



The Wraparound Compass

Days 3 & 4 of the 2007 -2008 San Francisco Wraparound Institute, Fort Mason,
January 31-February 1, 2008

Getting in Touch

Staying on Course

Following the Heart

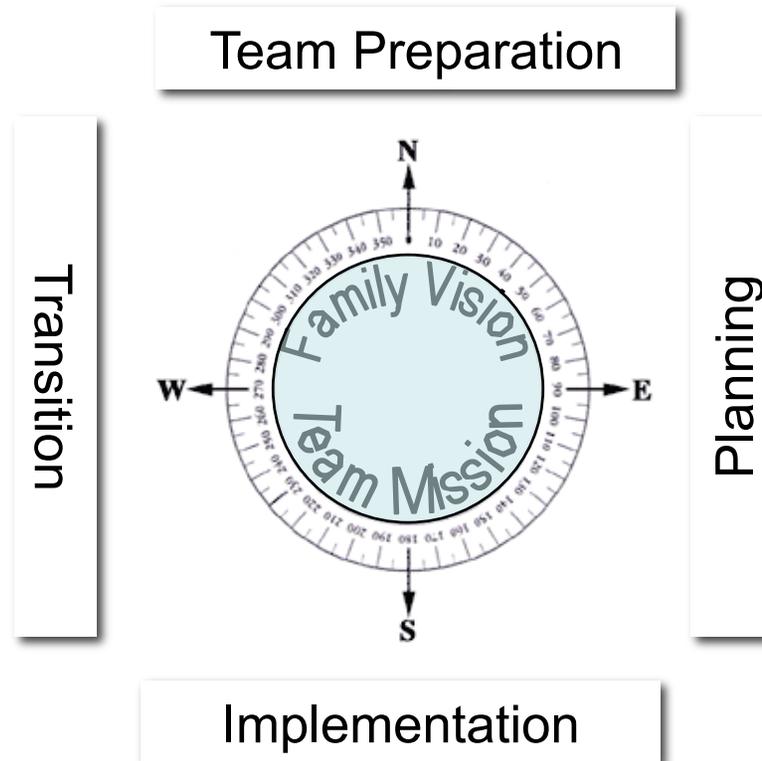
Agenda - Day 3

- **Creating a family-focused organization**
 - Introducing wraparound to families
 - Organizational support for wraparound
 - Comparing wraparound to similar processes
 - 20 questions about wraparound
- **Crisis and safety planning and support**
 - Differences between crisis and safety concerns
 - Developing effective plans
 - Right-sizing plans
 - Bridging to action plans

Agenda - Day 4

- **The art and craft of team facilitation**
 - Key elements of effective team facilitation
 - Hospitality and team formation
 - Documentation: for the team, for billing, for the agency and for oversight
 - Blending perspectives in wraparound teams and meetings
 - Conflict prevention, management and resolution
 - Teams in trouble: coming together, staying on track, moving forward

The Four Headings



Moving from Principles to Practice

- ❖ Each quadrant of the wraparound compass helps us stay oriented
 - ❖ As we gain a better understanding of the family's vision
 - ❖ And together forge and pursue a shared team mission
- ❖ They also shape the nature of the organization families experience when they encounter us

Seeing from the Outside In

- As service providers we tend to see our organizations as they relate to us:
 - Is it a good place to work?
 - Is the job reasonable?
 - Are the co-workers fun to be with?
- A family's perspective is 180 degrees different
 - Who are these people?
 - What do they do?
 - How can they help us?
 - How can they hurt us?

The Opening Encounter

- Encountering wraparound is different from many other initial experiences with a service organization
- We usually go to them, rather than them to us
- Many of the obvious organizational artifacts are thus hidden (building, pictures on the walls, mission statements, etc)
- We, and what we bring with us and say and do, instead become the face of the organization that the family has to decode

Setting up the Encounter

- In each your groups select two volunteers. One person should take the role of a parent meeting a staff person from your agency for the first time, and the other the staff person carrying out the initial contact with the parent
- This should follow the typical approach that is taken in your agency for these meetings
- Using the scenario on the next slide, or another that you like better, the two volunteers should enact the initial encounter
- The rest of the group should watch and use the questions on the slide following the suggested scenario to analyze the encounter

First Meeting Scenario

- One person is a single parent of two children (12 & 9) who has been referred for wraparound support
 - The children's other parent is incarcerated, the children have been placed in foster care and their behavior is escalating placing them at risk of higher level placement
 - You are in a half-way house after completing a 30 day inpatient substance abuse rehab program as a condition of your probation, getting ready to move back to the community and hoping to regain custody of your children.
- The other person is in the role of whoever usually begins wraparound encounters in your agency
- Spend about 15 minutes going through the initial elements of the meeting as it usually takes place in your current practice

Decoding the Encounter

- Looking at the encounter from the perspective of the parent, those observing the role play should note:
 - What verbal and non-verbal cues and physical artifacts present the key information that the parent will be attempting to interpret in deciding what to say and how to act?
 - What is the parent likely to infer about the nature, structure and operations of your agency from this initial encounter?
 - How, if at all, does this differ from what you would like the parent to infer?

Organizational Culture & Family Perception

- How much does where we work affect the way we work?
- In your homework assignment you were asked to discuss among yourselves:
 - Why do wraparound?
 - Why avoid wraparound?
 - What if anything in your organizational structure would have to change to improve the way you do wraparound?
- Given those discussions, and what you've learned through the first encounter exercise, look at the elements of organizational culture and structure in the following chart and tell which changes would have the biggest impact on that parent's experience?

Charting Org Structure

Element	Current Expression	Current Impact	Potential Change	Impact of Change
Staffing and Staff Roles				
Intake and Planning Process				
Family Team Membership				
What's in the Plans of Care, How is it Enacted				
Provider Network: who does what				
Documentation: What, How, for Whom				
Funding Options and Requirements				

Staff Roles and Goals

How might each of the key positions in each of your agencies contribute to doing wraparound well? How do those roles differ among your agencies?

