the safety of the child and family members. It may be necessary to post-pone a conference and continue coordination with the family to make sure safety can be assured.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section VIII: Preparing for the meeting: Working with Service Providers (continued)**

#### **Step 7:**

Trainer will then shift the discussion from how to prepare agency representatives to how to share information with the facilitator. Trainer will explain that the coordinator also meets with the facilitator and potentially the co-facilitator prior to the conference. Trainer will impart that in some counties the coordinator and facilitator are separate individuals and stress that it is helpful to provide the facilitator with some of the background information that the coordinator has gathered about the family. The information shared is intended to help the facilitator understand the dynamics that are occurring within the family dynamic, since that would impact how the facilitator facilitates the meeting. Trainer will stress, however, that the information the facilitator receives will not impact their neutrality during the conference.

Trainer will share that the coordinator describes dynamics, things to consider or red flags regarding the children or other participants that the facilitator should consider (i.e. “This family resorts to yelling very quickly” or “mother’s past addiction is a sore spot and underlying issue that may come up and this is how the family would like to address it...”). Trainer will also share that counties use various methods of transferring coordinator information to the facilitator. Trainer will reference **Handout #18 (Facilitator Checklist)**, and explain that this checklist is a useful guide for coordinators for information transfer. Trainer could suggest that coordinators share a completed checklist with their facilitator.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section IX: The FGDM Conference: Information Sharing**

#### **Estimated Length of Time:**

1 hour, 45 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Recognize the importance of the introduction in setting the tone for an FGDM Conference.
- ✓ Recognize how group dynamics impact an FGDM Conference.
- ✓ Identify the key components of the Information Sharing phase.
- ✓ Clarify bottom line concerns.
- ✓ Identify ways to solicit underlying concerns.

#### **Method of Presentation:**

Lecture, large group activity, small group activity

#### **Materials Needed:**

- ✓ Overhead Projector/Screen
- ✓ **Overhead #13 (The Three Phases of FGDM)**
- ✓ **Overhead #14 (The FGDM Guidelines)**
- ✓ **Overhead #15 (Concerns under the Concerns)**
- ✓ **Handout #19 (The Three Phases of FGDM)**
- ✓ **Handout #20 (The FGDM Guidelines)**
- ✓ **Handout #21 (Concerns under the Concerns)**
- ✓ **Appendix A (Case Scenario #1)**
- ✓ **Appendix B (Case Scenario #2)**
- ✓ **Appendix C (Case Scenario #3)**
- ✓ **Appendix D (Case Scenario #4)**

#### **Resources:**

Nice, J. (2003). FGDM Coordinator and Facilitator Competencies and Learning Objectives. The Family Unity Model. Dallas, OR

The American Heritage College Dictionary, 3<sup>rd</sup> Edition, (1997) Houghton Mifflin Company, Boston

#### **PA Standards:**

I. Assessment; Outcome: Well-being, H

#### **CFSR Issues:**

Outcome WB1: Families have enhanced capacity to provide for their children's needs, Item 18

#### **Interactional Skills:**

Tuning in to Others  
Questioning

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section IX: The FGDM Conference: Information Sharing**

#### **Outline of Presentation:**

Trainer's main emphasis is to give the participants a good overview of an FGDM Conference. Participants will see how all the information that has already been discussed culminates in a conference. The participants will be involved in a small group activity where they will practice getting families to address concerns and to identify the underlying issues that can be addressed at an FGDM Conference.

- ✓ Trainer will explain that the information sharing phase includes the following:
  - Introductions
  - Guidelines for the meeting
  - Purpose of meeting
  - Discussing Strengths
  - Discussing Concerns
  - Non-Negotiables (Bottom Lines)
  - Resources

#### **Step 1:**

Trainer will begin the discussion for this section by stating that we are shifting focus from coordination to facilitation. Trainer will remind participants that in some counties the coordinator and facilitator is the same person and in other counties they are two or three different individuals. Trainer will reiterate that there are four stages to FGDM: referral, preparation, the Family Group conference, and follow-up. Trainer will note that we have reached the third stage of the practice. The third stage has three phases. Using **Overhead #13** and **Handout #19 (The Three Phases of FGDM)**, trainer will discuss how the three separate phases are extensive and can last on average 4 to 5 hours. Trainer will state that this section concentrates on the Information Gathering (PHASE 1) of the FGDM Conference.

**Trainer Note:** Trainer will reiterate that in some counties, the coordinator actually facilitates the meeting, but for the purposes of this training, the coordinator will not be the facilitator.

