

# Family Centered Thinking

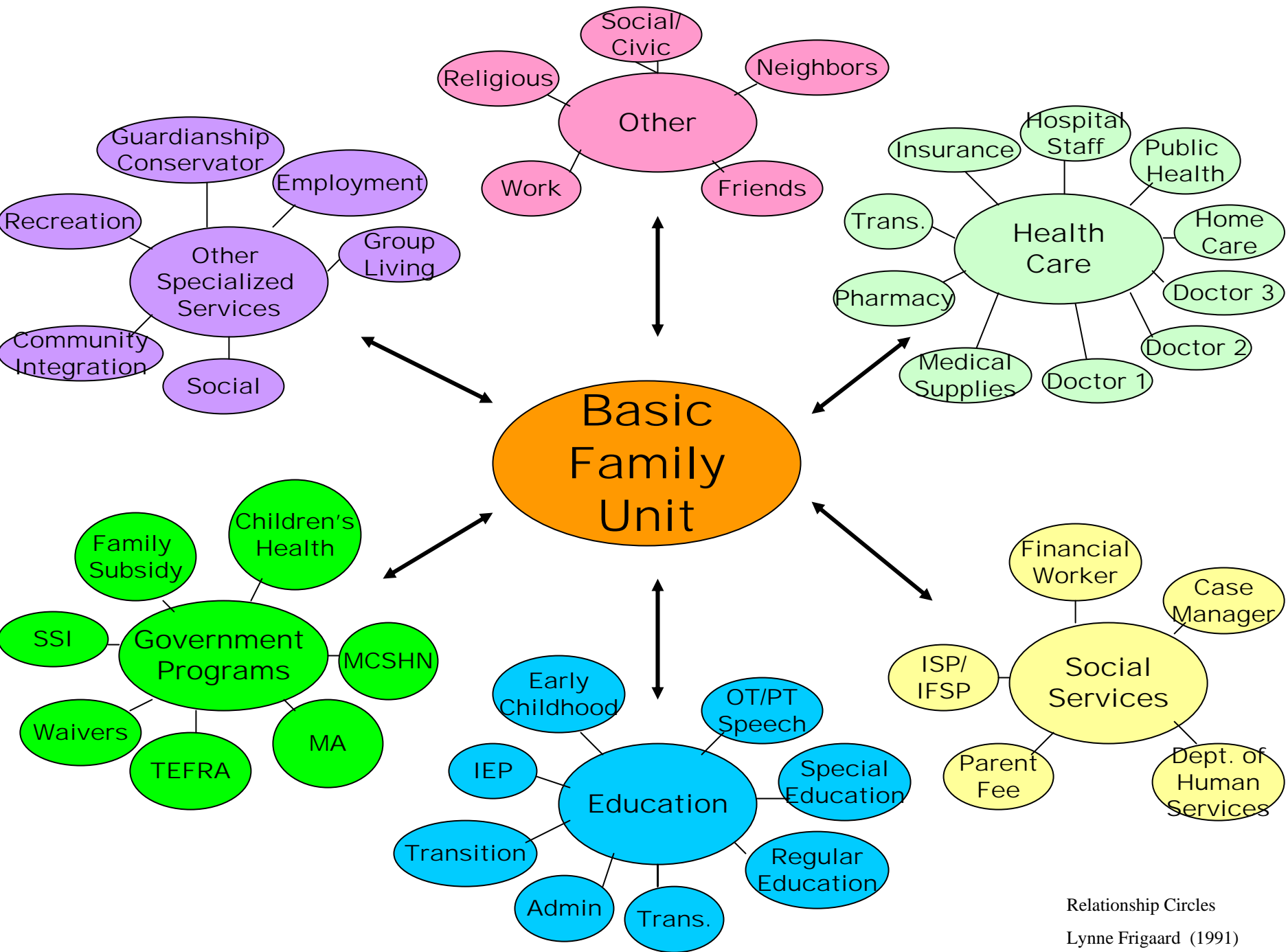
## Keep In Mind

- You may not see the long term impact of your efforts. Acknowledge that you have an important part in the life of this student and impact his/her long term outcomes.

# Family Centered Thinking

## Keep In Mind

- What you do at school affects home life. What happens at home affects school performance
- We all have life experiences and backgrounds that color our perceptions and the way we interact in situation



Relationship Circles  
Lynne Frigaard (1991)

# Questions to Ponder

- Reflecting back on situations with a student of family
  - Terrific relationship
    - What made it so good?
  - Difficult relationship
    - What made it so difficult?

