

Shifting Gears to Family-driven Care Ambassador's Guide

Revised 2014

Trina W. Osher
Huff Osher Consulting, Inc.

David Osher
American Institutes for Research

Gary Blau
Center for Mental Health Services

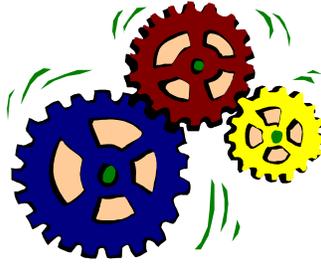
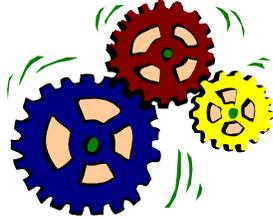


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The Ambassador's Guide to Family-Driven Care was created in 2006 by the authors under the auspices of the Federation of Families for Children's Mental Health with support from the Child, Adolescent, and Family Branch of the Center for Mental Health Services, SAMHSA. It is in the public domain.

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Shifting Gears to Family-driven Care

Ambassador's Guide

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Welcome

Welcome to the ranks of Family-Driven Care Ambassadors. As an Ambassador you will serve as a representative of the family movement and systems of care, promoting the definition, principles, and characteristics of family-driven care and encouraging families and their system partners to move from rhetoric to reality.

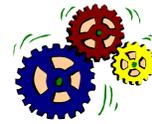
The Ambassador's Tool Kit was developed to help you disseminate the definition with fidelity, train others to apply its principles with integrity and use its characteristics to help families, family-run organizations, systems of care, and communities transform the way behavioral health care (as well as any other relevant service) is delivered to children and youth and the way their families are involved in making decisions.

The Ambassador's Tool Kit consists of PowerPoint files with notes, handouts, and background materials. It was developed primarily by Trina W. Osher for the Federation of Families for Children's Mental Health with funding provided by the Child, Adolescent and Family Branch of the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. David M. Osher, Managing Research Scientist at the American Institutes for Research and Gary Blau, Chief of the Child, Adolescent and Family Branch made significant contributions throughout the process of developing the definition and to the materials in this kit. While Dr. Blau has played an active role, the materials in the Ambassador's Tool kit have not, as of yet, been through the SAMHSA clearance process.

Ambassadors are team players. Just as the kit was developed by a team, it is most effective when it is presented by a team. As the family leader, it is your responsibility to seek out system partners (for example an administrator, a researcher, or a mental health professional) to join your team. Although you will decide among you what role each will play, there should be a free-flowing dialogue when you collectively present so that your team models how a real partnership works. Presenting the materials in this kit as individual talking heads violates the principles of family-driven care which are based on shared responsibility for decision making and outcomes. Of course, there will be some opportunities, such as a keynote address, where you may be the sole Ambassador.

PowerPoint Files

There is a "Core Set" of slides that, depending on your pace and how much interaction there is with participants, should take about 90 minutes to present and discuss in a workshop or about 60 minutes as a plenary session presentation. Recognizing that all presentation opportunities are not this long, suggestions are made in the notes about which slides are most essential and which could be skipped. The order of the slides is deliberate.



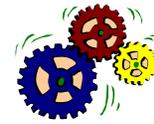
However, alternative sequencing might be necessary to be most effective with some audiences.

There is a “Quick Set” of slides that is the bare minimum core of what needs to be said if you are to accurately convey the logic of the working definition of family-driven care. This bare minimum can be covered in just a few minutes. These have been selected for use when time is very short such as when you are one speaker on a panel and have only 15 to 20 minutes. In addition to the Core slides and the Quick Set there are supplemental slides that address a particular topic or are intended for a specific kind of audience. Add these to the Core slides or the Quick Set as appropriate. In alphabetical order the PowerPoint files in the Ambassador's Tool Kit are:

- ✓ Advice for Administrators
- ✓ Breaks
- ✓ Commitment to Change
- ✓ Core slides
- ✓ Family Involvement
- ✓ Feedback
- ✓ Parent Partners
- ✓ Point of View
- ✓ Quick Set
- ✓ Tips for Effective Partnerships
- ✓ Ways to Take the Wheel
- ✓ Web References
- ✓ What HAT are You Wearing
- ✓ Wraparound

There are two sets of slides that are additional tools to make your presentation run smoothly – Breaks and Feedback. Breaks includes a slide for taking a stretch, several options for taking a 15 minute break, and one for having lunch. Insert these at the appropriate time in your presentation. Feedback offers two options for reminding participations to turn in their feedback form before they leave. Choose one of these to use at the end.

