



**1300:
Family Finding Transfer of Learning**

**A Curriculum Outline
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**For:
The Pennsylvania Child Welfare
Resource Center**

**University of Pittsburgh,
School of Social Work**

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Agenda for the 6-Hour Family Finding Transfer of Learning

Typical One-Day Schedule

Estimated Time	Content	Page
15 minutes	Section I: Welcome and Introductions	1
~1 hour per case (Up to 5 cases per session)	Section II: Case Reviews	3
30 minutes	Section III: Summary of Lessons Learned and S.M.A.R.T. Action Planning	6
15 minutes	Section IV: Wrap-Up and Evaluations	8

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Section Name	Est. Time	Content	Resources Used
Section I: Welcome and Introductions	15 Minutes	<p>Method: Lecture, Large Group Discussion</p> <div data-bbox="581 354 1451 578" style="border: 1px solid black; padding: 5px;"> <p>Trainer Note: The length of the session will be altered depending on the number of cases (up to 5) being presented, with approximately 1 hour per case being presented. Credit assigned will match the number of hours completed for the session.</p> </div> <ul style="list-style-type: none"> • Introduce yourself. • Brief introductions asking participants to include any information that you may find beneficial such as: <ul style="list-style-type: none"> ○ The unit they are in; ○ The step on the model (number and title of step) that they believe they currently are (based on Pre-Work #1 (Family Finding Transfer of Learning Pre-Work), which they should have received and completed); and/or ○ Comfort level of using Family Finding techniques. • Distribute and discuss Handout #1 (Learning Objective and Agenda). Introduce the handout by discussing the following: <ul style="list-style-type: none"> ○ The “Results Dip.” Neil Rackham, 2001, in an article titled <i>The Coaching Controversy</i>, presets the concept of the “Results Dip” generally as a period during which people attempt to use new knowledge and skills they acquired in training. Rackham notes that, in many instances this is an awkward period for people since the new 	<ul style="list-style-type: none"> • Flip Chart Stands/Pads • Markers • Masking Tape • Name Tents • Trainer-Prepared Flip Chart: <i>Parking Lot</i> • Trainer-Prepared Flip Chart: <i>What’s In It for Me</i> • Handout #1: Learning Objective and Agenda

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Section Name	Est. Time	Content	Resources Used
		<p>knowledge and skill does not feel natural. Rackham goes on to offer, though, if people persist in the use of the new knowledge and skill, use becomes more natural and performance tends to increase. Family Finding is no different. Reinforce the importance of continued Family Finding efforts for the children and families in the child welfare and related systems.</p> <ul style="list-style-type: none"> ○ How, during the session, you will work with participants to continue exploring enlarging views about family, connectedness, and finding and engaging family to enhance participant capability to help children to achieve safety, permanence and well-being in a timely manner. 	
		<p>Trainer Note: The Results Dip discussion should only occur during the first TOL session in a county.</p>	
		<p>Notes:</p>	