# Questions to Ponder

- As a service provider, how long do I have a relationship with this student
  - How well do I really know him/her?
  - What do I know about his/her life/family?
  - How many minutes each day do I work 1:1 with him/her?
  - Who has influence and authority over this student?
  - Who does this student admire and respect?

# Questions to Ponder

- How many times, throughout the course of a year, do I typically interact with the parents of a student?
  - Under what circumstances?
  - How often do I share positive feedback with the family?
  - How do I offer support and optimism to them?
  - Do I believe parents and other team members are equal partners in implementing this plan together?

# Questions to Ponder

- Am I making decisions together with the family?
  - Do I talk with the family, student and other service providers about the “big picture” that they each have?
  - Do we agree on common goals?
  - Do the family, other service providers and I have the same “day to day” expectations for this student?

# GETTING STARTED

## (Critical First Steps)

### 1. Ask Student/Family/Young Adult If Receiving Services From Another Agency.

“Yes”

- Offer interagency coordinated process and IIP
- Obtain interagency release of information
- Family selects
  - Team members
  - Convenient time to meet
  - Convenient site

# GETTING STARTED

(Critical First Steps)

## 2. Schedule Meeting

- 3-4 weeks ahead
- Give advance notice to all participants

# GETTING STARTED

## (Critical First Steps)

### 3. Prior to the Meeting

- Family/student Considerations form
- Share new assessment/evaluation info with the family/student/young adult
  - Avoids surprises
  - Allows time to process information
  - Reduces meeting time
- Identify meeting facilitator
  - Develop written agenda with family/student/young adult
- Identify accommodations/translator needs

# GETTING STARTED

## (Critical First Steps)

### 4. At the Meeting

- Facilitator

- Greets team members
- Starts introductions (Nametags)
- States the purpose of the meeting
- Reviews agenda and meeting length
- Asks family/student to share concerns/needs
- Identifies note-taker and timekeeper

# GETTING STARTED

## (Critical First Steps)

### 4. At the Meeting (Cont)

- Facilitator leads discussion
  - Begins with family/student/young adult's issues
  - Where student/young adult is
  - How she/he is doing
  - Related strengths, concerns and needs

# GETTING STARTED

## (Critical First Steps)

### 4. At the Meeting (cont)

- All members of the team
  - Participate in the discussion of issues/concerns/questions in home, school and community
  - Identify general goal statements
    - » Describe how they will be addressed/ coordinated
    - » By whom
    - » With what services

# GETTING STARTED

## (Critical First Steps)

### 4. At the Meeting (cont)

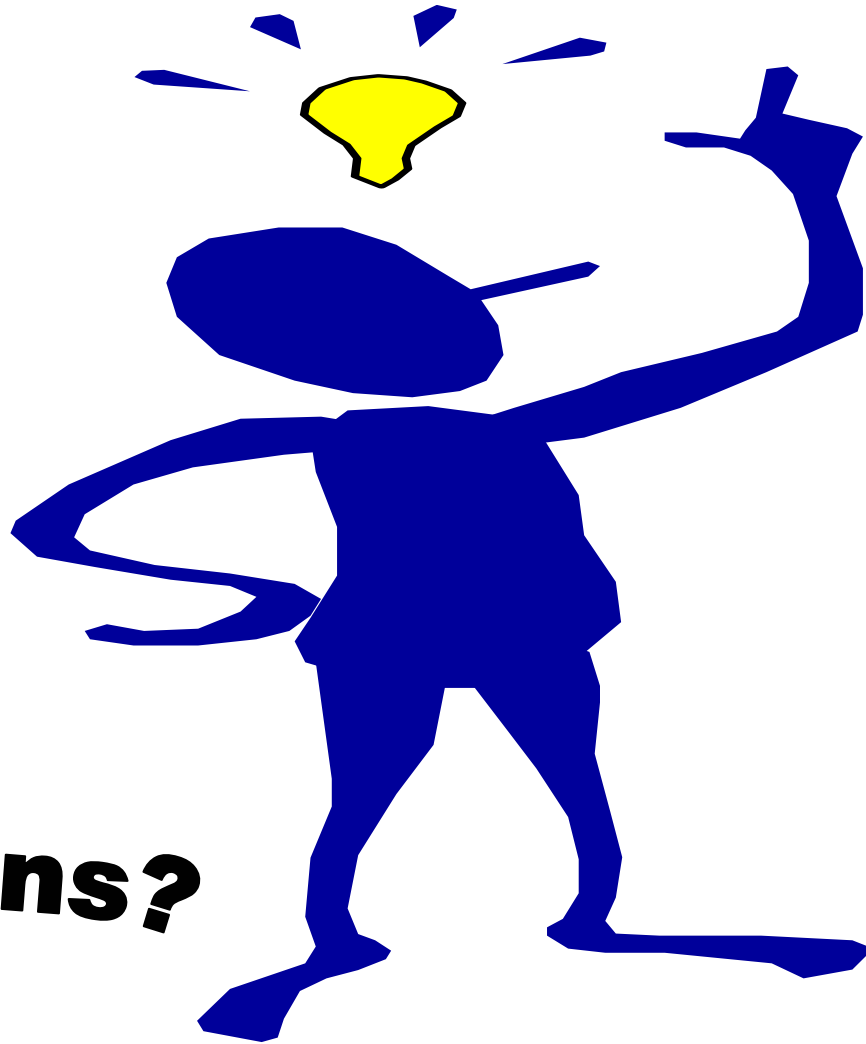
- Review notes
- Summarize what was agreed upon
- Identify a service coordinator or other designee to:
  - Fill out the IIP
  - Follow-up on the plan
- Determine how to communicate progress and updates