It is up to you, as the Ambassador, to think about the best way to communicate with your audience and how you want your message to unfold. Select and sequence slides accordingly. Choose handouts – see below – to support the slides you select. As a general guide, select no more than one slide for every two minutes of actual presentation time. After selecting your slides, practice your presentation with a timer. Many of the slides are animated. You may want to adjust the timing of these to your own pace.

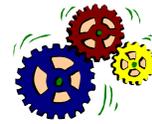


The notes accompanying each slide offer explanations for your use. This could include an explanation of the origin and the intent of the slide, the audience it focuses on, some background on the topic, suggestions for customizing the slide, possible discussion questions, interactive activities, and examples to illustrate the points made in the slide.

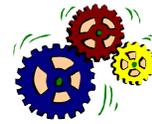
There are examples of experiences or practices on some of the slides and in the notes. Experience has shown that the examples on the slides generally work with most audiences. The ones on the notes are intended as additional ideas or guidance. You are encouraged to incorporate examples from your own experience as you present this material. You are also encouraged to tailor the examples to your audience.

Although each audience is unique, there are some issues that are more likely to be raised by some groups than others. The chart below identifies some of the most typical and offers suggestions for how to address them. Respecting every person’s contribution and perspective no matter how much you disagree is one of the qualities of a skillful trainer, coach, or facilitator. As an Ambassador for family-driven care, you have a responsibility to create a safe environment where everyone is able to speak with honesty and without fear. Everyone has value and something valuable to contribute.

Orientation and Strength	Possible Concerns About Family-driven Care	Strategies to Address Concerns			
<p>Points to make with all audiences</p> <p>It is only some and not all families who fit the description the audience is concerned about.</p> <p>All parents have strengths and needs – like everyone else.</p> <p>No approach should burden people with global attitudes and treatments that are based on negative stereotypes.</p> <p>Support services can counterbalance the effects of personal and environmental risk factors.</p> <p>Parental involvement is the key to improving cultural competence.</p>					
<p>Administrators</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-right: 1px solid black; padding: 5px;"> Program and fiscal responsibility </td> <td style="width: 30%; padding: 5px;"> It costs too much and “families aren’t accountable”. </td> <td style="width: 45%; padding: 5px;"> Families – especially families who are poor – are very careful spenders. With good options and information about them, families make good choices. When families have choices there is less money wasted on ineffective services. Medical research suggests that when </td> </tr> </table>			Program and fiscal responsibility	It costs too much and “families aren’t accountable”.	Families – especially families who are poor – are very careful spenders. With good options and information about them, families make good choices. When families have choices there is less money wasted on ineffective services. Medical research suggests that when
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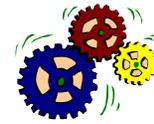
Orientation and Strength	Possible Concerns About Family-driven Care	Strategies to Address Concerns
		consumers are involved cost are likely to be less.
Mental Health		
Clinical outcomes	Families have issues of their own and can not follow through with prescribed treatment.	<p>If families have issues, engaging them increases the likelihood that services will be used and effective.</p> <p>Research shows that professional or agency behavior influences the level of family participation and follow through.</p>
Child Welfare		
Protection of children	Families can not or will not keep their children safe and healthy.	<p>Families (even unsafe ones) are “forever” and children run back to their families whenever they can.</p> <p>Families with many life challenges respond well to intensive individual supports like family preservation programs.</p>
Juvenile Justice		
Public safety	Families may encourage violent and illegal behaviors or deny their child is involved in them.	<p>Families (even unsafe ones) are “forever” and children run back to their families whenever they can</p> <p>Wraparound approaches that include family supports and crisis or contingency plans can insure public safety and promote better outcomes for youth.</p>
Research		
Scientific rigor	Families are not objective.	<p>The Federation has a curriculum to train family members to understand, use and conduct research and evaluation studies.</p> <p>Trained family members can be trusted data collectors and can increase response</p>



