

Team Facilitation In WV Birth to Three

Introductions

- Please share with us
 - Your name
 - Your role on teams (including if you are a family member)
 - What region you serve
 - How long you have been practicing
 - What you hope to learn from today's training

Ground Rules

- Cell phones should be turned off or on vibrate
- Limit side bars as it can be a distraction to the group
- If you have questions related to the material, please put questions on cards; we will have times in the agenda set for questions

Expected Outcomes

Participants will have an understanding of:

- Team models, development, and dynamics
- Effective problem-solving, decision-making and conflict resolution strategies
- How to work effectively and consult with team members throughout the IFSP process

WV Birth to Three Core Competencies

- Effective Team Practice
 - Demonstrate knowledge of team models, how teams develop, team processes and dynamics.
 - Demonstrate the ability to use effective problem-solving, decision-making and conflict resolution strategies.
 - Demonstrate the ability to work effectively and consult with a variety of early intervention team members and community partners in the evaluation and assessment process, designing intervention strategies and in providing early intervention services and supports to children and families
- Service Delivery
 - Demonstrate the ability to acquire and integrate knowledge from another discipline or profession in order to effectively coordinate early intervention services authorized through the IFSP process.
 - Demonstrate the ability to coordinate WV Birth to Three services with medical and other community services supporting the child and family.
- Evaluation and Assessment
 - Demonstrate the ability to effectively coordinate the multidisciplinary evaluation process for eligibility determination and re-determination on an annual basis.
 - Demonstrate the ability to effectively coordinate the initial and ongoing assessment for development, implementation and evaluation of the IFSP.
- IFSP
 - Demonstrate the ability to facilitate the IFSP meeting.
- Transition
 - Demonstrate the ability to facilitate the 90 day face to face meeting for transition planning including steps to be taken by participants to facilitate a smooth transition.

Agenda

- 9:00 Welcome and Introductions
- 9:15 Review of Expected Outcomes and Agenda
- 9:20 Understanding the Team
- 10:30 Break
- 10:45 What Makes a Team Successful
- 11:30 Meeting Management
- 12:00 Lunch
- 1:00 Meeting Management Continued
- 2:30 Break
- 2:45 Meeting Management Continued
- 3:00 What to Do When Something Goes Wrong
- 4:00 Adjournment

Temperament: How We Interact With Others

- Artisans
 - Grounded in the moment and are risk takers, “just do it” attitude rather than planning for what if’s
- Guardians
 - Have a natural talent for keeping things running smoothly, they are good schedulers and are knowledgeable of and stick to the rules.
- Rationales
 - Strive to understand how things work and make them work better, unwavering determination to accomplish goals
- Idealists
 - Gifted at helping others find their way by focusing on potential for success

Adapted from the Keirsey Temperament Sorter Instrument Information

Lost on the Moon!

- Divide into small groups
- Individually rank the items
- Rank the items in your small group

Be prepared to discuss how you worked together in your small groups!

Principles of Adult Learning

- Motivation
- Respectful learning environment
- Experiences
- Achieving self-direction and active involvement
- Critical and reflective thinking
- Learning styles and coping strategies

Principles of Adult Learning – Motivation

Factors that influence motivation

- Does the person feel comfortable?
- Does the person desire to engage in learning or coaching?
- What is the person interested in learning?

Principles of Adult Learning – Respectful Learning Environment

- Physical and emotional climate can provide support or challenge
- Collaborative relationships support the sharing of ideas

Principles of Adult Learning – Experiences

- Past experiences and knowledge provide the critical foundation for merging new information and experiences
- Think about how information relates to family or colleagues’ past experiences

Principles of Adult Learning –
Self Direction and Active Involvement

- How quickly can new information be Integrated?
- What does it take for a person to change his/her behavior?

Principles of Adult Learning
Critical and Reflective Thinking

- Need opportunity to think about their efforts to change their actions as they refine their information and try new strategies
- Asking what, when, where, who and how questions helps to prompt reflection
- Listen to understand the other person's perspective before offering feedback

Principles of Adult Learning
Learning Styles and Coping Strategies

- Strategies for processing information, meeting challenges, and accomplishing a task are individualized
- Different people need different ways of taking in information

Learning Styles:
How we process and learn

- Active versus Reflective
- Sensing versus Intuitive
- Visual versus Verbal
- Sequential versus Global

Learning Styles:
Active vs. Reflective

Active Learners

- learn best by doing something active with the new information (discussion, application)
- like group work

