
At the meeting

If the child/young person is attending:

- > It is a good idea for them to be in the room first
- > Ask them who they would like at the meeting to support them and where they would like to sit
- > Often the child/young person stays for the whole meeting, but they may leave before the end if they need to
- > The child/young person might come in and out of the meeting
- > The child/young person might complete an activity during the meeting
- > If a difference of opinion occurs with another professional arrange another time to resolve it
- > Some issues are beyond the scope of a single meeting and an alternative meeting date should be arranged with the relevant participants
- > Sometimes professionals talk separately, it's okay to summarise and discuss this at the end for the child/young person

Agenda

1. Welcome, Karakia, introductions and ground rules
2. What do we like and admire about the child/young person?
3. The child/young person's contribution
4. Domain and goal updates, including action points from team members.
 - a. What is working well?
 - b. What is not working well?
5. Agreeing action points for the team from today's meeting
6. Feedback to the child/young person
7. Conclusion, summary and Karakia

Benefits of the person centred approach:

- > Children/young people showing an increased motivation and self-confidence
- > Children/young people taking more responsibility for their learning and progress, and showing greater maturity
- > Improved relationships between children, families and professionals
- > Professionals and families developing a shared understanding of the child, how they should be supported and what the outcomes should be



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Person centred HCN meetings



Aims of the person centred approach

The person centred approach aims to:

- > Bring people together to celebrate successes
- > Address difficulties with honesty and care
- > Make plans that will build towards meaningful outcomes for children/young people and families
- > Help children/young people learn how to express their view, how to choose, how to listen and about negotiation and compromise
- > Help children/young people feel a sense of acceptance and belonging, by showing them they are part of something bigger
- > Show children/young people that they are valued and cared for
- > Give adults insight into the impact they are having on children/young people

“Starting the meetings with positive comments has really changed the tone and atmosphere of the meetings.

They are much more positive.”

Preparing for the meeting

If they are able to, the child/young person could prepare something to contribute to the meeting, for example: a feedback postcard, some pictures, a video or a presentation.

Adults and Professionals can help by:

- > Being familiar with the agenda and attachments
- > Explaining to the child/young person what to expect in the meeting
- > Supporting the child/young person to plan what they want to say
- > Giving advice about the child/young person’s preferred communication style
- > Being familiar with the child/young person’s goals and supports
- > Coming prepared with ideas and interventions for moving things forward
- > Planning how to explain their view succinctly in language that the child/young person will understand

Ground rules

There are 4 important ground rules for all adults attending a person centred meeting. Teams may choose to add to these.

Following these ground rules makes a person centred meeting work as an intervention for the child/young person.

1. Follow the agenda in order. If someone brings up a topic too soon, the person leading the meeting will ask them to come back to it later, at the most appropriate point. This ensures that there is a good balance in the discussion and the meeting does not focus exclusively on problems.

2. Every adult at the meeting must say something they like and admire about the child/young person. Making an appreciative comment here earns you the right to talk about things that are not going well. If you do not work directly with child/young person, you should be able to find something to comment on from their contributions or what you have previously heard or read.

3. Address your comments to the child/young person whenever possible, using language that is thoughtful and clear. This keeps the child/young person involved in the discussion and helps create a supportive atmosphere. Phrase your comments carefully, so they are honest and respectful of the child/young person as a person.

4. Every adult at the meeting should come to the meeting with a willingness to collaborate. Good collaboration involves communicating respectfully, acknowledging and accepting different points of views and moving towards agreed/shared outcomes.