	FMP	FIT	Connections	Oak Grove
Facilitator				
Family Partner				
Support Counselor				
Youth Advocate				
Clinician				
Supervisor				
Other				

What is a Family Partner?

- A parent of a child with emotional or behavioral challenges who has navigated the system.
- Because of their own life experience they choose to go public with their private story in hopes that it will help another family through their journey.

Family Partners...

- Provide family assistance through **information** and **support**
- Allow families to benefit from the **guidance** and **support** of other parents with similar experiences

Family Partners in Wraparound

- Focus on the parents
 - Plenty of people to work with the youth
 - Family Partner supports the parent
- Assure understanding of the Parent Perspective
 - Not necessarily agreement
 - Family Partners bring information back to agency rather than increasing agency messages to parents
- Create connections with others
 - Break the isolation by sharing own journey
 - Inspire hope
- Provide peer support, information, and help brainstorm new ideas
 - As part of the brainstorming team

Family Partners Also...

- Build **partnerships** with professionals
 - Doesn't mean Family Partners are translators and transporters
- **Help out** when they can and it fits with their mission
 - Actions should be described in the Plan of Care
 - Avoid simply becoming an “extra” pair of hands
- Function as **change agents**
 - Help us become more effective in supporting families
- Ensure **fidelity** to the process
 - Partner with facilitator to ensure parent's concerns are part of the agenda
 - Jump in during meetings when feel parent's perspective is getting lost

Core Skills for Family Partners

- Communicate respect for each parent
- Positively regard every parent's choice
- Interrupt bias and blame
- Help others to see the world through the eyes of that parent
- Empower parents to be their own advocate
- Support parents even when they disagree

Comparing Wraparound

Besides differences in organizations, there are also differences in service approaches. How would families experience the differences between the following types of services ?

	Regular Case Management	Intensive Case Management	Intensive In-Home Treatment	Wraparound
Engagement				
Crisis and Safety Planning				
Strengths and Needs Discovery				
Family and Youth Involvement				
Role of Family Support Person				
Nature of Team & Plan				
Balance of Power				
Implementation				
Transition				

Crisis and Safety Planning

Right-sizing the foundation for effective
wraparound support

Listening When Youth and Families Are Upset and Afraid

- Are they telling you “We’re in **danger**?”
 - Immanent threat to health and safety
 - Requires immediate action
- Or are they saying “We’re in **crisis**?”
 - Loss of control, direction and meaning
 - Immediacy of threat can vary
- How do we help each other right size the response and the help

Big Idea

- **Crisis** and **safety** are two different things
- Community defines safety or safe enough
- Families and youth define their own crises

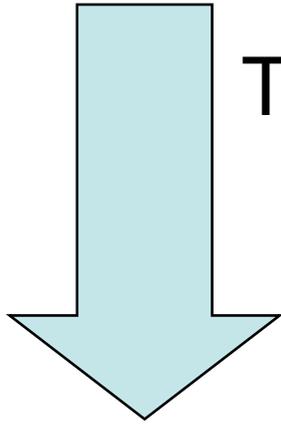
Dealing with Safety

- Intervention is needed to insure child, family and community safety or deal with effects of harm done
- The people involved may
 - Not know what to do to reduce the risk level
 - Know what to do but not be able to do it
 - Know what to do but choose not to do it
- Is a non-negotiable response
- Nonetheless, the response should ultimately promote skills & abilities for increased safety and ongoing management of challenges

Dealing with a Crisis

- Child and family require assistance to stabilize an out of control situation
- Basic health and safety may or may not be compromised
- Disequilibrium, helplessness, exhaustion, frustration, anxiety may be dominate characteristics
- Once immediate risk is managed, response should support opportunities for change and growth in coping skills and support systems

Right Sizing Your Response

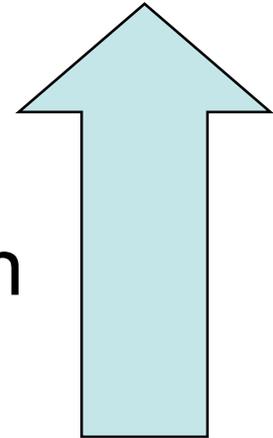


Too **little** reaction
can cause:

Danger
Mistrust
Anger
Increased risk

• Too **much**
reaction can
cause:

