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ADMINISTRATIVE OFFICE OF THE COURTS

Drop-Off Discussion

Recap

- Video on what a Drop-Off is and why to do them
- Video and file of the data collection tool
- Three videos on how and where to collect data

This video is on the Drop-Off Discussion
The next video is on Establishing Goals

Start with the data itself

Table #2: Identifying and Removing Barriers to Collaborative Court Access and Engagement

ID	Step	Notes:	Unknown/Missing Information:	Identified Barriers:	Next Steps:
1	Calls/reports to the hotline				
2	Investigated Child Welfare Cases				
3	Opened and ongoing child welfare cases				
4	Cases with SU/SUD or child 0-3 identified as a factor				
5	Identified SU or child 0-3 and a filed dependency court case				
7	Eligible for Collaborative Court				
8	Referred to Collaborative Court				
9	Did not enter CC ▪ Parent choice ▪ Eligible but not admitted ▪ Other				
10	Entered CC				

Prompts:

4	SU/SUD identified as a factor in the case OR the child in the case is 0-3		How does child welfare determine if SU is an issue? Is SU identification between demographic groups equitable? Is SU screening re-visited if it was not a factor during intake? When and how are parents referred to a clinical SUD assessment? How long does it take? Are parents offered assistance to get the assessment? If not already connected with a Collaborative Court is the parent now informed that it is an option? Are they connected with a Collaborative Court caseworker, liaison, or peer support?
5	Identified SU/ or child 0-3 AND a filed dependency court case		Is there a systematic way for the court to be informed that SU is a factor? If not already connected with the Collaborative Court, is the parent now informed that Collaborative Court is an option? What information are parents and their support network given about the Collaborative Court? Are parents connected with an attorney and peer support who are knowledgeable about Collaborative Court? What conversations about the Collaborative Court occur at shelter and other initial hearings?

Example Prompts:

**Eligibility Requirements
Referral Process
Buy-In
Length of Time to Services**

Difficult Discussions

Accountability
Transparency
Growth
Mindset
Solution Based

Preparation

Agenda example:

- Welcome
- Identify the Drop-Off Concern Areas
- Perspectives and Discussion About the Concern Areas
- Goals and Action Steps

In your preparation:

Agenda Item	Learning Outcome	How?	Why?	Time	Tools or Needs
Welcome					
Identify the Drop-off concern area(s)					
Perspectives and Discussion about concern area(s)					
Goals and Action Steps					

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Learning Outcome

Learning Outcome

What everyone in the meeting should understand or accomplish at the end of the conversation. **Think action verbs: understand, define, decide, determine**

How?

Most learning used to take place by presenting information, or talking at the audience, but true **learning**, especially for adults, **takes place through experiences**. So using discussions, or planned activities like liberating structures builds a framework that flattens power dynamics and attaches new concepts to past knowledge

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Why?

In addition to learning strategies, in hard conversations its important that everyone in the room has a chance **to share and to listen**. How does the structure support that? Thoughtful consideration of the "how" ensures the learning outcome will be met

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Time

Time limit these discussions or **have many breaks** to allow time to process and keep emotionally regulated. For some, this is personal, so being trauma informed means building rest into the structure, rather than making someone ask for it. **Make a schedule**, but do **be flexible** when activities run long, as long as the meeting ends on time

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Tools

This section is just a reminder for paper, pens, tablets, or any other things you might need.

Learning Outcome

Agenda Item	Learning Outcome	How?	Why?	Time	Tools or Needs
Welcome	Establish clear group norms and agreements for behaviors, and ensure that all participants understand them.				
Identify the Drop-off concern area(s)	Decide on a change in our policies related to step 9 of our drop off data				
Perspectives and Discussion about concern area(s)	To allow all team members to reflect on their concerns and to problem solve or listen (depending on the need).				
Goals and Action Steps	To establish a team goal and individual goal and To assign a task to each team member that moves our change plan forward.				

Agenda Item	Learning Outcome	How?	Why?	Time	Tools or Needs
Welcome	Establish clear group norms and agreements for behaviors and ensure that all participants understand them.	1:2:4:all or anonymous sharing	To flatten power, remind us of the work, and how to relate to each other	10 minutes	Moveable chairs or breakout rooms
Identify the Drop-off concern area(s)	Decide on a change in our policies related to step 9 of our drop off data				
Perspectives and Discussion about concern area(s)	To allow all team members to reflect on their concerns and to problem solve or listen (depending on the need).				
Goals and Action Steps	To assign a task to each team member that moves our change plan forward.				

