

## Rethink Formulation TIPS AND TRICKS FOR FACILITATION 'as an Event'

Date:

Case Sharer:

*If with full care team  
then write this here*

Agency:

*Which service if doing as  
professionals only*

Who was involved in this  
discussion?:

**Write here who was involved and  
their role**

Family / Key Relationships:

*Use families names – so if mam is  
called Sophie, call her Sopia. Often  
we can call parents mam and dad,  
however they have a name and its  
likely they would like to be called by  
their name. Of course always check  
this with them, and if they would  
rather be called mam that's what  
you would use, but usually people  
like to be called by their name as  
they are a mam, but also a sister, a  
daughter, an accountant etc*

*Sophie – Mam - 35*

*Jimmy – child - 7*

*Etc etc*

Identity and cultural considerations:

*Consider religion, language/s  
spoken, any learning needs /  
disabilities (some families don't  
identify with this so this may be put  
into challenges & vulnerabilities  
instead)*

*Some people might consider  
themselves – 'proud Geordie' etc*

Services involved:

*Names and services involved  
including for all the children and  
family*

**TOP TIP:**  
We  
recommend  
around 1.5  
hours as  
minimum for  
full  
formulation &  
next steps.

### What triggers things?

(Precipitating Factors)

- *What happens before the presenting issue?*
- *If there's a behaviour for the presenting issue this is likely to be directly before – such as 'child shouts a lot' what happens right before he starts shouting, what happened the night before – think about the sequence*
- *Listen out for 'when' statements in this box.*
- *This box can sometimes be empty, particularly if the family are not present as without asking them we don't know for sure. If the box is empty this is fine, as when we move into the 'What's keeping the issue going' box we can say we don't know what is triggering the issue.*

4

**TOP TIP:**  
If possible sit in a  
circle as this helps  
to create openness  
and equality

3

### Family history, challenges and vulnerabilities?

(Predisposing Factors)

- *Anything which may be challenging and a vulnerability*
- *When the family are present you include what they want in here.*
- *It's likely when asked what's happening right now that's causing concern, multiple things were said – it might be that some of those go in this box.*

**TOP TIP:**  
Start with a positive  
check in question.  
This might help to  
add into the  
strengths box

5

### What positives and strengths are there?

(Protective Factors)

- *Use this box to explore support networks, family, friends, neighbours, extra curricular clubs etc*
- *Consider positive and strengths which have been seen before – consider how the family have maintained these in the past*
- *Pull out the positive's and consider how they are protective*

**TOP TIP:**  
Often people try  
to give solutions,  
try re-direct that  
the conversation is  
to deepen  
understanding  
before looking at  
solutions (next  
steps)

### What could happen if things don't change?

(Predicting Factors)

- *This is what could happen if the presenting issue doesn't change, so a direct link.*
- *If someone lands at a predicting issue which seems unrealistic then you can ask questions such as 'can you explain where that prediction comes from?'*

2

**TOP TIP:**  
When facilitating a  
full formulation  
with family and  
care team have 2  
facilitators

### What's happening right now that's causing concern?

(Presenting Issues)

- *Start in this box with this question.*
- *This tends to be the box which you sit in for a while everyone agrees what's happening now which will be the focus of the formulation*
- *It's recommended that one presenting issue is identified – while multiple can be used this can get complicated when moving around the boxes*
- *It may help to jot down some things on some separate paper so you keep track of the conversation*
- *It's really important that if you have the family present (which is always encouraged) that you go with what they say is the main concern.*
- *Ensure this is clear and evidential, so if this is about low school attendance, try and establish any patterns and give the attendance percentage if this is available*
- *Sometimes people will say their worries about what might happen if things don't change so you can say that sounds like a predicting factor so we will look at this soon (next box)*

1

### What's keeping the issues going?

(Perpetuating Factors)

- *In this box we try to take a look at service involvement and consider if services have been keeping the issue going. Such as; has the social worker / school etc always used an interpreture, do we know the interpreture is speaking in the same dialect. Are the family happy with the interpreture or is it someone from their community and do they feel ashamed of talking openly with them present.*
- *Have services been flexible to the families working arrangements as an example.*
- **CONSIDER IN THIS BOX – ENGAGEMENT, ALIGNMENT, UNKNOWNNS, FAMILY VIEWS.** For example 'we don't know what is triggering the presenting issue'
- **IT IS FROM THIS BOX THAT YOU DEVELOP YOUR NEXT STEPS.** It's advisable to pick 3 points from this section as your priorities to develop the next steps. (we recommend you say to the participants while there's a lot here, lets focus on these as to not overwhelm. 'we can continue to formulate moving forward')

6

## Next Steps Planning

- **Hypothesis:** What has the above discussion told us about where we need to start in terms of perpetuating factors and the presenting issue? Remember *IF* and *THEN* statements can help you to create a hypothesis.

*Example 'the child protection plan isn't progressing IF we can develop a trusting relationship with parent, we may know better how to support THEN we may see the child protection plan progressing'*  
*Sometimes facilitators feel this part is difficult, and we advise this does not need to be complicated. The simpler the better as easier to understand. Example: I'm tired in the mornings, IF I go to bed earlier, THEN I might feel less tired in the mornings.*

- **Goals & Actions:**

We will start by addressing ...

*Prioritized perpetuating factor(s)*

*Write out the 3 picked perpetuating (keeping the issue going) factors here.*

*Example:*

- *We don't know what is triggering the presenting issue*
- *We haven't got Child's views*
- *The care team have different views about the level of risk*

**TOP TIP:**  
**This isn't one off event, it's something that should be continuously revisited to build upon hypothesis / next steps**

We will do this by ...

*Next steps planning: Think SMART (Specific, Measurable, Achievable, Relevant, Timebound) Who will be responsible for each next step (use your protective factors to identify strengths and relationships that can help) ? When will the next step be completed? How will this be reviewed?*

*This is how we can test out the hypothesis.*

*Really consider working WITH in these next steps. If there is going to be a difficult conversation ask the person where they might want this to take place. For example some places may be triggering if past decisions about their children have been made there etc.*

*Example:*

- *Laura from school has a positive relationship with parent, on Thursday when parent comes into school to see Laura, Laura will ask parent what happens before XYZ*
- *The welfare officer from school has a good relationship with the child and meets with the child regularly. On Wednesday when they meet the welfare officer will do some direct work with the child to gain their views. The welfare officer is going to meet with the Social Worker prior to get some advice on the best way forward with direct work*

**Share the outcome / next steps from today's formulation with family members / young people that were not in attendance (please consider how this will be done)**