#### **Step 2:**

Trainer will share that this phase is usually started with individuals introducing themselves and their role. Everybody attending will know the family, but not all members will know each other. After the introductions, the FGDM Facilitator should introduce him or herself and the co-facilitator and welcome everyone to the conference. The facilitator should, on behalf of the family, thank all the participants for coming. Right from the beginning, the facilitator should acknowledge that some of the content of the conference may be difficult and should acknowledge the commitment and sacrifice of people taking part in the conference.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IX: The FGDM Conference: Information Sharing (continued)**

#### **Step 2 (continued):**

Trainer shares the following example of what the facilitator can say to begin the conference: “Hello, I am (Your Name) and I wanted to take this opportunity to welcome you to the (Family) Family Group Decision Making Conference. On behalf of the family, I would like to thank all of you for your participation and commitment to the family and this process. Some of the information that we are going to talk about today may be sensitive and difficult to talk about, although the commitment of everybody here today will assist you in getting through this and creating a wonderful plan.”

#### **Step 3:**

Trainer will share that the role of the facilitator is to guide the process. Trainer will also share that the role of the co-facilitator is to document what is said at the conference. It should be addressed that if the co-facilitator does not write down exactly what is said or meant, the members should feel comfortable to correct this right away. The facilitator will get a commitment from the referral source that they are willing to support the Family Plan if it adequately addresses concerns. In addition, the facilitator should get the commitment from the family to stay and take as much time as necessary to create the Family Plan.

#### **Step 4:**

Trainer will share that once these commitments are addressed, housekeeping items should be addressed: Where are the restrooms, the smoking areas, and times when breaks will occur, and any other information that may help the participants feel more comfortable.

#### **Step 5:**

Trainer will explain that the next step is to address the purpose. Individual agreement should be received from each participant at the conference before moving on. This can be accomplished in a variety of ways such as seeing everyone nod their heads or say “yes,” etc. If all do not agree, the facilitator must explore and revise the purpose, if necessary, so that all participants can agree on the purpose. If the participant is not a critical family member, they can agree to disagree or the facilitator will allow them to leave.

#### **Step 6:**

Trainer will stress that once the purpose is agreed upon, it is important to establish a positive and safe climate for discussion. To accomplish this, trainer will indicate that the facilitator should review the guidelines for the conference and gain consensus from the family.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IX: The FGDM Conference: Information Sharing (continued)**

#### **Step 6 (continued):**

Using **Overhead #14** and **Handout #20 (The FGDM Guidelines)**, trainer will review the content of the handout and demonstrate how one might discuss the guidelines with the family during the conference. Trainer will make sure to review confidentiality and identify mandated reporters in the room for the family. Trainer will also note that, after the guidelines are agreed upon, the family should be asked if they would like to include any additional guidelines, specific to their family.

#### **Step 7:**

Trainer will share that this is the time of the meeting for the family ritual that is chosen by the family. Trainer will reiterate that by starting the conference with a family ritual, the conference is afforded the “feeling” of a family get together instead of a professional meeting. Sometimes this may be a prayer, a song, a drawing or a statement from a family member. Trainer will provide examples from their experiences of family traditions/rituals. Trainer will share the impact that that tradition/ritual had on the family.

#### **Step 8:**

Trainer will explain that the next phase will begin the documentation of the strengths. Strengths can be a positive attribute, something that the family or individual is doing well or anything positive that they would like to share about the family. Trainer will remind participants of the introductory exercise where participants identified their own strengths to underscore both how powerful strengths are and how hard it can be for some people to identify their strengths.

#### **Step 9:**

Trainer will have participants form a circle in the center of the room. Using the roll of tape, the trainer will explain to participants that this activity will give them an opportunity to practice identifying the strengths they see in each other. Using the roll of tape or some other small object, the trainer will identify someone in the circle, pass the roll of tape to that person and identify one strength that the trainer sees in that person. That person will then pass the roll to someone else and identify that person’s strength. The activity will continue until everyone has had a strength shared about them. The trainer will then instruct participants to return to their seats. The trainer will solicit feedback from the group about their experience of this activity and what they believe the purpose might have been. The trainer will explain that participants must always be mindful of what we are asking families to do by asking them to have an FGDM meeting.

<p><b>Trainer Note:</b> Trainer should post the strengths identified by the participants during the introductory activity around the room prior to this discussion.</p>
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## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IX: The FGDM Conference: Information Sharing (continued)**

#### **Step 10:**

Trainer will summarize by offering that when facilitating the discussion of strengths during the conference, the facilitator can prompt participants by asking any of the following questions:

- What is going well with the family?
- What are you most proud of pertaining to your family?