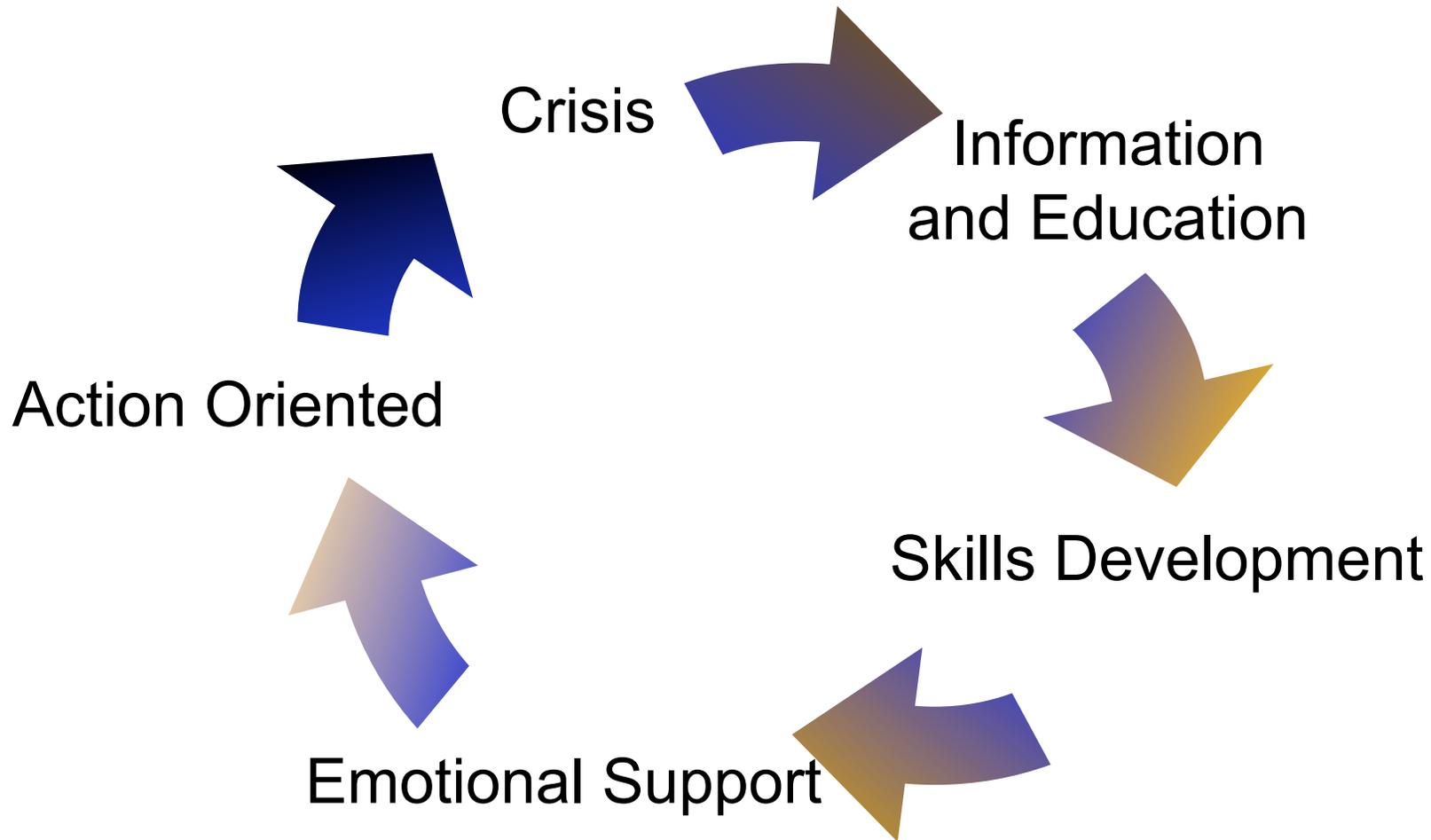
- Paralysis
- Dependence
- Intrusion
- Increased risk



The Right Amount of Support at the Right Time

- **Crisis resolution**
 - Family needs help to stabilize situation
 - Relief is main goal
 - Focus on immediate needs
 - Wrong time for new information, skills, insight, or objectivity
- **Information and Education**
 - Why is child acting this way
 - What's wrong with child, what will help
 - Want factual information – concise & jargon free
- **Skills Development**
 - Want skills to deal with behaviors
 - Practice skills, provide feedback and support
- **Emotional Support**
 - Essential element –looks different to everyone
 - Necessary before able to integrate new information and develop skills
- **Action Oriented Activity**
 - Focus on tasks.
 - Individual or systems level

The Cycle of Support



Assessing Risk Factors

- Risk factors

- Need for medical attention
- Nature and context of threats by or to the person
- Nature and extent of any trauma & victimization
- Need for emergency transport
- Impact of drugs and alcohol
- Immediate risk to cause self or others harm
- Violent people around?
- Prior events & patterns

- Protective factors

- Health
- Proactive statements
- Support system
- Attitude and resilience
- History of coping skills
- Steps already taken toward resolution

Assessing Crisis Factors

- **Duration:** Has the event gone on for long periods? Has it gone on so long that it has become familiar to the family
- **Intensity:** In terms of the family's life is this event a higher level or degree than many other events that the family manages on a day by day level?
- **Impact:** Does the event have a significant and noticeable consequence on the family's *stability*

What would you do?

- **Preparation Phase**

- You go out to meet a family for the first time. There are no lights on. Parent indicates they lost their electricity due to nonpayment. They have a kerosene stove & kids ages 11, 8, 2 and a newborn.

- **Planning Phase**

- You are developing the initial plan of care and something seems to be unsaid. One of your system partners asks for a break, approaches you and says, “I think that Mom is being hit by her son. When are you going to address that?”

What would you do? (cont'd)

- **Implementation Phase**

- You call a mother who you've been working with for the past two months. The Plan of Care is done and the team has met regularly. She says, "You can take your strengths & needs. My life just fell apart last night." It seems that Child Welfare removed the 2 years old when Mom and her boyfriend had an altercation & police were called.

- **Transition Phase**

- You are planning the "graduation" party for this family and team. You get a call indicating that the 12 year old youth was just expelled from school for the rest of the year due to behavior. His single dad has just been able to return to work through the team's efforts.

A Crisis is Not Necessarily...

- When a child or family doesn't do what you wanted them to
- An opportunity to throw wraparound principles out the window
- A sign that all hope is lost and you should quit
- High impact or excitement for you
- A sign that your wraparound plan is not working

A Crisis Should Be...