Reflective Learners

- Thinkers
- Prefer individual projects

Learning Styles:
Sensing vs. Intuitive

Sensing Learners

- Learn facts and process through an established pattern of decision making
- Patient with details and like hands on activities
- Dislike complications and surprises
- Want real world application to what they are learning

Learning Styles:
Sensing vs. Intuitive

Intuitive Learners

- Enjoy discovering the relationships and possibilities
- Dislike repetition
- Seek innovation
- Enjoy new challenges and abstract ideas
- Dislike routine

Learning Styles:
Visual vs. Verbal

Visual Learners

- Preference for remembering and learning what they see
- But learn best with a combination of visual and verbal input

Verbal Learners

- Prefer remembering and learning what they hear or read
- Learn best with a combination of visual and verbal input

Learning Styles:
Sequential vs. Global

Sequential Learner

- Wants step by step information
- Each new piece of information progressing from the first

Global Learner

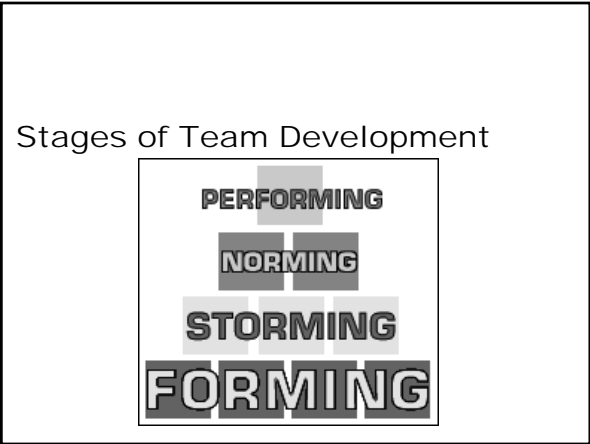
- Need to grasp the big picture in problem-solving
- Learn in large pieces
- May have trouble explaining details of results

Who Am I and How Do I Learn Best?

- In small groups pull out and discuss the results you received from the Learning Styles and Keirsley Temperament Sorter
 - Discuss your commonalities and differences
 - Do you see patterns
 - How does this information help me in understanding others?
 - How does this influence how I interact with families?

Models of Team Interaction

MODEL	ADVANTAGES	DISADVANTAGES
Multidisciplinary	<ul style="list-style-type: none"> • Expertise can be tapped 	<ul style="list-style-type: none"> • Limited communication between members • Duplication of efforts • Narrow understanding of the child and family
Interdisciplinary	<ul style="list-style-type: none"> • Reduced likelihood of duplication • All on the same page • Problem solving with expertise • Shared responsibility • Much communication and interaction across the members 	<ul style="list-style-type: none"> • Can be a fragmentation of service • Number of members can be overwhelming • Coordination of meetings difficult • Communication relies on the dedication of team members • Family often becomes the messenger
Transdisciplinary	<ul style="list-style-type: none"> • Many needs can be met by a limited number of people • High levels of communication, collaboration and consultation • Focus on family priorities • Integration into function daily routines and activities 	<ul style="list-style-type: none"> • Primary practitioner decision • Establishing the level of communication necessary • Members must have the expertise to coach other team members • Family needs may be a challenge for a practitioner with more child expertise.



Let's Take a Break!



Challenges to the Team Process

Family Perspective

- Professionals discount parent perspectives or priorities
- Professionals see the child from a single discipline perspective
- Parents are not involved in the planning process
- Parents are not supported in fully participating in meetings
- A group of professionals can be intimidating

Challenges to the Team Process

- Practitioners
 - Family Speak
 - Grasp of the philosophy of early intervention
 - Beliefs related to family-centered practice
 - Resourcefulness

Identifying Team Challenges

- For the Family
 - What questions/concerns families may have, considering that these may often be unspoken, that have impact on the forward motion of the team? How may we assist with these?
- For the Practitioner
 - What questions/concerns practitioners may have that affect the forward motion of the team? How may we assist with these?

Characteristics of Effective Teams

- Clear goals and outcomes
- Results driven
- Competent members
- Unified commitment of all members
- Collaborative climate
- Standards of excellence
- Strong support systems informal and formal
- Strong leadership

Preparation is the Key to Supporting Teams

- Reviewing the Process
 - Documentation
 - Timelines
 - Concerns, Priorities and Resources

All pertinent information is received and there has been an opportunity to review and ask questions prior to decision making

Preparation is the Key . . .

- Planning for the Meeting
 - Who will attend
 - Focus
 - Location, date and time
- Written Notices
 - Provided at least 10 days prior to the scheduled meeting
 - Coordinating the date/location for meeting should have occurred much earlier

Meet the Davidson's

- Review the scenario
- Complete the IFSP Planning Worksheet
- You have 15 minutes to complete this activity.