Trainer will explain that throughout the discussion of strengths, the co-facilitator will write down the responses on flip charts and do what they can to link the strengths of different participants. This can be done simply by writing the person's name next to their strengths. Trainer will note that the co-facilitator should write exactly what the person says. They may even repeat comments back to get confirmation and to ensure they are saying what they mean. The facilitator and the co-facilitator will have to work out a form of communication that will identify when the co-facilitator needs more time to document the content of the meeting. This is a monitoring skill that the facilitator will have to develop that will assist the co-facilitator and make sure the meeting runs smoothly.

#### **Step 11:**

Trainer will then shift the discussion to the concerns that individuals have for the family. Trainer will underscore that the concerns will create the content of what the family plan will look like. Trainer will ask participants to individually think about what they feel their own concerns are, while acknowledging that this may be a difficult reflective process. Trainer should ask the large group what *types* of concerns they would like to address: specifically, whether or not they would like to discuss their “work” concerns or if they would like to consider their own “individual/personal” concerns. After approximately five minutes, trainer will share with the large group one of their own concerns. Trainer will then ask the large group if anyone would be willing to share one of their concerns. If a participant shares a concern, trainer will question that volunteer as to how their strengths help to mitigate their concerns. If there aren't any volunteers, trainer should acknowledge that it is often difficult to talk about concerns and acknowledge that, as facilitators, we need to recognize how this might be an emotional and difficult process.

Trainer should note that prior to the discussion of concerns, it is often helpful to reference the guidelines established by the family for the conference to ensure that participants present concerns in a respectful way. Trainer may elect to refer to **Overhead #14 (The FGDM Guidelines)** as a guide. Trainer will note that the facilitator should do what they can to link the concerns of different participants. As with strengths, the co-facilitator may simply record the name as they are scribing. Trainer should offer the following example of questions that a facilitator can ask: what are you worried about related to the purpose? Trainer will note that the facilitator should ensure that everyone has a chance to participate during the discussion of both strengths and concerns.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section IX: The FGDM Conference: Information Sharing (continued)**

#### **Step 11 (continued):**

Trainer should also reference the questions identified by participants during the Concern Under the Concerns activity to demonstrate how that work applies to this discussion.

#### **Step 12:**

Trainer explains that looking for the underlying concern is a critical skill that a facilitator must have. Trainer will then display the questions found on **Overhead #15** and **Handout #21 (Concerns under the Concerns)** for this exercise and will also refer participants to the list of questions they identified in the overview. Trainer will then divide the participants into four groups and have one participant in the group act as the facilitator, one as an observer and the rest in the group as family members. Trainer will then assign each small group a case scenario using **Appendix A (Case Scenario #1)**, **Appendix B (Case Scenario #2)**, **Appendix C (Case Scenario #3)** and **Appendix D (Case Scenario #4)**.

Trainer will instruct the small group facilitators to ask the other participants to share concerns. Trainer will also instruct the facilitators to seek the concerns beneath the concerns throughout the small group discussion. If small groups need additional direction, trainer can provide the example of anger issues. For instance, if a family member states that they are worried about anger issues and are asked “What concerns you about the anger?” this could help identify the concern for the safety of a younger sibling or the influence on this younger sibling. Either way, it identifies the concern under the concern and gets closer to the heart of the issues that need to be addressed.

Trainer will instruct the small groups to spend 5 minutes identifying concerns and 2 minutes discussing what went well and other feedback. Trainer will then instruct participants that after the first seven minutes the small groups should change roles and repeat this activity until everyone has a chance to facilitate. Once everyone has facilitated, trainer will bring the group back together and ask the groups to share their experience of being facilitators and participants during this activity.

#### **Step 13:**

Trainer will continue the discussion of the phases of FGDM. After the concerns are addressed, the facilitator will ask the referral source to address the non-negotiables (bottom line concerns). The family has to make sure that they address these concerns during family private time, which is Phase 2 of the FGDM Conference. Once the bottom lines have been shared, the referral source and service providers share the list of resources that are available to the family. Usually at this point in the meeting, there is a natural break where the meal is served. The facilitator will make sure that the family is prepared for family private time and that the family understands what should take place during this phase of the FGDM Conference.