- Defined by the person having it
- An opportunity to practice strength based and creative interventions
- Expected, anticipated and planned for
- A test of a team's ability to stay together during the hard times
- A chance to uncover hidden needs missed in the original planning process

When to Develop a Crisis Plan

- Early enough in the process to assure anticipation
- When the team is willing to move to action
- When the team is feeling supported enough to be creative
- When you “know” it’s coming
- When agency pressures are mounting

Tips for Crisis Planning

- Avoid overreaction
- History counts: Listen carefully to the stories
- Continue to ask and clarify about the family's experience
- Communicate the family's perspective to the team if the family is unable to communicate it
- Reach agreement about how you are defining a crisis
- Put key events in the context of the family's story, stressors and sensibility
- Reach agreement about the appropriate response
- Promote family choice: even during a crisis, families can choose to live their life in crisis
- Clarify the difference between a crisis situation and a safety situation

Critical Event Analysis

Context	Antecedents	Key Event	Effects	Responses
Background conditions, influences & stressors	Triggering accidents or events	Where did it happen?	Harm to others caused by youth or others' actions	Formal consequences imposed by systems
Unmet Needs	Other's acts and decisions to address needs	Who was there?	Harm to youth caused by youth's or others' actions	Hidden reinforcements supporting actions
Available options for meeting needs	Youth's acts and decisions to address needs	What did youth and others do?	What happened as a result	Remaining unmet needs of youth and others

Good Crisis and Safety Plans

- Preserve the right of the family to continue to live in crisis
- Assure the “right” timed responses
 - Don’t over-react
 - Don’t under-react
- Address self care for all family members
- Respond with a holistic response
- Pay attention to family suffering
 - Allows staff to separate their emotional response from the family’s emotional responses
- Negotiate next steps
- Reassure people that they can feel okay

Crisis & Safety Plan Elements

Family:	Date:	
Primary Concern:		
Examples of Prior Situations (if any):		
Prevention Strategies: A. B. C. D.	De-Escalation Strategies: A. B. C. D.	
Response Strategies: A. B. C. D.	Call List:	
	Name	Contact Info

Steps in Plan Development

- Review past crises and risk events
- Triage/order by family's sense of the "worst" to the "no big deal"
- Develop both "Reactive" and "Proactive" options
- Implement plan with family and community partners
- Revisit after each event when the plan is put into action

Proactive Options

- Focus on preventing crisis from happening
- Typically augment or flex existing interventions
- Work across the life domains
- Build on strengths & interests to avoid crisis
- Reflect family and team's prior successful coping strategies to deescalate
- Use formal and informal supports
- Document who is responsible for what & when, and the order of response

Reactive Options

- Focus on what to do when something happens - de-escalate and remediate
- Insure safety to the greatest extent possible
- Develop clear roles for team members
- Keep other team members involved through clear roles & responsibilities
- Maintain lines of communication before, during and after a critical event
- Give everyone a crisis and safety plan they can call their own

Implement the Plan

- Make sure whole team is aware of the plan
- File plan with community resources as needed
- Develop and use an emergency communication plan
- Stick with the plan as much as possible
- Maintain flexible response

When Something Happens

- Remember this is expected - that's why we're using wraparound
- Review, as a team, within 48 - 96 hours, but not immediately
- Establish benchmarks to build a sense of progress (“Hey this one was not nearly as bad as the last one.”)
- Use institutional responses as last resort with a time limit
- Reinforce cool heads & calm hearts

Tips for Exploring Risk

- Assume positive intent
- Define the facts of the event in a respectful manner
 - Avoid describing your reaction to the event
- Identify that risk looks different from other views
 - The person at risk, the person who is initiating the event, the bystander
- Reach agreement about the concern
 - Either that there is a risk or that there will be community action
- Generate who will do what, when and the next steps
- Follow through!

What Would You Do?

- Eldi is an edgy 17 year old. A year ago her mom reluctantly agreed to use wraparound instead of a residential placement. Entry issues were missing most of a semester of school, risky sex with dangerous men, cutting, depression, & stealing money from her mother and sisters. After a year of ups and downs, she's been doing okay. As transition begins mom calls the parent partner at midnight. Eldi woke her up screaming because she'd been cutting and accidentally went too deep.
 - Is this a crisis or a safety event?
 - What happens next - who does what, and why?
 - What might happen to the transition plan when the team reviews the event a couple of days later?

Connecting with Families

- **About Crisis**

- Normalize the experience
- Define a crisis as a time when you're not sure what to do
- “We all have times when we don't know what to do”
- Ask the family to define times when it has happened to them

- **About Safety**

- Talk about harm & risk
- Use legal mandates & concerns
- Ask the family what their (child welfare worker, probation officer) would say
- Find a way to talk about initial conditions
- Explain that this will result in a wraparound response

Another Big Idea

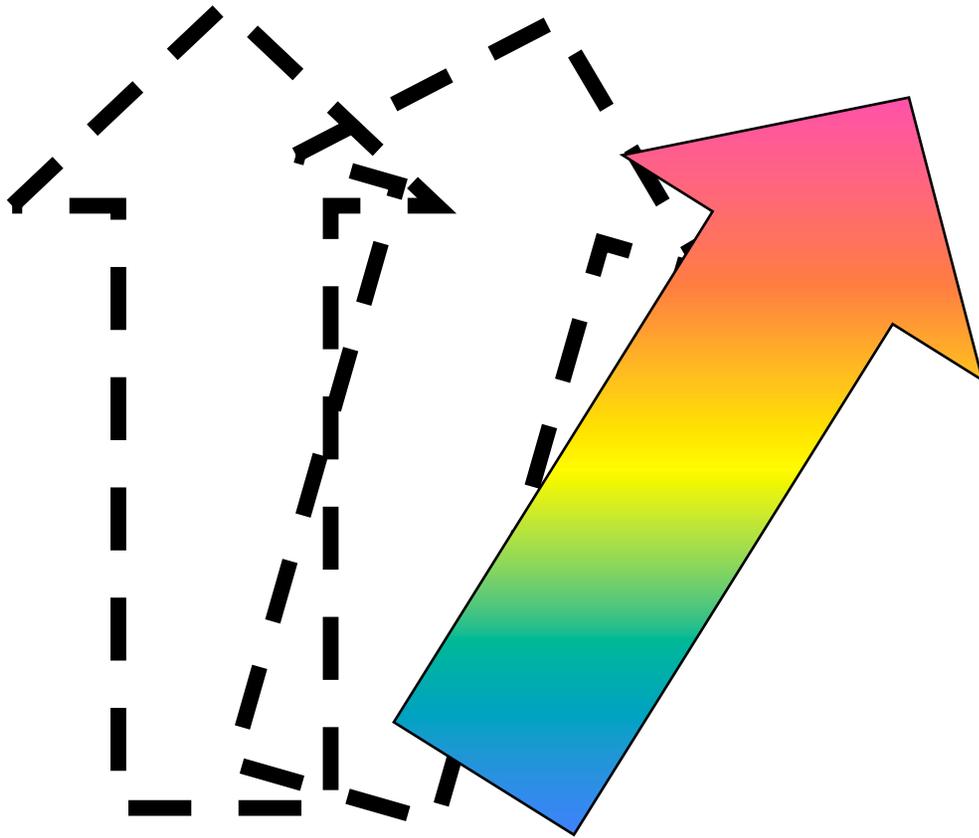
- Higher risk equals a greater need for multi-dimensional, high frequency practice.