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<p>Section II: Case Reviews</p>	<p>Roughly 1 Hour Per Case (5-6 Cases Per Session)</p>	<p>Method: Trainer Lecture, Small/Large Group Presentation, Facilitated Discussion</p> <ul style="list-style-type: none"> • Introduce the consultation session by offering what you will do to determine where participants are in the model and how you will work to help them move forward. • Briefly review steps one through six of the Family Finding model using Poster #1 (The Six Steps of Family Finding). • Referencing Pre-Work #1 (Family Finding Transfer of Learning Pre-Work), ask one of the caseworkers/supervisors to provide a summary of the case that they considered when completing their pre-work. Ask them to identify in which step they and the family are located in the Family Finding process. <p>Trainer Note: Ensure that you connect the consultation session to participant action plans from the original series (if they have them). In addition, remember that there are likely cross-systems professionals in the session(s). Whenever possible, ensure that you tie the content to the experiences and expertise of all individuals in the room – reinforcing the need for effective communication and teamwork.</p> <p>Note that the version of Handout #2 (Continuing to Move Forward: Preparing for the Work and Steps One through Six)</p>	<ul style="list-style-type: none"> • External Speakers for Laptop (if showing the DVDs as part of the consultation) • Flip Chart Pads • Flip Chart Stands • Index Cards • Laptop/Computer (Internet Access will be Necessary (if need arises to acquire Comprehensive Reports from Accurant users)) • LCD Projector/Screen (if showing the DVDs as part of the consultation) • Markers • Masking Tape/Poster Putty • Handout #2: Continuing to Move Forward: Preparing for the Work and Steps One through Six • Pre-Work #1: Family Finding Transfer of Learning Pre-Work • Poster #1: The Six Steps of Family Finding • Poster #2: According to the International Committee for the Red Cross... • Poster #3: Blended Perspectives Meeting Goals • Poster #4: Jim Nice Quote
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		<p>that they are receiving builds off the “Moving Forward...” handouts offered at the end of days 2, 3, 4, 5, and 6 of the Family Finding series. It now includes updates based on a “Family Finding Quality/Fidelity Index” that Kevin Campbell offered in his Pennsylvania follow-up Family Finding – AKA “Super User Sessions” intended for Supervisors and Family Finders. The handout contains some new information involving preparatory concepts and other considerations.</p> <ul style="list-style-type: none">• Using Handout #2 (Continuing to Move Forward: Preparing for the Work and Steps One through Six), engage participants in a discussion regarding what they have accomplished to this point in the process and what work still needs to occur. Encourage participants to identify:<ul style="list-style-type: none">○ How they accomplished their successes;○ The barriers that they faced in accomplishing their successes and how they overcame those barriers;○ The barriers that they currently face and how they might overcome those barriers; and○ The barriers that they anticipate and how they might overcome those barriers. <p>Trainer Note: When discussing barriers that participants are currently experiencing, make efforts to guide participants to their own solutions rather than offering solutions. Guide participants through the Family Finding</p>	
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		<p>process using questions that result in critical thinking. You may choose to point out for supervisors in the room, that the questions you are asking are the types of questions they can ask of their workers in supervision.</p> <p>When necessary, if barriers exist surrounding knowledge or skill, whenever applicable, carefully and fully explain and model for participants the work they must do (e.g., Mobility Maps, Ecomaps, Genograms, Historical Mobility Maps, etc.). Use spontaneous role play techniques, if needed, to coach participants in their discussions with families. By practicing these skills with the participants you will help them overcome discomfort in using the skills. You may also remind participants of the Results Dip concept and the continued need to practice to become more comfortable and proficient with these skills.</p> <ul style="list-style-type: none">• It will be critical that you stress the urgency of the work that has yet to be done. Ask participants to commit to dates by which they will complete the upcoming work. If the next step is simply a phone call, do not hesitate to ask them to step out and make the phone call. <p>Notes:</p>	
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<p>Section III: Summary of Lessons Learned and S.M.A.R.T. Action Planning</p>	<p>30 Minutes</p>	<p>Method: Trainer Lecture, Individual/Group Work, Large/Small Group Discussion</p> <ul style="list-style-type: none"> Summarize the work completed and any lessons learned. Review with participants the successes they achieved and any changes they made on Family Finding plans and related efforts as they went through this process. Remind participants about the need for due diligence with regard to finding lifelong connections for the child/youth that facilitate safety, permanency and well-being in a timely manner. Impress upon them the need for the use of Family Finding at all points of the case process and the need for support for and implementation of the model at all levels of child welfare and related agencies. <p>Trainer Note: For more information on the concept of SMART goals, see Paul J. Meyer's Attitude Is Everything: If You Want to Succeed Above and Beyond and Module 6 of Charting the Course (available on the Resource Center's</p>	<ul style="list-style-type: none"> Flip Chart Pads Flip Chart Stands Markers Trainer-Prepared Flip Chart: What's In It For Me? Trainer-Prepared Flip Chart: Parking Lot Handout #3: SMART Action Plan

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		<p>Online Curriculum web page). In research, the acronym tends to be presented using interchangeable but similar terms for each letter. The manner presented on handout #3, mirrors what was presented in Charting the Course.</p> <ul style="list-style-type: none">• The next step is for participants to identify (in concrete terms, keeping in mind S.M.A.R.T. goals.)<ul style="list-style-type: none">○ Present and discuss the concept of SMART goals, about which participants learned in Charting the Course or in other venues.• Introduce and ask participants to complete Handout #3, (SMART Action Plan), which is intended to encourage participants to identify in concrete terms their plan in moving forward with their Family Finding work.• Review each participant's SMART Action Plan with the large group. Encourage participants to provide constructive feedback on whether the identified goals are smart. If the goals are not SMART, ask participants, as a group, to help one another revise the goals.• Due to the critical nature of finding supports for the children and families on which participants chose to continue their work, require each participant to identify a date certain by which they WILL perform the work. Reinforce the need for all Family Finding work to occur quickly and intentionally.	
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		Notes:	
Section IV: Wrap-Up and Evaluations	15 Minutes	<p>Method: Trainer Lecture, Large Group Discussion, Individual Work</p> <ul style="list-style-type: none"> • Reinforce the need to keep all the resources they obtained in the series and in this session, as the information will prove helpful in their Family Finding work. • Using Handout #1, (Learning Objective and Agenda), the <i>WIIFM</i> and the <i>Parking Lot</i> flip charts, ensure that participants' needs were met/will be met in a future workshop or by other means. <ul style="list-style-type: none"> ○ Celebrate the participants' successes. Remind the participants of the results dip and explain that the reality of the situation is, just as they will experience successes, they will also experience setbacks. Offer that one way to overcome those challenges includes using the supports and resources discovered during and after the training, while working with team 	<ul style="list-style-type: none"> • Flip Chart Pads • Flip Chart Stands • Markers • Trainer-Prepared Flip Chart: What's In It For Me? • Trainer-Prepared Flip Chart: Parking Lot • Handout #1: Learning Objective and Agenda (revisited) • Handout #4: References • Pre-Work Item #1: Family Finding Support Session Pre-Work

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		<p>members, and from agency and cross-systems partners.</p> <ul style="list-style-type: none">○ Ask participants to complete workshop evaluations.○ Ensure that participants signed in for credit.○ Distribute Handout #4 (References).○ Collect evaluations.○ Thank participants for attending and for their participation in the session, wish them well in completing their Action Plan activities for the next session.	
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References

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