



SUGGESTIONS FOR BRIEF ORIENTATION/TRAINING OF TDM COMMUNITY REPRESENTATIVES

CLARIFY:

TRAINING GOAL: PREPARATION/ORIENTATION

- Short explanation of purpose and goal of team decisionmaking (TDM)
- Statement of importance of TDM to child welfare and families
- Statement of importance of community participation at TDM

HIGHLIGHT:

FAMILY TO FAMILY INITIATIVE

- Explanation of *Family to Family* philosophy and values
- *Family to Family* outcomes
- TDM as a core strategy of *Family to Family*
- Possibly show generic *Family to Family* video

EDUCATE:

GENERAL CHILD WELFARE

- Legal mandates/responsibilities of child protection agency; importance of engaging community
- Explain safety, permanency, well-being
- Definitions/explanations of child maltreatment
 - Physical abuse
 - Sexual abuse
 - Neglect
 - Emotional abuse
- Screening referral in/out
- Mandated reporters
- Confidentiality of referral source
- Confidentiality generally: why it's important, how it applies in TDM
- Summary of relevant child protection laws, i.e. Adoption and Safe Family Act (ASFA), 96-272 and Reasonable Efforts
- Flow of a case through the system: investigations, ongoing, permanency/closure

FOCUS:

TDM DETAILS

- Values/goals
- Purpose of TDM meeting scheduled by social worker, triggers for meetings
- Timeframes for scheduling initial TDM
- Who may be present at TDM meeting
- Focus on Community Representatives
 - Attendance
 - Potential for limited notice at initial removal TDM
 - Limited information in advance at initial removal TDM
 - Parental permission to attend
 - Length of meetings
 - Maintaining privacy (confidentiality) of individuals, information
 - Role of community representative: advocate, support, resource (use available handout)

Roles of other participants at TDM

Consensus

Potential for review of decision; why can't community rep ask for review?

- Description of strength-based, solution-focused model of TDM meeting
- Brief explanation of tools for risk assessment and safety planning; how used in TDM
- Possibly show TDM video

ENVISION:

PREPARATION FOR ROLE

- What a community representative might experience before, during and after a TDM meeting
- Dealing with your feelings/emotions/questions during and after a TDM meeting
- Use a case scenario: role play or at least discuss
- Discuss community representative's role in relation to the community or collaborative group they represent: issues such as how to bring resource information to the table, how to bring TDM concerns back to the collaborative, how to link families to other collaborative services, etc.
- Thoroughly review handout "Role of Community Representative at TDM Meeting"

ADDITIONAL SUGGESTIONS:

- Include introductions and team-building warm-up exercise
- Offer refreshments
- Provide written summaries of information for community partners, i.e. definitions of abuse/neglect with examples, relevant laws summary and description of TDM, etc.
- Utilize *Family to Family* handouts: *Family to Family* Principles, Outcomes, Goals and Strategies; Key Elements of a TDM Meeting; Scheduling a TDM Meeting; Consensus is Not Unanimity; TDM: A Personal Responsibility; Review of a TDM Decision
- Consider if handouts/materials should be available in Spanish
- Provide orientation/training at location, time and day convenient for potential volunteers
- Keep orientation/training time-limited and adhere to time frames: limit to half day or less
- Recognize goal is to familiarize and prepare with overview/orientation and not to make child welfare expert. Maintain focus as need-to-know to understand role/responsibilities and process
- Make orientation/training understandable and interesting for non-child welfare professionals. Avoid jargon and unfamiliar acronyms
- Show Team Decisionmaking video in lieu of some presentation
- As part of the orientation/training include child welfare staff knowledgeable about the community
- Individualize presentations (pre-commitment and orientation) to include facts/statistics about the designated community/neighborhood receiving the information. Provide information on demographics and removals and reunification numbers (if available)
- Allow adequate time for questions, but do not discuss actual case specific situations
- Provide contact information for questions after orientation/training
- Include and involve TDM facilitators and supervisor, BCP members, collaborative leadership in training
- Co-present the orientation/training with community partner(s)