Good Safety Planning

- Promote skills & capacities to avoid harm
- Assure family voice (negotiated before the event)
- Binding for all parties (family & system)
- Outer limits are established (when aren't you safe enough)
- Can be implemented without us
- Establishes “representatives” to speak for you
- Individualized about who does what and when
- Clarifies when it's over
- Witnessed by whole team
- Makes immediate decisions
- Reviewed & Updated



Tips for Planning



- **Build stabilization into each plan**
- **Include reactive & proactive options**
- **Hold crisis “drills”**
- **Inform community resources**
- **Avoid over-reliance on any one person**
- **Use critical event data to improve your plan**

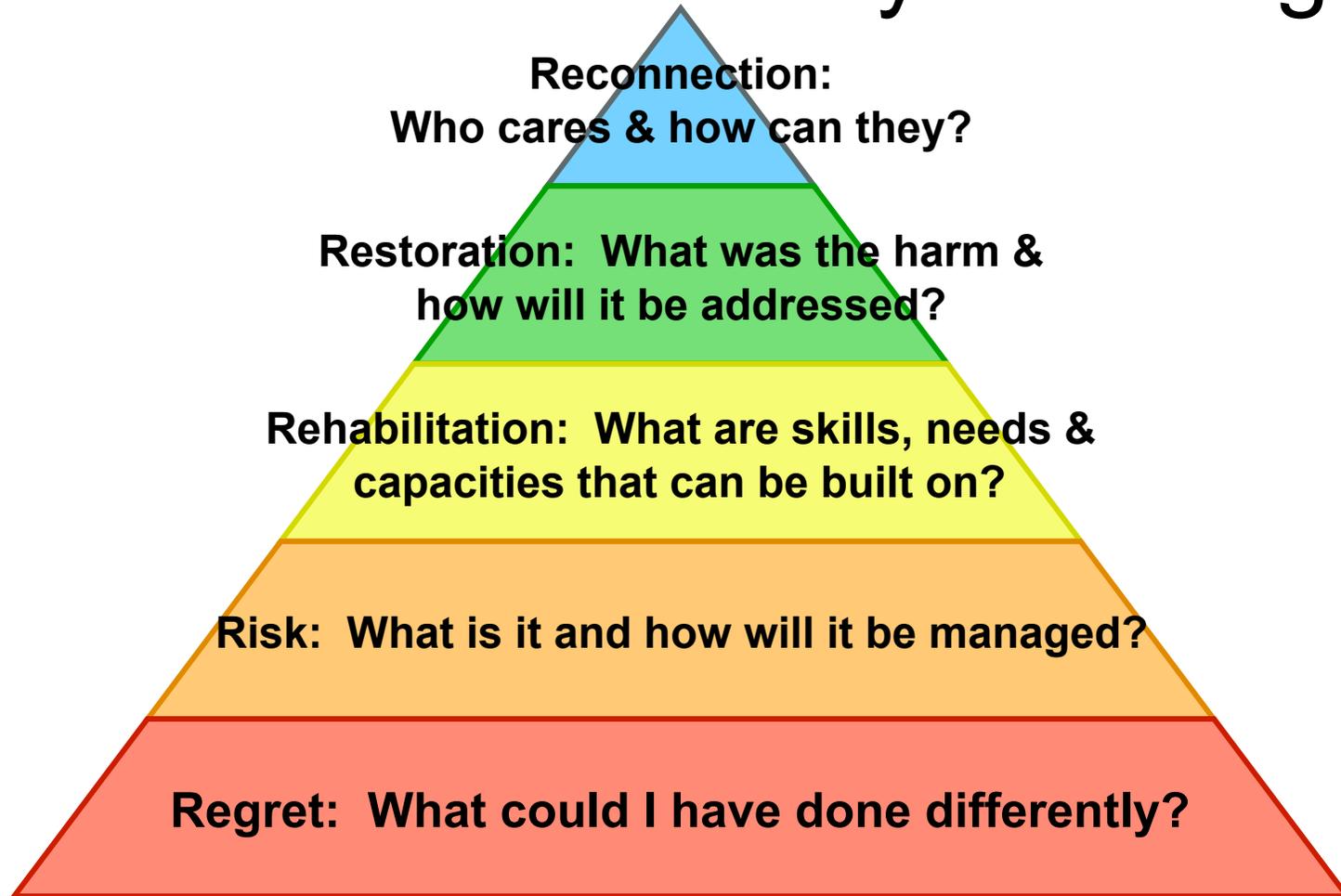
Listening to the Family

- What is the family's **perception**:
 - Of the risk?
 - Of Child Welfare's perception of the risk?
 - Of your perception of the risk?
- What are the **limits**:
 - What is the family willing to do?
 - What aren't they willing to do?
 - Has anyone spoken about the consequences of those stands?
- How do you **balance**:
 - Danger & Safety Factors
 - Agency & Family Goals
 - Family & Professional Knowledge

