

Erie County Family & Children First Council

FT Facilitator Evaluation Checklist

Facilitator Name:	Family Name:	Date:
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Area and Competencies	Meets FCFC Expectations			
	Yes	No	NA	See Comments
Preparation				
1. The family understands the purpose and philosophy of the family team meeting process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Family members are ready, able, safe, and eligible candidates for team participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The right people are invited to the meeting: <ul style="list-style-type: none"> ▪ People necessary for the major decisions to be made ▪ People invited by the family for their own support. ▪ People invited by the agency for service provision. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Participants know the purpose of the meeting and how to contribute in a positive way by: <ul style="list-style-type: none"> ▪ Coming prepared and ready for decision-making. ▪ Speaking to their concerns in constructive ways. ▪ Listening with respect to others' concerns. ▪ Recognizing and building on family strengths and needs. ▪ Sharing information, ideas, and resources. ▪ Keeping personal and confidential information private. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Participants know what to bring to be prepared as well as when and where to meet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Logistic arrangements are made, including: <ul style="list-style-type: none"> ▪ Meeting place and time that is mutually convenient for the family and other participants. ▪ Meeting place that is conducive for private and confidential conversations. ▪ The agenda includes any family rituals to begin or end meeting and address all relevant areas of the family's plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Facilitator is prepared to accomplish the primary purpose of the meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Facilitator and team participants are prepared to follow-up on decisions made and on next step plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Facilitation				
9. Convenes the meeting, defines the goals, and ground rules of the meeting, introduces participants and their roles, defines decisions to be made and the possible range of actions to follow decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Uses consensus-building decision-making techniques, handles any conflict as it surfaces, selects appropriate idea-building processes, solicits all view-points, clarifies options, refocuses as necessary to stay on task and on time, monitors and manages the flow of the discussion to ensure that all are heard and no one dominates, brings discussion to closure with decisions made, and moves on to next steps, assignments and commitments. This is done by: <ul style="list-style-type: none"> ▪ Focusing on results, processes, and relationships. ▪ Designing pathways to action for realizing opportunities, building capacities, and solving problems. ▪ Seeking maximum, appropriate involvement in decisions. ▪ Facilitating the group to build agreements and meet challenges. <i>[What could go wrong with this plan?]</i> ▪ Coaching others to do their best. ▪ Confronting problems honestly and respectfully. ▪ Managing power and control issues that arise. ▪ Balancing family-centered proactive with protective authority to keep children safe and help parents succeed. ▪ Celebrating successes and accomplishments 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Builds an understanding of the family and requirements for safe case closure from assessment information, court requirements, and family team discussions, by using: <ul style="list-style-type: none"> ▪ The family's story, strengths and needs, risks, barriers to family change, and family desires to improve. ▪ Requirements for safe case closure [behavioral changes]. ▪ Changes the family must make plus their potential, motivation, and progress as it is being made [prognosis]. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Makes decisions, sets goals, secures commitments to: <ul style="list-style-type: none"> ▪ Set goals for change, selects change strategies, plans interventions and support with family and supporters. ▪ Secures commitments from participants for plans made. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Service Planning and Follow-up				
13. The family team meeting provides a basis for service planning, coordination, communication, and accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. The family team develops, monitors, and evaluates an individualized, strengths based, needs driven service plan that fills safety and permanency requirements while meeting the unique needs of the child an family identified in the assessment. Via the planning process, the service team assists the family develop and use a network of informal supports that can help sustain the family over time. The family service plan: <ul style="list-style-type: none"> ▪ Defines agreed upon goals for the family that include measures of caregiver behavior changes that are consistent with safe case closure requirements. ▪ Focuses on achieving safety, permanency, and well-being. ▪ Addresses the child’s needs for attachment, safety and security. ▪ Plans for family preservation or reunification, as indicated. ▪ Identifies alternative permanency plans, safety plans, crisis plans, and any transition plans that may be necessary. ▪ Uses supports and services that are most likely to work for the family and be a good fit for the family and situation. ▪ Specifies services and supports that are culturally competent and community based. ▪ Defines how goals are to be measured via behavior changes. ▪ States consequences of not making behavior changes. ▪ Sets time limits, clear expectations, and alternatives. ▪ Defines accountability for actions of the family and service providers and way that accountability will be ensured. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. The family team develops, monitors, and evaluates any individualized child service plans for a child with special needs. The child service plan [family’s plan]: <ul style="list-style-type: none"> ▪ Addresses the special needs of the child or youth. ▪ Defines treatment goals and strategies [including an IEP.] ▪ Builds resiliency and improves the child’s functioning in daily settings, including home and school. ▪ Uses collaboration as appropriate, with health care, mental health, special education, developmental disabilities, and/or juvenile justice services. ▪ Provides integration and coordination of services across settings, providers, levels of care, and funding sources. ▪ Provides for age-appropriate transitions. ▪ Prevents unnecessary disruption of the child’s education. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. The effectiveness of each family team meeting is assessed by the team and with adjustments made to improve the ongoing process and results for the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. The effectiveness of planned services is evaluated and results are achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments Section

Strengths
Needs and Areas for Improvement
Strategies to Address Needs