# GETTING STARTED

## (Critical First Steps)

### 5. After the Meeting

- Assigned person/s fill out IIP
- Service providers obtain appropriate signatures and approval on services page
- Service coordinator or other designated person collates service page
- IIP distributed



**Questions?**

# **SYSTEM COMPONENTS**

## **Minnesota System of Interagency Coordination for Children With Disabilities ages 3-21**

All functions are to be  
Family Driven and  
Culturally Appropriate

What are the Key Issues

Local Areas

Need To Address?

(System Components)

# Be Flexible and Creative

GUMDROP

By George Crenshaw



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# First Principle

All functions of the system  
are to be:

- Family Driven
- Culturally Appropriate

# Identification

- ✓ How will multi agency children become known to your system?
- ✓ Who will assure or facilitate connections?

## **Multi Agency/Disciplinary Screening, Assessment/Evaluation**

- ✓ How will eligibility determinations/evaluation take place?
- ✓ Who will do them?
- ✓ Will they be comprehensive, coordinated, separate..?
- ✓ How will assessment data be integrated into a plan?
- ✓ How will variable timelines be coordinated in your system?
- ✓ Will there be an interagency release of Information?

# Service Coordination

- ✓ What model will be used for child/ family specific coordination of services?
- ✓ Who will facilitate planning meetings?
- ✓ Who will be a contact for the family and between the family and community?
- ✓ How will continuity of planning for all life transitions be assured?
- ✓ How will the the knowledge base of resources available in the community be maintained?

# Single Plan Development

- ✓ Who will participate in the development of a plan?
- ✓ How will this be decided, by whom?
- ✓ Who will 'write' the plan and manage interagency documents?
- ✓ Who and how will review and updating be facilitated?
- ✓ How will gaps in services be met?
- ✓ How will agencies be held accountable for progress ?
- ✓ How will due process be addressed?

# Information, Resources and Technical Assistance

- ✓ What kind is needed?
- ✓ Who needs it in your community?
- ✓ Who will pay for it, with what funds?
- ✓ How will it take place?

# Service Access, Identification of Available Resources and Plans to Address Gaps

- ✓ How will the community partners address system gaps as they become known?
- ✓ How are service explained?
- ✓ How will the system find out about such gaps?
- ✓ Is there coordinated access?
- ✓ How are services available in your community identified and shared within the community?

# Dispute Resolution Processes

- ✓ What kinds of disputes are there?
- ✓ What disputes do local areas need to plan around?
- ✓ Is there a state dispute process to follow?
- ✓ How will local disputes be addressed?

# Provision/Payment of Services

- ✓ Who provides and pays for what services?
  - ✓ The 14 programs services and initiative
- ✓ How are these decisions shared and known to the community?
- ✓ How are disputes handled?
- ✓ Do you have an interagency agreement?
- ✓ What if more than one program or agency can provide or pay, who is the first payor, next...?

# System Assurances and Accountability

- ✓ Accountability:  
What body will be assigned to address governance and accountability?
- ✓ Data Collection :What data needs to be collected: why is it collected and who will be collecting it?
- ✓ Who will maintain interagency records, and manage recording and documentation activities? ie: master copy, single plan, due process records, interagency releases, etc.

# System Assurances and Accountability (Cont)

- ✓ Assurances:
- ✓ How are the values of family centered, wraparound and person centered philosophies operationalized?
- ✓ How will your system assure that it is meeting the unique cultural needs of children and families?
- ✓ Evaluation :
- ✓ How will you know that you have a coordinated system?
- ✓ How will your system know that it has increased family satisfaction?
- ✓ Has it increased provider satisfaction?