A Response Tree



The 5 “R’s” of Safety Planning



Using the 5 “R’s”

- **Risk:** Overview of cycle of violence, what is it, how does it happen, how it impacts families
- **Rehabilitation:** Development of reasonable safety plans, holding safety drills, teaching people what to do when things are unsafe
- **Restoration:** Methods to repair the harm, make amends for the damage, restore the confidence of those harmed and the community
- **Reconnection:** Building communities to “pay attention”, creating communities to rally around the victim & the family
- **Regret:** Ways regret causes people to act or not act, methods for self forgiveness

Dimensions of Safety Planning

- **Risk:** J, 14, has sex with older men. She was molested by her mother's boyfriend when she was young. She has been in placement & now is home with her dad.
- **Restoration:** J, needs to learn the difference between sex & intimacy. Dad is affectionate & proactively tells his daughter each day how lucky anyone would be to spend time with her.

Dimensions (part 2)

- **Rehabilitation**: J's mom calls each day to find out how J is feeling. She tells her she is listening each day. Staff work with J to practice having fun with others without sexual contact.
- **Reconnection**: J's parents work together to connect her to boys her own age & to take her to dances at the local church.
- **Regret**: J's parents meet with a therapist to work on forgiving each other for earlier decisions.

Jemry

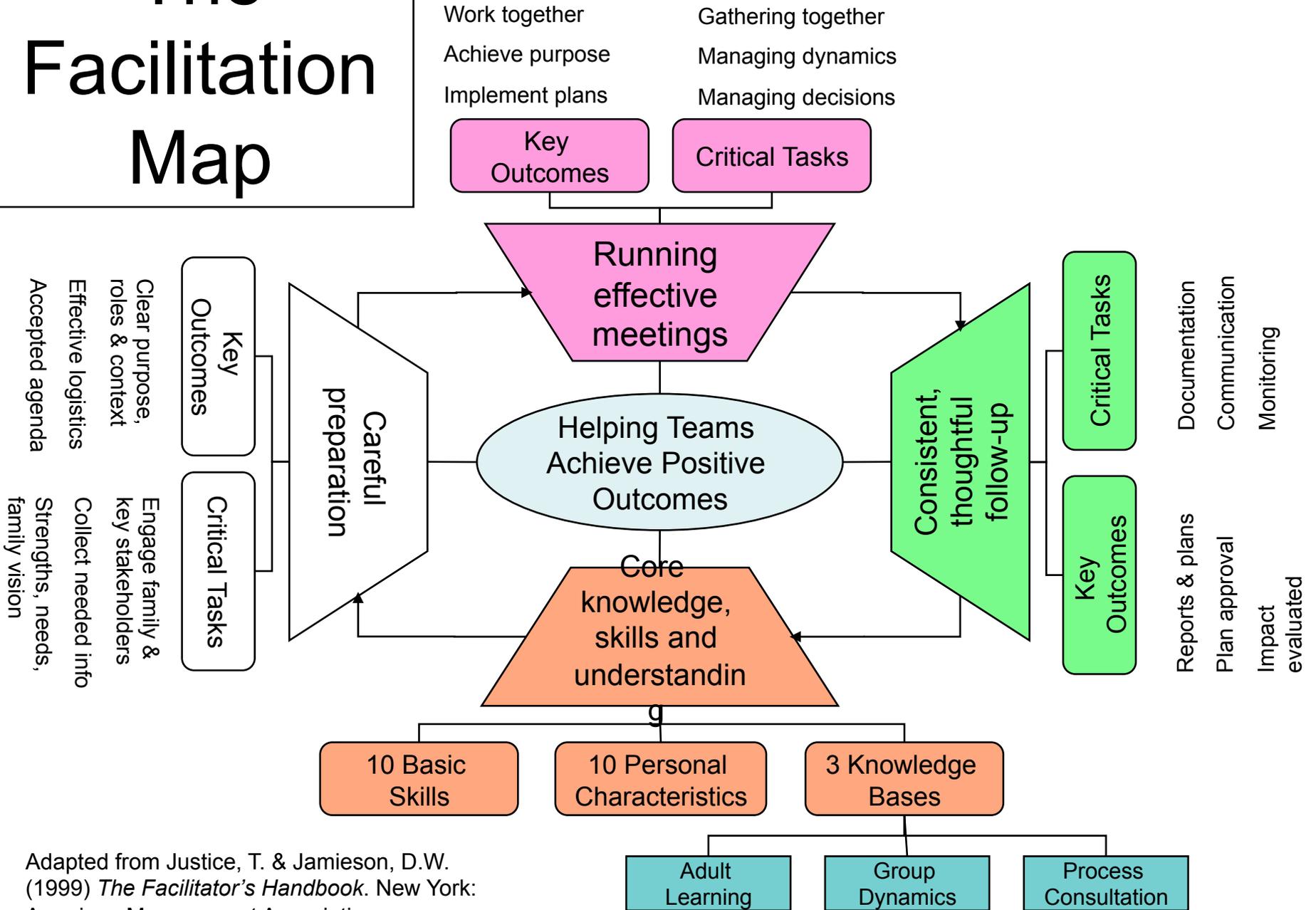
You are facilitating a team for Jemry, a 12 year old boy who is in a kinship placement with his older sister, Cleo and her family, following 6 years in foster homes, group homes and hospitals. Cleo is married and has 2 young children, one of whom has autism. Jemry was fine through the honeymoon period, but is now becoming harder to discipline and has caused significant damage during his tantrums. Cleo is worried about him hurting one of her children, but loves her brother and wants him to stay. Cleo and Jemry's mother, Fren, has a severe and persistent mental illness and is often homeless. She sometimes tries to get Jemry to steal money for her.