Orientation and Strength	Possible Concerns About Family-driven Care	Strategies to Address Concerns
		<p>rates.</p> <p>Family involvement can improve the power of research designs and analyses.</p> <p>Family involvement can help make sure the right things are being measured (validity) and the measures being used are accurate (reliability).</p> <p>Family involvement can make it more likely that families and youth will agree to participate in studies.</p> <p>Families amplify research findings with stories of personal experiences.</p>
<p>Education</p> <p>High academic achievement and school safety</p>	<p>Families lack the skill to help their child with academics and can not control their behavior.</p>	<p>Research shows that student performance improves when their families are more engaged in their education.</p> <p>Research suggests that a parent’s ability to tutor their child is not critical.</p> <p>Research suggests that a parent’s belief in the importance of education and their ability to advocate on behalf of their child does make a difference.</p> <p>Research suggests that trust between educators and families helps turn low performing schools around.</p>

Handouts and Background Materials

Handouts and background materials are provided in your Ambassador’s Tool Kit. These have been developed or selected to cover material on particular slides in an easily readable form. The notes pages will identify which handout(s) go with the slide. Not all slides have specific handouts. Most handouts and some background materials have some

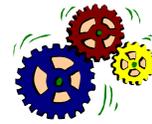


color on them but they will print out well in black and white. Descriptions of the handouts follow, take note of which ones should be included with every presentation.

- ✓ *The Paradigm Shift Table*. There is a one page handout of the Paradigm Shift in table form. This is a basic item and should be given out at all trainings, no matter how long or short. There is also an article that more fully explains the model. This is intended as background for your use and only in rare cases would it be given out to participants. The reference for the article is on the one page handout. Osher, T. W., & Osher, D. (2002). *The Paradigm Shift to True Collaboration with Families*. *Journal of Child and Family Studies*, 11:1, 47-60.
- ✓ *The Definition* is the most important handout and should be given out at all trainings, no matter how long or short. Both pages are essential. By making the handout one page printed on both you can insure participants do not accidentally misplace, lose, or discard half of the material.
- ✓ *Keys for Success* are tip sheets. The material on them is identical to what is on the slides they accompany but the format is easy to read and everything can be printed on one page or two sides of one page. The topics are:
 - ✓ Tips for Driving Safely – Ways to Take the Wheel
 - ✓ Tips for Effective Partnerships
- ✓ *Comparing Family Involvement with Family-driven* is a one page chart that duplicates the 2 page chart in the set of slides on family involvement.
- ✓ *Definition of Family and Principles for Family Involvement* is a basic handout. It is two pages that can be printed back to back. It is sometimes useful to combine this with *Definition and Principles of Family Support*, which is also two pages. These definitions and principles were developed by the Federation of Families for Children's Mental Health. Please be sure to acknowledge the Federation when you use these materials.
- ✓ *SAMHSA GFA Definitions* are companions to or alternatives for the Federation definitions (see previous item). For some audiences – particularly those consisting only or primarily of personnel affiliated with a SAMHSA funded system of care or other program – using these would be preferable.

The files with background information or resources for Ambassadors include the following:

- ✓ *A Family-Driven Journey* is a short story illustrating the family-driven journey. The journey is a metaphor for both an effective, family-driven system of care and a metaphor for how sound children's behavioral health policy develops. Policy is the platform that supports effective practice. This is a resource and guide for you and not intended to be distributed to participants.
- ✓ *Family Voice and Choice* is a download from the National Wraparound Initiative website www.rtc.pdx.edu/nwi. This webpage offers a comprehensive explanation of



the first principle “family voice and choice.” It is intended primarily as background but could be used for a handout if your audience was really interested in this topic.

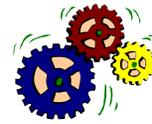
- ✓ *Need for a Definition of Family Driven Care* is an article by Gary Blau, Trina W. Osher, and David Osher together with supplemental materials prepared for a family organization newsletter. It is intended mostly a background for you but makes a nice handout for a poster session or to leave on a “take one” table.
- ✓ *Parking Lots* is a Microsoft Word file with two examples that invite participants to post comments and questions they have not had an opportunity or desire to share out loud. Their use is optional.
- ✓ *Feedback formats 1, 2, & 3*. There are three files with different formats for participants to get audience feedback on your presentation. These formats could be replaced with your own, BUT getting feedback is essential. There is also a template for getting feedback on the impact of your training some time after it took place.
- ✓ *Vanguard InSites* — May 2006, *Effective Training Can Help Nurture Fledgling Skills* contains some good advice and suggestions for insuring your training event is a success. It was prepared by Vanguard Communications and downloaded from <http://www.vancomm.com/inSITE.php?id=103>. You are encouraged to review and follow these when planning and conducting your training event.