<b>Trainer Note:</b> This may be a good time to take a 10 – 15 afternoon break.
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## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section X: The FGDM Conference: Private Family Time**

#### **Estimated Length of Time:**

45 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Describe how to prepare a family to participate in Private Family Time

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

- ✓ **Handout #22 (Family Plan Form)**

#### **Resources Used:**

Burford, G. & Pennell, J. (1994) Manual for Coordinator: The Family Group Conference. Memorial University of Newfoundland, School of Social Work; St. John's Newfoundland.

Fatzinger, C. M. (2004). Family Group Conferencing: Facilitator Refresher Course. Mechanicsburg, PA

Nice, J. (2003). FGDM Coordinator and Facilitator Competencies and Learning Objectives. The Family Unity Model. Dallas, OR

#### **PA Standards:**

None

#### **CFSR Issues:**

Outcome WB1: Families have enhanced capacity to provide for their children's needs, Item 18

#### **Interactional Skills:**

None

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section X: The FGDM Conference: Private Family Time**

#### **Outline of Presentation:**

This section discusses how to prepare the family for Private Family Time and setting expectations for the family in Private Family Time. This section also discusses what the keys are for planning for success during Private Family Time.

- ✓ Trainer will discuss preparing the family for Private Family Time.
- ✓ Trainer will discuss Private Family Time.
- ✓ Trainer will discuss the keys to successful Private Family Time.

#### **Step 1:**

Trainer will share that the facilitator will make sure that the family is prepared for Family Private Time and that the family understands what should take place. The facilitator will use **Handout #22 (Family Plan Form)** to explain the expectations (i.e. Who? What? How? When? And Back Up) for the family and the details that should be in their plan.

The facilitator can say something similar to, “This is the time to talk things over as a family in private and come up with a plan to address (the purpose) and the bottom line concerns. Those of us who are not part of your family will be outside the room, outside of earshot so we can not overhear. If you need help with anything, please ask. “Once you have put together a plan that you all agree to, please come and get us.” It should be shared that part of successful coordination is preparing the family and making sure they understand what should be accomplished in Family Private Time, even before the conference begins. The discussion at the conference will clarify these points and educate some of those individuals that were not educated on the process prior to the conference.

#### **Step 2:**

Trainer will share that the family should identify a family representative that will document the discussion and write down the decisions that are made during Family Private Time. A second volunteer may also be asked to help keep the family focused on the purpose and to remember the guidelines.

**Trainer Note:** Different counties provide different resources for the family to document the content of the decision-making and planning process.

#### **Step 3:**

Trainer will share that prior to the start of Private Family Time, all service providers/county agencies and observers leave the room and go to the predetermined area to wait until the conclusion of this phase of the conference. Only the referral source has to remain at the conference to approve the plan. All other service providers/county agencies are free to leave at this time.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section X: The FGDM Conference: Private Family Time (continued)**

#### **Step 3 (continued):**

The Coordinator or Facilitator should make sure that they complete an evaluation form prior to leaving the conference. This form is usually the form developed by the FGDM Evaluation Sub-Committee. Individual counties may have their own instruments, yet the majority of counties utilize the evaluation that is standardized and can be found at [www.pacwcbt.pitt.edu](http://www.pacwcbt.pitt.edu). To locate this form, individuals should select the Organizational Effectiveness link on the homepage. Individuals should then select the Family Group Decision Making (FGDM) link on the next screen. The evaluation form is listed under the FGDM Evaluation Materials section.

#### **Step 4:**

Trainer will explain that when the family is in Private Family Time, the facilitator must encourage participants not to talk about the family or details of the family's situation or conference. Probably the worst possible scenario would be for a trusting family member coming upon service providers/county agencies discussing the family. The facilitator will maintain privacy of the room and make sure nobody has access to it. Sometimes, depending on where the conferences are held, this may have to be arranged prior to the conference. The facilitator will share that service providers/county agencies are free to leave, except for the referral source.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section XI: Wrap-Up**

**Estimated Length of Time:**

30 minutes

**Learning Objectives:** Participants will be able to:

- ✓ Reconcile learning needs and learning that occurred throughout the training day
- ✓ Determine effectiveness of Day II content and methods

**Method of Presentation:**

Lecture

**Materials Needed:**

None

**Resources Used:**

None

**PA Standards:**

None

**CFSR Issues:**

None

**Interactional Skills:**

None

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section XI: Wrap-Up**

#### **Outline of Presentation:**

- ✓ Summarize key learning points from Day II.
- ✓ Trainer will review the content in the parking lot and clarify any other information not addressed throughout the day.
- ✓ Solicit feedback, questions, and comments based on content presented in Day I.

#### **Step 1:**

Trainer will discuss the major areas of concentration for the day including preparing service providers/county agencies, the Pre-Conference Meeting and information on the actual FGDM Conference.