- Role play this team. What are your biggest concerns? What proactive elements would you include? What reactive options? Draft a rough crisis and safety plan.

Effective Team Facilitation

Building teams who get things done
together

The Facilitation Map



Adapted from Justice, T. & Jamieson, D.W. (1999) *The Facilitator's Handbook*. New York: American Management Association

Navigating the Facilitation Rapids

- Facilitating any group is tricky
- Wrap teams kick up the thrill exponentially
- Besides the usual issues, add things like:
 - Power differentials
 - Mixed agendas and turf conflicts
 - Passion and urgency
 - Prior service failures
 - Court oversight
 - Teenagers



- If you don't bring your A game, you **will** become the family's turbo case manager

Facilitators...

- Carry out the **core processes** of facilitation
- Draw on the **knowledge bases** useful to facilitation
- Develop and exercise **fundamental skills** to better meet their duties
- Employ **personal characteristics** that improve the effectiveness and outcomes of groups

10 Core Processes

- **Engaging** family members and key stakeholders
- **Assembling** key information for first meeting
- **Designing** meetings to support success
- **Establishing** a welcoming group climate
- **Implementing** structures and processes
- **Intervening** to manage group dynamics
- **Coaching** group members
- **Evaluating** meeting effectiveness
- **Guiding** decision making
- **Ensuring** follow-up actions

10 Fundamental Skills

- **Contracting** with participants for buy-in
- **Designing** group activities and processes
- **Listening**, paraphrasing, observing, clarifying, elaborating
- **Interpreting** verbal and non-verbal behavior
- **Confronting** others
- **Managing** differences
- **Collaborating** with others
- **Project management**
- **Meeting management**
- **Logistics management**



10 Personal Characteristics

- Steadiness
- Confidence
- Assertiveness
- Openness
- Flexibility
- Authenticity
- Creativity
- Humility
- Optimism
- Results-oriented disposition

Families and Teams

If we're not careful, teams can be one more intervention inflicted on families. Looking at things from the perspective of a family who might be referred to your program for wraparound, how would having a team be most helpful to you? What about having a team would make you the most uncomfortable? What does this tell us about how to design our team process?

Ways a team can be most helpful

Uncomfortable aspects of having a team

Ideas for making our teams form better connections with families, and vice versa

Preparation

- **Outcomes:**
 - Group is organized
 - Membership set
 - Purpose clear
 - Roles & rules clear
 - Logistics planned
 - Facilitator's role set
 - Context clear
 - Agenda agreed upon
- **Tasks:**
 - Establish facilitator/member roles
 - Collect needed info
 - Clarify purpose
 - Analyze stakeholders
 - Select group members
 - Build agenda
 - Publish agenda, share info (e.g. strengths/needs)
 - Arrange meeting logistics

Blending Perspectives

- A team's purpose helps to define its membership
- Membership on a wrap team is nearly always diverse
- The facilitator's task is not just to find ways to help them get along
- But to take advantage of the diversity
- Encourage mutual understanding
- And discover shared goals

Roles, Goals and Responsibilities

For each potential team member, from their perspective indicate how they would describe their role, goal and responsibility with regard to addressing the needs of a child referred for wraparound and his or her family. Add others to discuss.

Person	Role	Goal	Responsibility
Custodial parent			
Non-custodial parent			
Grandmother			
Child's social worker			
Foster parent			
Probation officer			
Child's psychiatrist			
Parent's therapist			
Parent's best friend			
Other 1			
Other 2			

Collaborative Partnerships

- “Equal partners does not mean that parents and professionals assume each others roles, but rather respect each others roles and contributions.
- While professionals bring technical knowledge and expertise to the relationship, parents offer the most intimate knowledge of their children, and often special skills.”
 - (Allen & Petr, 1995)

Running Effective Meetings

- Meeting **Outcomes**:
 - Meeting designs are effectively implemented
 - Participants worked well together
 - The group's collaborative capacity is increased
 - Meeting purposes and outcomes are achieved
 - Participants satisfied with progress
 - Action steps & commitments are clear

Running Effective Meetings

- Primary **Tasks** in Meetings:
 - Creating an **environment** for working together
 - Managing **data** generation
 - Managing **analysis** and interpretation of the data
 - Managing **decision-making**
 - Managing **group dynamics**
 - Evaluating group **process** and **progress**
 - **Closing** group sessions

Designing a meeting

- You are facilitating a team for Jenelle, a 15 year old girl who is currently in a group home where she is having a hard time. She has been sexually assaulted as a child, by an uncle when she was 11, and last year in another group home. She is angry, violent and terrified. The team includes her mother, who has recently regained custody of her 3 year old daughter after demonstrating 9 months of sobriety but who is not sure she can manage Jenelle, and Jenelle's 52 year old grandmother, who has a full time job as an office manager. Jenelle is open to probation in addition to child welfare because of a felony assault charge for attacking a staff person in another group home (not the one who assaulted her).
 - Assume you have completed the preparation phase and are designing your first team meeting. How will you set it up? What's your agenda?

Hospitality

- Our goal is to create a safe place for collaborative learning and problem solving
- Hospitality shapes an environment in which participants take on the role of guests
- As host the facilitator has the opportunity and duty to both establish and maintain this milieu

Hospitality and Open Communication

- Remember good conversations
- Find the right setting
- Create shared space
- Slow down to speed up
- Honor unique contribution
- See reflection as action

Good hospitality = Good Questions

“If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes.”