Think carefully about what will be most useful for your audience when selecting items for your handouts. Do they really need or want all that paper or will it simply be discarded? Do not overdo it – too much material confuses participants, and they don’t know what to focus on or what is important. Match your handout selections to your slide selections. Avoid distributing handouts that are not covered in your presentation. If you do give out something you will not cover, make sure to point this out to your audience and mention why you included it.

Cautions for printing handouts from the PowerPoint files.

Printing handouts of the slides is not necessary, since most of the important material is included in other handouts. However, you may want to provide your audience with a handout of the slides, as it may help some individuals see your slides, eliminates their need to take notes (or as many notes), and helps them remember what you said. If you have access to and can afford color copies print your master set using the “color” setting. If your handout will be duplicated on a black and white copier, make sure to select “pure black and white” on the print menu so you get the best quality master for making black and white copies on a copying machine.

In addition, when making a black and white master, you need to make an adjustment in the slide background. There is a faint circle of figures on the background of the master slide. Before printing, temporarily delete this from the master slide to insure an unobstructed image of the black and white text. If you DO NOT SAVE the changes to this file when you close it the master should remain intact. If you plan to print handouts from the slides often, you might want to copy the entire file, delete the background image and save this second set with a different file name indicating it is for printing only.



What You Will Need to Use this Tool Kit

For equipment, you will need a screen and projector for viewing the PowerPoint files. They will display best from a computer using an LCD projector. They can also be printed onto clear acetate for use with an overhead projector. Make sure to test your equipment well before hand so that any technical problems can be resolved – especially if microphones are needed.

An easel with chart paper, markers, and tape for hanging sheets up is very useful for spontaneous illustrations, jotting down references and contact information, and taking notes of participant's comments.

You may want to have a sign up sheet for follow-up. The organization sponsoring your training may already have one they can copy for you. An alternative would be to distribute index cards for participants to write down their contact information. Let them know you will accept a business card in place of the index card.

Sometimes participants have a lot more questions or comments than can be honored in the time available. Some participants may have something contribute but do not wish to speak out in public. A “parking lot” where individuals can post their comments and questions offers a safe strategy to get this additional input. There is a file in your Ambassador's Tool Kit with two versions of “parking lots” that can be enlarged to poster size for this purpose. Put a supply of pens nearby for writing directly on it or use “post it” notes. Distributing index cards and inviting participants to write their questions or comments on the cards that you collect at the end is another strategy.

Include a feedback form in your packet of handouts and remember to include one of the slides reminding participants to complete it at the end of your presentation.

Acknowledgement and Feedback

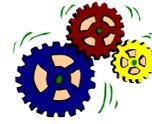
Please acknowledge the authors and funding sources when presenting materials from the Ambassador's Tool Kit. The suggested citation is Osher, T. W., Osher, D., & Blau, G. (2014). *Shifting gears to family-driven care: Ambassadors tool kit*. www.huffosherconsulting.com. Feel free to add you own name and organization to the master and create a new slide with your contact information. Your audience may need some follow-up and want to contact you.

Remember to distribute a form for participants to give you feedback. There are two samples in the Ambassador's Tool Kit. You can create your own or use one preferred by the sponsor of your presentation. Take a look at the feedback before you leave making note of any comments that would help you make your next presentation more effective.

It can be very useful to have an independent researcher gather feedback on the impact of your training a few weeks or months after it occurred. This could help you and the organization sponsoring your training find out how much participants remember and how they have used what they learned. This kind of feedback can also be useful for demonstrating the effectiveness of your training to funding sources and policy makers. An

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example of a protocol that could be used to gather information on impact is included in the Ambassador's Tool Kit. It is designed as a fax-back survey or telephone interview to be conducted by someone who is family-friendly and culturally and linguistically competent, but not connected directly with the trainer or sponsoring agency. Usually, the data collector is paid a fixed fee for each completed survey. Partnering with a formally trained evaluator, researcher, consulting firm, or a university in designing and conducting such an assessment is recommended.

We would like to learn about your experiences using these materials. Please send your feedback messages, comments, and questions to huffosherconsulting.com