Permanency Roundtable
Facilitator Trainee Tool

The mentor is responsible for monitoring the trainee's ability to meet the criteria for each phase. The mentor will only check the box next to each task if the trainee completes the task. The mentor must provide feedback to the trainee after each PRT.

Trainee name:		
Date:	County:	Mentor:
Date:	County:	Mentor:
Date:	County:	Mentor:

Review Task	Benchmark	PRT #		
		1	2	3
	The Trainee: ▪ has all the brainstorming questions, parking lot and systemic barriers up on the wall prior to the start time	☐	☐	☐
	▪ has provided the handouts to all of the participants			
	○ Six-Phases Handout	☐	☐	☐
	○ Legal Permanency Rating Status Form	☐	☐	☐
	○ Oral Presentation Document	☐	☐	☐
Comments:				

Review Task	Benchmark	1	2	3
Welcome & Overview:	The Trainee: ▪ is able to engage the team to begin PRT	☐	☐	☐
	▪ explains the purpose of the PRT	☐	☐	☐
	▪ reviews the 6 phases of the PRT	☐	☐	☐
	• reviews the three legal permanency options	☐	☐	☐
	▪ completes introductions	☐	☐	☐
	• develops group agreements with input from everyone	☐	☐	☐
Comments:				

Presentation of the Case:	The Trainee: • reviews the phase	☐	☐	☐
	▪ reminds team to save questions until the Clarify and Explore phase	☐	☐	☐
	▪ asks for additional information from supervisor or others involved with case	☐	☐	☐
	▪ able to keep the phase within the 20 minutes	☐	☐	☐
Comments:				
Clarify and Explore:	The Trainee: ▪ reviews the purpose of the phase			
	○ The focus of the questions should be permanency related	☐	☐	☐
	○ This an opportunity to clarify issues that were addressed during the presentation	☐	☐	☐
	▪ ensures all participants have the chance to ask questions	☐	☐	☐
	▪ is able to maintain a positive environment	☐	☐	☐
	▪ redirects all negative comments and questions	☐	☐	☐
	▪ ensures the phase does not drift into brainstorming or action planning	☐	☐	☐
	▪ asks the worker: ○ when was the last full disclosure was made	☐	☐	☐
	○ is able to define full disclosure	☐	☐	☐
	○ when was the last time permanency was discussed with the child/youth	☐	☐	☐
	○ the current permanency goal and concurrent goal of record	☐	☐	☐
	▪ explains the legal permanency status sheet ○ discusses the three legal permanency options	☐	☐	☐
	○ this is not a reflection on the worker, but a baseline	☐	☐	☐
	○ if there isn't consensus the lower of the ratings is chosen	☐	☐	☐
	▪ asks the worker and supervisor first what rating they believe is appropriate	☐	☐	☐
	▪ asks for input from the team	☐	☐	☐

	▪ allows for discussion of rating	☐	☐	☐
	▪ checks with the scribe to ensure she/he captured all the information in eWiSACWIS	☐	☐	☐
	▪ is able to keep phase within the 15 minutes	☐	☐	☐
Comments:				
Brainstorming	The Trainee: ▪ reminds the team that in brainstorming it is the opportunity to share all ideas	☐	☐	☐
	▪ reminds the team that debating is not part of brainstorming but a discussion can occur in the Action Planning Phase	☐	☐	☐
	▪ reviews the five questions	☐	☐	☐
	▪ reviews the purpose of the Parking Lot	☐	☐	☐
	▪ reviews the purpose of the Systemic Barriers	☐	☐	☐
	▪ asks the worker what she/he believes it would take for the child(ren) to achieve permanence	☐	☐	☐
	▪ encourages team to participate AFTER the worker provides an answer to the first question	☐	☐	☐
	▪ is able to stay on task	☐	☐	☐
	▪ is able to keep team on task	☐	☐	☐
	▪ is able to keep team engaged	☐	☐	☐
	▪ asks questions to stimulate brainstorming with the team	☐	☐	☐
	▪ ensures everyone is participating	☐	☐	☐
	▪ ensures no one is dominating the team	☐	☐	☐
	▪ able to allow for clarification questions to stimulate brainstorming; but doesn't revert back to Clarify and Explore Phase	☐	☐	☐
	▪ is able to prevent the team from action planning	☐	☐	☐
	▪ is able to keep phase within the 25 minutes	☐	☐	☐
Comments:				

Action Planning:	The Trainee: • asks the team what the recommended permanency goal and concurrent goal should be	☐	☐	☐
	• reviews any Parking Lot issues	☐	☐	☐
	• allows for discussion regarding permanency goal recommendations	☐	☐	☐
	• ensures there is consensus from group	☐	☐	☐
	• ensures the scribe captures the recommendations in eWiSACWIS	☐	☐	☐
	• asks the worker to either circle or offers to circle for worker up to 4 brainstorming ideas	☐	☐	☐
	• encourages team to discuss the ideas with the worker and supervisor	☐	☐	☐
	• is able to develop the brainstorming ideas into action steps • ensures the worker agrees with the action steps	☐	☐	☐
	• asks if anyone other than the worker can complete an action step	☐	☐	☐
	• ensures the completion dates are achievable	☐	☐	☐
	• is able to stay on task	☐	☐	☐
	• is able to keep phase within the 35 minutes	☐	☐	☐
Comments:				

Debrief:	The Trainee: • asks the three questions for this phase ○ How can the worker best explain the action plan to the family and youth?	☐	☐	☐
	○ Are there any unanswered questions or concerns?	☐	☐	☐
	○ What did you learn in this discussion that could be applied to other cases?	☐	☐	☐
	• asks the team for feedback about the process	☐	☐	☐
	• is able to keep phase within the 10 minutes	☐	☐	☐
Comments:				

Overall Performance:	The Trainee:			
	▪ was engaged in the process	☐	☐	☐
	▪ kept the team on task	☐	☐	☐
	▪ finished within the two hours	☐	☐	☐
	▪ was unbiased	☐	☐	☐
	▪ was able to maintain a positive environment for the team	☐	☐	☐
	▪ did not drift into another role	☐	☐	☐
Comments:				

1st PRT, list the trainee's areas of strength and areas upon which to focus in second PRT.	
2nd PRT, list the trainee's areas of strengths and areas upon which to focus in the 3rd PRT	
3rd PRT, does the mentor recommend that the trainee be certified? ☐ YES ☐ NO	
If not recommended for certification, what are the areas the trainee needs to focus on for the next 3 PRTs?	