-Albert Einstein



A Well-crafted Question

- Is simple and clear
- Is thought provoking
- Generates energy
- Focuses inquiry
- Surfaces unconscious assumptions
- Opens new possibilities

Hospitality and Services

“Service can be measured based on how well a product was technically delivered. Hospitality can be measured based upon how the recipient of that service felt. Hospitality exists when something happens for you, not to you. It exists when you believe someone is on your side. Service is truly a monologue. Hospitality has to be a dialogue.”

- Danny Meyer, *Setting the Table*.



When We Listen...

Parents Define Help

- Getting information
- Gaining insight or a new perspective
- Receiving support, being listened to, heard, or encouraged
- Resolving and stabilizing conflicts
- Assistance with organizing and prioritizing
- Problem solving

Creating a Collaborative Milieu

Referring back to Jenelle’s scenario, think about the expectations, fears and needs of each of the participants as they come to your first team meeting. How might you make everyone not only feel comfortable but willing to work together to help Jenelle and her family have a better life? Who else might be invited to be part of the team?

Participant	Expectations	Fears	Needs	Milieu Adjustment
Jenelle				
Mother				
Grandmother				
CW Worker				
Prob. Worker				
Others				

Documentation

- **Before the meeting**
 - Strengths & Needs charts
 - Agenda
- **During the meeting**
 - Planning tools
 - Bubble-planning
 - Story-boarding
 - Clock planning
 - Meeting notes
 - Progress evaluation
 - Action plan
 - Participant task lists
- **Following the meeting**
 - Minutes
 - Formal plan of care
 - Billing
 - Progress notes
 - Service authorization requests
 - Service referrals
 - Agency reports

Documentation Review

- What documents are you currently preparing before each meeting? How do you use them?
- What techniques do you use to record team process and decisions during the meeting?
- What tools do you use to spur team creativity and organization?
- How do you capture the action plan and task list for your team members?
- How do you reflect and distribute team minutes?
- What documents are you required to complete following the meeting?
 - What strategies can you use to better integrate documentation with effective facilitation?

Conflict Management

- Prevention

- Agenda and purpose
- Room set up
- Ground rules
- Roles and goals
- Plan meeting with parent
- Foreshadow and reframe
- Reinforce effective behaviors
- Set clear decision-making strategies

- Intervention

- Pinpoint the issue (task or personal?)
- Identify options for resolution
- Point out positives (better than not caring)
- Differentiate positions from interests
- Use the “and” test
- Surface value differences,
- Invoke the “seek first to understand” rule
- Off-line mediation

Getting Back on Track

- Continuing the Jenelle scenario: At the first meeting an impatient probation officer has gotten tired of people walking on egg shells with Jenelle. She says, “Jenelle, lots of people have had tough things happen in their lives, but that doesn’t give them the right to be jerks. If you want a better life, you’re going to have to get your act together.”
- Jenelle responds by going off the hook, swearing not so much at anyone in particular as at the universe, shoves her chair back so it smashes against the wall and storms out of the room.
 - What do you do now ?

Adult Learning

- People see, hear, read and learn differently
- People learn best when:
 - Motivated by the problem, need, or value of the work
 - In partnership
 - When process is interactive & experiential
 - With understandable structure and reinforcement
 - In a physically and psychologically comfortable environment

9 Aspects of Group Dynamics

- Stages of group development
- Development of group roles
- Psychosocial issues
- Task progress
- Leadership
- Communication Patterns
- Participation
- Conflict management
- Decision-making processes

Team Member Personalities

What are the pluses and minuses of each personality, and how can you help them blend into an effective team?

- **Intuitive**, gut-first folks
- **Analytical**, theoretical, information-oriented folks
- **Optimistic**, heart-first folks
- **Pessimistic**, wary folks
- **Inventive**, visionary, multiple idea folks
- **Assertive**, solution-first folks
- **Resolute**, stick to their guns folks
- **Altruistic**, people-first folks
- **Structured**, detail-oriented folks

Process Consultation

Reasoned and intentional interventions by the facilitator into the ongoing events and dynamics of a group with the purpose of helping that group effectively attain its agreed upon purposes or outcomes

12 Interventions

Which options do you use now? Which would you like to add to your tool-belt? How can you learn more about them?

- Active listening
- Inquiry
- Observation & Feedback
- Concretization
- Historical reconstruction
- Including process focus
- Cognitive inputs
- Skill building
- Counseling and guidance
- Designing processes
- Structural alternatives
- Content suggestions or recommendations

Teams in Trouble

Group process rarely goes smoothly and that goes double with wraparound teams. All sorts of issues lead to teams being stuck or going in the wrong direction. Here are some examples. How would you get things back on track?

Situation	Team Rescue Strategy
Unresponsive group	
No follow-through	
Chasing a tangent	
Partial participation	
Highly emotional group	
Poor adult behavior	
One person dominates	
Multiple agendas	
False consensus	
Planning to infinity	
Negative Neds and Nancys	

Follow-up

- Outcomes:

- Meeting record is produced and distributed
- Requests are documented for stakeholders
- Approval of requests are obtained and announced
- Action steps are carried out
- Progress is documented
- Needs for further group work are set

- Tasks:

- Preparing meeting record and outputs
- Communicating with and informing others
- Obtaining approvals of group's requests
- Monitoring action step implementation
- Monitoring progress
- Identifying needs for additional group work

Building Mutual Trust

Studies of high performing teams have shown that they demonstrate the following attributes:

- **Integrate** social dialog into task related conversations
- **Express** enthusiasm honestly as it builds
- **Develop** procedures to deal with uncertainty
- **Reinforce** individuals taking initiative
- Equitable, regular, predictable **communication**
- Provide substantive, timely **feedback**
- Exhibit productive, skilled & positive **leadership**
- Shift from a procedural to a **task orientation**
- Remain **calm** in response to crises and conflicts
- Increase understanding through **trust transactions**