

CHALLENGES AND STRATEGIES

(Collected from Pathways to Well-Being Trainers 5/13/14)

1. Youth refuses to attend meeting:

- a. Engagement
- b. More preparation
- c. Use resources—youth partner?
- d. Have one trusted team member work with youth to shape meeting agenda to meet needs
- e. Address youth's fears (preparation)
- f. Should be addressed at team agreements if meeting can still continue

2. Child refuses to have their parents at the meeting:

- a. Continue to explore concerns
- b. Allow child to feel safe

3. Youth doesn't want to talk during the CFT meeting:

- a. Utilize natural/mandated support person to engage youth, ask to speak for youth temporarily to lower resistance
- b. See who the youth connects with on the team and have that person speak for the youth
- c. Have youth leave the room so facilitator can have a private talk

4. A parent speaking for the youth and/or cutting the youth off:

- a. I referred to the group agreement that stated "Let Ethan speak for himself"
- b. Other team members also reminded Dad of group agreements

5. Keeping family voice at the center:

- a. Direct questions at the family first
- b. Validate family—"what I hear from you is..."

6. Angry relative:

- a. Redirect
- b. Validate feelings
- c. Refocus purpose of meeting

7. Adult team member has strong opinion of what the youth needed to accomplish. Youth stated several times what was best for him, however adult was not listening:

- a. Facilitator stepped in and paraphrased what youth said so as to shift the conversation of the team

8. Being able to deal with difficult participants (not following rules/manipulating conversation):

- a. Refer to agreements
- b. Redirect to ask for other voices to be heard
- c. If needed, create new agreements and add to it
- d. Validate feelings
- e. Making process of limit setting overt
- f. Prepare team members well to prevent this
- g. If conflict is between two people, have those two people take it “offline”—can discuss more after meeting

9. Disagreement on goal or services/support:

- a. Surface what people are concerned about
- b. “Agreeing to disagree”
- c. Use scaling/gradient of agreement

10. Team member “checks out” (emotional and/or physically):

- a. Taking a break
- b. Checking in with team about what’s going on
- c. Pause and recap to get attention from all
- d. Humor

11. One or two team members displaying negativity and/or aggressiveness:

- a. Group agreements
- b. Engagement
- c. If conflict is between two people, have those two people take it “offline”—can discuss more after meeting

12. Meeting runs long or loses focus:

- a. Utilize time keeper to keep team and meeting flow on track
- b. Post agenda for reference

13. Being able to coordinate everyone’s schedule to even have a meeting/agree on a time:

- a. Focus on child and family availability, seeing them as a priority and who they want there
- b. Coordinator to create a master calendar that everyone can see
- c. The coordinator to explain restrictions on times of participants and attempt to bargain with other participants
- d. Explaining in detail the purpose of the meeting to get participant buy in and have them see what it is important for them to attend