Additional Points

- Norms and Agreements
- Neutral Facilitation
- Food and Breaks
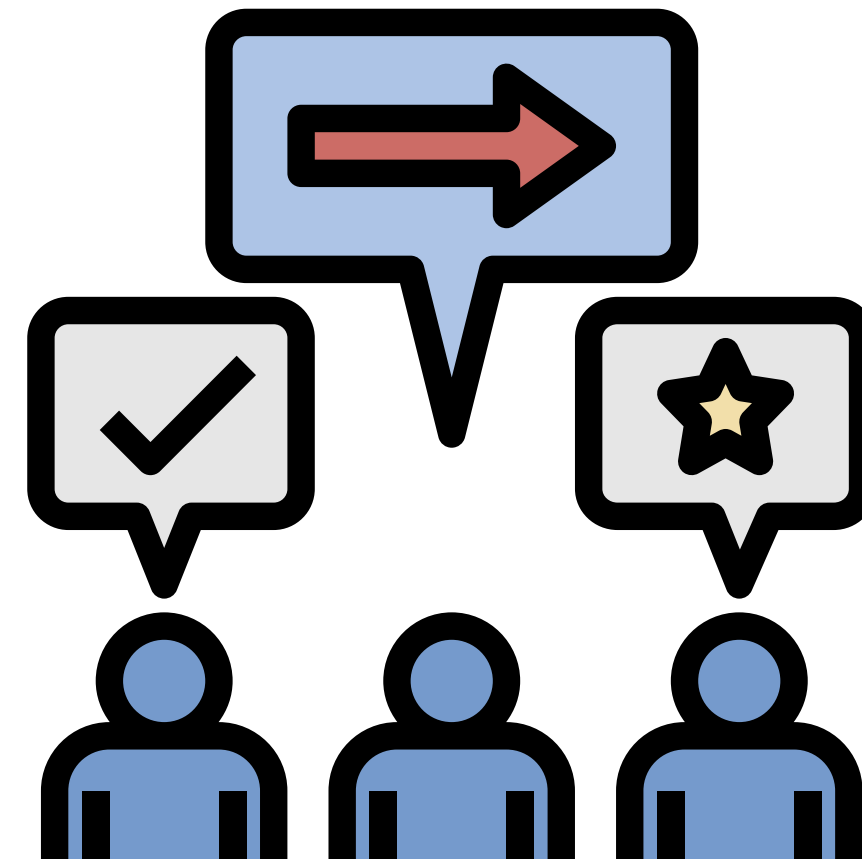
Norms and Conversation Agreements

Norms

- Norms are the unspoken strategies and assumptions we use to social interactions
- For some people, these strategies come naturally
- For those who struggle to be heard (shy, slower to speak, lower power, less confident) norms can make having their voice heard more difficult
- Some norms we tend to follow:
  - Boss leads the discussion and talks more than others
  - Starting on time, five minutes late, five minutes early
  - Sitting still, pacing, doodling (or not)
  - How often, how fast, how much we speak in a group setting

Norms and Conversation Agreements

Agreements

- What we as a group can decide will be "normal" behaviors in our space
- Decided together, and enforced by all
- Examples:
  - Everyone participates, no one dominates
  - Use "I" statements
  - Listen to understand

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Neutral Facilitation:

- create a safe place to talk
- help participants relax and feel comfortable
- demonstrate active listening
- provide a role model for good communication
- help the participants define the issues in their own way
- help the participants talk about their feelings where appropriate and be respected what they do
- help the participants be realistic about decisions and proposed action
- intervene when participants break the ground rules
- Remind the group of their shared purpose, values, mission, or court policies

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NOT Neutral Facilitation:

- decide who is right and who is wrong
- pass judgment or take sides
- give advice or tell people what to do
- come up with answers to a problem

Recap!

- Preparation is key
- Establish agreements
- Have a neutral facilitator
- Focus on the learning objective
- Be solution focused/a learning community/a growth mindset

- When we know better, we do better.

Additional Resources on the Website

- Additional Facilitation Resources Document
- Balancing Power Document
- Dealing with Difficult Behaviors Document
- Ground Rules and Agreements Document