#### **Step 2:**

Trainer will review any content in the parking lot that has not been addressed throughout the training day.

#### **Step 3:**

Trainer will discuss the agenda for tomorrow including: the plan presentation, the Mock FGDM Conference and the follow-up.

#### **Step 4:**

Trainer will thank participants for their contribution and conclude the training day.

## **207 Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section XII: Re-engagement and Expectations**

#### **Estimated Length of Time:**

30 minutes

#### **Learning Objectives:** Participants will be able to:

- ✓ Describe the workshop rationale, learning objectives, and agenda for Day III
- ✓ Articulate their learning needs
- ✓ Cite key information from Day II
- ✓ Cite key information that will be discussed in Day III

#### **Method of Presentation:**

Lecture, large group activity

#### **Materials Needed:**

- ✓ Note cards
- ✓ Flipchart paper
- ✓ Tape
- ✓ Overhead Projector/Screen
- ✓ **Overhead #16 (Day III Learning Objectives)**
- ✓ **Handout #23 (Day III Learning Objectives)**

#### **Resources Used:**

None

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

None

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Sections XII: Re-engagement and Expectations**

#### **Outline of Presentation:**

- ✓ Welcome participants to Day III of the training
- ✓ Solicit, comments, questions, or feedback from Day II
- ✓ Reference **Overhead #16 (Day III Learning Objectives)**

#### **Step 1:**

Prior to participants entering the training, the trainer will place four sheets of flipchart paper on the wall. Each sheet will have one of the FGDM stages listed at the top:

1. Referral
2. Preparation
3. FGDM Meeting
4. Follow-up

The trainer will also have prepared note cards in advance with activities that would occur in each of the stages, such as explaining FGDM process to the family, identifying a purpose, developing the plan, create invitation list, coordination, etc. The trainer will prepare one note card for each participant.

#### **Step 2:**

Trainer will welcome participants and have them stand up. The trainer will have each participant identify one thing learned that can be applied on the job and then be seated. Once all participants are seated, the trainer will ask if there are any questions or comments pertaining to the content of Day II.

#### **Step 3:**

The trainer will give each participant a note card and tape and instruct the participants to place their note cards on the flipchart paper according to the stage in which their activity occurs. The trainer will explain to the group that they must reach consensus on the placement of the cards and that it is possible that some cards would belong in more than one stage. If a card belongs in more than one stage, the participant will tape the card on one stage and write the activity on the other stages where it occurs. Once all cards have been placed and all participants return to their seats, the trainer will facilitate a brief discussion of the activity, which will provide a review of the participants learning to this point.

#### **Step 4:**

Trainer will review what topics will be discussed during Day III of the training using **Overhead #16 and Handout #23 (Day III Learning Objectives)**.

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section XIII: The FGDM Conference: Plan Presentation, Implementation and Obtaining Participant Feedback**

#### **Estimated Length of Time:**

90 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Identify the skills a facilitator needs to assist the family in presenting the family plan;
- ✓ Explain how the FGDM family plan is presented and accepted;
- ✓ Describe how to close an FGDM Conference; and
- ✓ Identify the two types of follow up and their importance.

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

None

#### **Resources Used:**

American Humane Association (1999). Outcome Report Summary. Englewood, CO: American Humane Association.

Burford, G. & Pennell, J. (1994) Manual for Coordinator: The Family Group Conference. Memorial University of Newfoundland, School of Social Work; St. John's Newfoundland.

Fatzinger, C. M. (2004). Family Group Conferencing: Facilitator Refresher Course. Mechanicsburg, PA

Nice, J.(2003). FGDM Coordinator and Facilitator Competencies and Learning Objectives. The Family Unity Model. Dallas, OR

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

None

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section XIII: The FGDM Conference: Plan Presentation, Implementation and Obtaining Participant Feedback**

#### **Outline of Presentation:**

- ✓ Family representative presents the plan
- ✓ Facilitator reviews the details for clarification
- ✓ Referral source clarifies and approves components of the plan that are acceptable
- ✓ Trainer obtains participants' feedback
- ✓ Discuss how to close an FGDM Conference.

#### **Step 1:**

Trainer will remind participants that the previous day of training ended with the family entering private family time. Trainer will remind participants that private family time lasts approximately two hours; however, this timeframe varies depending on the family and how long they would like to continue discussing their plan. Trainer will explain that when the family is ready, they will call the facilitator, co-facilitator, provider representatives, and the referral source back into the room.