Building the Agenda

- What do we include in an agenda?

Let's Practice!

- Develop an agenda for the Davidson's IFSP
 - You have 10 minutes for this activity

LUNCH!

- See you in 1 hour!



Preparing as the Facilitator

- As the facilitator of a meeting, what are the tools and documents that you would need to have available to you in an IFSP meeting?

Ground Rules

- Include general concepts of:
 - Team values
 - Team expectations for meetings
 - Communication methods
 - Decision making methods

Physical Considerations

- Room size
- Seating
- Atmosphere

Roles and Responsibilities

- Leader
- Facilitator
- Recorder
- Timekeeper

Facilitating the Meeting: The Beginning

- Start on time
- Introductions
- Review purpose of meeting
- Review procedural safeguards at appropriate times throughout the meeting
- Review ground rules and determine roles
- Pass out materials
- Review time limits
- Begin with the family

Facilitating the Meeting: The Beginning Techniques

- Reviewing the agenda & ground rules
- Prioritizing
- Alternative documentation

Facilitating the Meeting: The Middle

- Assure all team members are heard
- Documentation of discussion and decisions
- Family clarifies priorities when questions arise
- Respond to stresses

Facilitating the Meeting:
The Middle Techniques

- "I" time
- Round Robin
- Brainstorming
- Parking Lot

Let's Practice the Techniques!

- Count off by three to divide into 3 groups
- Remember roles: facilitator, recorder, timekeeper
- Utilize facilitation techniques to complete your task.
- You have 20 minutes to complete your task.

Facilitating the Meeting:
The End

- Documentation
- Assure team members understand their ongoing roles
- Signatures
- Next steps
- Clean up!

Follow-Up

- Copies of the IFSP and Teaming Activity
Note to all team members, the RAU and anyone the family has requested have this information
- Follow up with family
- Follow up with other team members

Let's Take a Break!

- 10 minutes!



Challenges You May Encounter

- Personalities
 - The Quiet and Shy
 - The Overly Talkative
 - The Whisperer
 - The Overly Disagreeable

Strategies to Encourage Participation

- Verbal techniques
- Non-verbal techniques
- Others?

Strategies to Keep the Meeting Moving

- Prepare!
- Refocus the group
- Family clarifies the issues
- Problem solve!

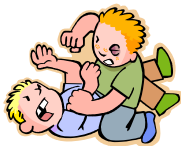
What is the Greatest Strategy for Facilitators?



Advantages of Occasional Conflict

- Energizes the team
- Motivates individual team members to clarify their view point
- Allows team members to hear different perspectives
- Broadens awareness by stimulating discussion, debate, and reflection
- Encourages creative problem solving

Causes of Conflict



- Personalities
- Communication
- Personal versus family needs
- Outside stresses
- Different beliefs

Responding to Conflict

- At the expense of others
- Self-sacrificing
- Avoiding or ignoring
- Address all concerns
- Find mutually acceptable solution

Let's Practice

- 5 volunteers from the group to help with a role play
- During the role play, the observers need to identify the personalities participating, the causes of the conflict and the responses that are occurring.

Be Prepared

- Know and care for yourself
- Identify the main points you want to communicate
- Have a safe place for discussion

Be a Good Communicator

- Active listening
- Acknowledge the issue
- Discuss in a constructive, non-blaming way

“Seek first to understand, then to be understood.” Covey

Clarify the Conflict

- All should have an opportunity to express their views
- What is the crux of the problem and how does it relate to the mission of the team?

Strategies to Generate Solutions

- Present an issue with a possible solution
- Brainstorming
- Round robin

What About Consensus?

- Definition
 - 1 a: general agreement, b: the judgment arrived at by most or all of those concerned
 - 2 group solidarity in sentiment and belief

When All Else Fails

- Call for a break then:
 - Determine if there is a need to gather additional information to move forward with a decision
 - Come to consensus on the things that we can agree on
 - Reconvene the meeting for another time to consider any new information gathered or to discuss the things we cannot agree on



Questions?

Resources

- **Puzzled About Teams**
 - www.schreyer institute.psy.edu/PuzzledAboutTeams.pdf
- **Master Facilitator Competency Self Assessment**
 - www.masterfacilitatorjournal.com/assess.html
- **Evaluating Your Teams At Home**
 - www.answers4families.org/ifspweb/evaluation.html
- **Center for Substance Abuse Prevention Training Library – Response to Conflict**
 - <http://p2001.health.org/CTW06/mod3pm.htm#top>

Thank You for Your Dedication to
Children and Families