Trainer will state that prior to the family representative presenting the plan, the facilitator should acknowledge the hard work of the family and validate the efforts during family private time. Trainer will further impart that the facilitator should explain to the family that it is important for the group to take time to review the plan even though they may be tired and are ready to end the day. Trainer should underscore that the facilitator must acknowledge the family's hard work.

#### **Step 2:**

Trainer will then describe how the facilitator will have a family representative present and share the details of the family plan. Trainer will remind participants that the family representative is selected by the family during private family time. The presentation of the family plan represents Phase 3 of the conference. Trainer will explain that throughout the presentation of the family plan, the facilitator should ask questions, seek clarification, and confirm that the information in the plan addresses safety of the children and all of the bottom line concerns identified. Trainer will provide the following examples of questions a facilitator may use:

- Did you discuss....?
- Are you willing to consider....?
- Can we discuss this part of the plan in more detail?

Trainer will also refer participants back to the questions they identified during the Concerns Under the Concerns activity, and ask whether participants feel they could use any of their developed questions. Participants should respond that many of the questions they identified could be used.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section XIII: The FGDM Conference: Plan Presentation, Implementation and Obtaining Participant Feedback (continued)**

#### **Step 2 (continued):**

In some instances, however, they may need to be altered. Trainer will explain that the use of these types of questions helps the facilitator ensure that all aspects of the plan are clear with who, how, what, and by when being addressed.

#### **Step 3:**

Trainer will explain that in addition to listening to the family describe their plan, the facilitator must solicit the agreement of the referral source in regards to the bottom line concerns. Trainer will explain that the facilitator should ask the referral source to consider the identified bottom line concerns and the information contained in the family plan and should ask the referral source if they can accept this part of the family plan. Trainer will impart that this discussion should occur for each bottom line concern until the Referral Source can agree to the Family Plan in its entirety and is willing and able to support the plan. Trainer will explain that the Referral Source should have an understanding/agreement with their supervisor about what s/he will approve. Trainer will explain that best practice is for the Referral Source to meet with their supervisor to discuss what s/he feels must be included in the plan to assure safety and meet agency outcomes.

If there is not enough detail, the facilitator can work with the group to firm up the details. If there is enough work that still has to be completed, the facilitator may request that the family return to private family time and work out the plan in more detail.

#### **Step 4:**

Once the plan is accepted, the facilitator will thank everybody for attending and for their commitment to the family. The conference will conclude with the ritual that the family has chosen prior to the beginning of the conference.

Trainer will state that, at the conclusion of the conference, the facilitator will ask participants to complete a satisfaction survey or other instrument to gather participant feedback and whether or not they would like to have a follow up conference.

**Trainer Note:** The FGDM Evaluation Sub-Committee has standardized tools for counties to use to gather participant feedback and these forms are available at [www.pacwcbt.pitt.edu](http://www.pacwcbt.pitt.edu). Although these standardized forms exist, different counties may have different protocol and instruments to collect this data.

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section XIV: After the Meeting: Plan Follow-up / Meeting Follow-up**

#### **Estimated Length of Time:**

45 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Recognize how Follow-up helps the family and their resources monitor the plan and update the plan to increase its longevity.
- ✓ Identify the components of a follow-up meeting.

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

- ✓ **Handout #24 (Follow-Up in FGDM)**

#### **Resources Used:**

American Humane Association (1999). Outcome Report Summary. Englewood, CO: American Humane Association.

Burford, G. & Pennell, J. (1994) Manual for Coordinator: The Family Group Conference. Memorial University of Newfoundland, School of Social Work; St. John's Newfoundland.

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#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

None

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section XIV: After the Meeting: Plan Follow-up / Meeting Follow-up**

#### **Outline of Presentation:**

- ✓ This section discusses the follow-up to the meeting and how follow-up helps the family and their resources monitor and update the plan to increase its longevity.
- ✓ Identify what is involved in a follow-up meeting

#### **Step 1:**

Using **Handout #24 (Follow-Up in FGDM)**, trainer will stress that the main roles identified in the follow-up of a Family Plan are the family members and the referral source. The Family Plan should address who is responsible for follow-up and monitoring the plan. This should be clarified in the beginning of the coordination so that the family knows from the beginning that this is their plan and they are the main individuals responsible for implementing and following through with the Family Plan. This should also be addressed at the Family Conference so that all participants understand who is involved in the implementation of the Family Plan and can assist those individuals to ensure that the Family Plan is completed. Most practices across the state offer follow up conferences to families and conduct follow up surveys to assist the family with successful implementation of their Family Plan. Trainer should note that the family should address monitoring and follow up at the conference so that all participants know what should be done if the plan is not followed or implemented. Also the family should plan back-ups for their plan in case the initial person identified is not able to implement their part of the Family Plan. This will help ensure that the Family Plan is successful.

#### **Step 2:**

Trainer should stress that a Follow-Up Meeting should be offered to every family that participates in the FGDM experience. If a family chooses, a Follow-Up Meeting can be scheduled at the FGDM Conference or can be requested by any family members at any time following the conference. The details of how a family member can request a Follow-Up Meeting should be covered at the FGDM Conference. Trainer should note that any individual that was invited to the original conference can be invited to the Follow-Up Meeting. The family will identify who they want to participate in their Follow-Up Meeting.

#### **Step 3:**

Trainer will identify what is involved in a typical Follow-Up Meeting. A Follow-Up Meeting is usually shorter than an FGDM Conference, typically 1 ½ to 2 hours. The meeting will start with introductions and then the group will discuss what has been going well with the plans (the strengths) and what parts of the plan need to be addressed or modified (the concerns). The family will choose if they wish to participate in Private Family Time or if they would like to address the concerns with the entire Follow-Up Team.

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section XIV: After the Meeting: Plan Follow-up / Meeting Follow-up (continued)**

#### **Step 4:**

The trainer will explain that additional follow up occurs with families in different ways. In some counties, in addition to the case worker fulfilling their responsibilities, there are evaluations completed at 3, 6, 9 months and 1 year, often by the administrative support staff, to collect data from 3 to 5 family members who were “significant” to the implementation of the plan. If information is gathered that is new or recurring, the family member is then encouraged to call the referral source.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section XV: The FGDM Conference: Mock Conference**

#### **Estimated Length of Time:**

2 hours, 15 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Identify the steps needed to facilitate an FGDM Conference.
- ✓ Identify the key components of an FGDM Conference.
- ✓ Recognize the three phases of an FGDM Conference.

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

- ✓ Role cards
- ✓ **Handout #4 (Roles of FGDM) (revisited)**

#### **Resources Used:**

None

#### **PA Standards:**

IV. Assessment; Outcome: Well-being, H

V. Service Planning; Outcome: Safety and Permanence, A, B, C, E, G, H, J

VI. Service Delivery; Outcome: Safety, Permanence and Well-being, F

#### **CFSR Issues:**

Outcome S2: Children are maintained safely in their homes whenever possible and appropriate, Item 3

Outcome P1: Children have permanency and stability in their living situations, Items 6, 7, 8

Outcome P2: The continuity of family relationships and connections is preserved for children, Item 14, 15, 16

Outcome WB1: Families have enhanced capacity to provide for their children's needs, Item 18

#### **Interactional Skills:**

Tuning in to Self

Tuning in to Others

Questioning

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

### **Section XV: The FGDM Conference: Mock Conference**

#### **Outline of Presentation:**

Participants will be involved in the FGDM experience and will see the roles and phases of the FGDM Conference first hand. Trainer will set up the Mock Conference by identifying who will play what roles. Once the roles are identified, Trainer will again review **Handout #4 (Roles of FGDM)** and have the participants identify a purpose for the meeting. Once the details of the Mock Conference are identified, Trainer will demonstrate facilitation and engage other participants in the Mock Conference.

- ✓ Set up the FGDM Conference
- ✓ Identify different roles for the Mock Conference
- ✓ Have participants role-play the Mock Conference
- ✓ Debrief and share comments

#### **Step 1:**

Trainer will explain the role of the co-facilitator for this process and share some tips to make the job easier. For example: tearing off flipchart paper sheets, holding markers and alternating colors, and having tape prepared ahead of time.

#### **Step 2:**

Trainer will set up the Mock Conference by having the participants choose the role that they would like to portray for this activity. For the purpose of this exercise, Trainer will play the facilitator, but should choose a volunteer to act as co-facilitator of the meeting.

Patti (mother)	passive mother, children walk all over her, husband intimidates her
Neil (father)	drinking problem, demanding, over-bearing to children, verbally removed from the home, concerns with anger and depression but is getting treatment
Cody	15 year old boy, not usually aggressive but had one incident of physical aggression toward teacher, bottled up emotion
Crystal	14 year old girl, not a lot of detail – hanging out with older street kids
Jacob	ADHD, hyperactive, on medicine and in treatment
John	Neil's Support Person; friend from AA, who still drinks
Shelly	Patti's Sister and Support Person; very nice, helpful, but somewhat irresponsible
Jimmy and Donna	Neil's Younger Brother and Sister-in-Law; unaware of situation until recently; don't know why Neil and Patti separated

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section XV: The FGDM Conference: Mock Conference (continued)**

#### **Step 2 (continued):**

Alice	Neil's Mother; feels her son is being treated poorly, slightly biased towards Neil
Bob and Suzy	Patti's Parents; believe that Patti would be better off without Neil and are willing to support her and the children
Jeff and Mary	Neighbors; supportive of family as a whole, have sheltered the kids when dad was explosive
Sarah	Crystal's Best Friend; good influence on Crystal, but drinks with Crystal occasionally
Ryan	Cody's Best Friend; supports Cody's view of the situation with the teacher; doesn't think he did anything wrong
Referral Source Juvenile Probation Officer	Children and Youth Caseworker Recently assigned to Cody as a result of the assault charges
Mrs. Lewis Co-Facilitator Facilitator	Jacob's School Guidance Counselor Scribe; writes what participants say Trainer

**Trainer Note:** Trainer will have previously placed the family roles listed above on note cards. For the service provider roles, trainer should use role note cards as previously used in the Pre-Conference Exercise. This will help participants better understand their role and help them to stay in role during the Mock Conference.

#### **Step 3:**

Once all participants have chosen a role, trainer will share that there may be points of learning during the Mock Conference where Trainer will stop the group and address issues that come up. Sometimes there may need to be a break in roles to address these issues and Trainer will let participants know when they need to return to role. The trainer will then ask the group if they would like to have the lunch break occur during the course of the mock conference, right before private family time, and whether they would like to work through lunch to have the mock conference most closely represent an actual conference. Once the group reaches consensus, Trainer will explain that the group will be taking a break at this time and when they return to the training room, they will enter in roles to begin the mock conference.

**Trainer Note:** If anyone in the group does not want to have lunch as part of the mock conference, Trainer should have the regular one-hour break for lunch and resume the mock conference after lunch. If the group decides to work through lunch, they may be released from training early.

## **207: Introduction to Family Group Decision Making (FGDM): Part 2**

### **Section XV: The FGDM Conference: Mock Conference (continued)**

#### **Step 4:**

Trainer will have the group participate in the Mock Conference and cover the major content areas of an actual FGDM Conference. Trainer will share input pertaining to the Mock Conference and make sure that participants have a good understanding of the role they are to play and when they should contribute to the discussion. The co-facilitator will continue to document the comments and information shared. Trainer will conclude this section by using a question and answer discussion to clarify the components of the FGDM Conference.

**Trainer Note:** During private family time, the trainer should spend time processing the experience of not being in with the family. This is also a great time to share personal experiences with conferences and allow participants to ask questions. This time must remain focused on learning.

#### **Step 5:**

At the conclusion of the mock conference, Trainer will validate how the participants performed throughout the activity and have participants share their experience. Trainer will give participants an opportunity to ask questions about the FGDM Conference.

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section XVI: Wrap-Up and Evaluations**

#### **Estimated Length of Time:**

60 minutes

#### **Learning Objectives:**

Participants will be able to:

- ✓ Share their input on their experience throughout the three-day training.
- ✓ Evaluate the experience of attending this training.

#### **Method of Presentation:**

Large Group Discussion

#### **Materials Needed:**

- ✓ Evaluation Forms

#### **Resources Used:**

None

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Interactional Skills:**

None

## **207: Introduction to Family Group Decision Making (FGDM):** **Part 2**

### **Section XVI: Wrap-Up and Evaluations**

#### **Outline of Presentation:**

- ✓ Trainer will have participants share their input on their experience throughout the four-day training.
- ✓ Evaluate the experience of attending this training.

#### **Step 1:**

Trainer will engage participants in a discussion pertaining to their experience throughout the four-day training, validate, and thank participants for sharing. Trainer will have participants process through the experience and share input on what they gained from it.

**Trainer Note:** Trainer may want to compile some questions for the group to help with the discussion of the overall experience throughout the three-day training.

#### **Step 2:**

Trainer will have participants complete an evaluation of the training and get feedback on what the participants enjoyed about the training and what could be done to improve the training.

#### **Step 3:**

Trainer will conclude the training by thanking participants for their participation and attention throughout the four-day training. Trainer can share their experience with the training group and finalize the training.

#### **Step 4:**

Trainer will make sure that the training room is cleaned up and left in good condition.

# **207: Introduction to Family Group Decision Making (FGDM):**

## **Part 2**

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