



## ACTIVITY LOG – Facilitating a Child and Family Team (Katie A)

1. Team Building Icebreaker (Human Profile) [in color if possible, please]
2. Value Activity – this requires the “mini-posters” already requested
3. Skill Checklist (two pages – double-sided, please) [colored paper, please]
4. Consensus Decision Making Handout (two pages – double-sided, please)
5. Your Style Under Stress Questionnaire (three pages)
6. Your Style Score Sheet
7. Conflict Management – What’s Your Style (colored paper, please)
8. “Difficult Dianna” Vignette and Worksheet (two pages – double-sided on colored paper, please)

This log does not include all workshop activities; only those requiring handouts

**NEEDS-DRIVEN,  
STRENGTH-BASED,  
FAMILY-FOCUSED**

INDIVIDUALIZED

SERVICES

COLLABORATION &

COMMUNITY

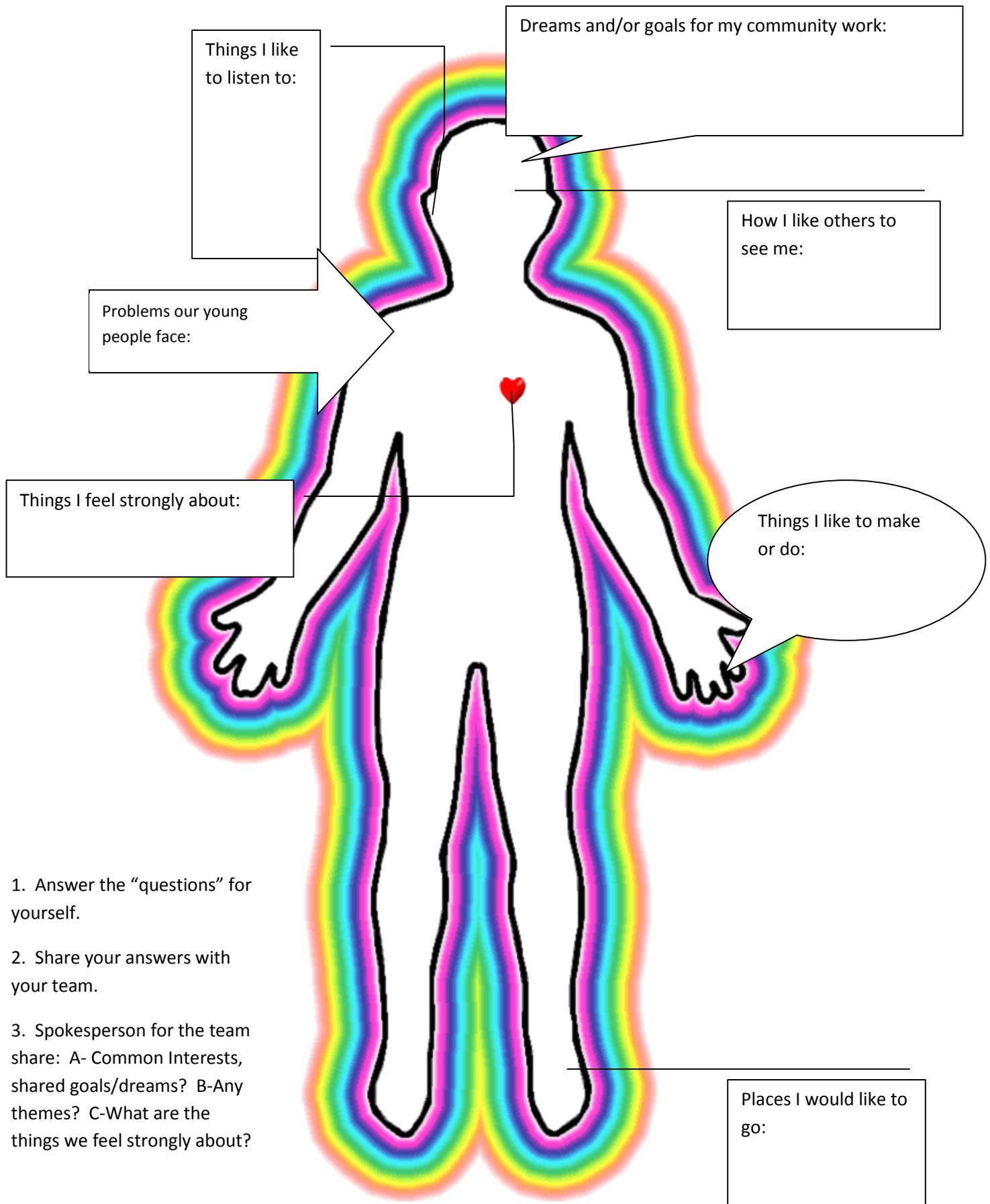
**VOICE AND**

**CHOICE**

**INFORMAL &  
FORMAL  
RESOURCES**

CULTURALLY

COMPETENT



Things I like to listen to:

Dreams and/or goals for my community work:

How I like others to see me:

Problems our young people face:

Things I feel strongly about:

Things I like to make or do:

Places I would like to go:

1. Answer the “questions” for yourself.
2. Share your answers with your team.
3. Spokesperson for the team share: A- Common Interests, shared goals/dreams? B-Any themes? C-What are the things we feel strongly about?

## TEAM FACILITATOR SKILL CHECKLIST

STAGE/STEP	SKILL	✓ Self Appraisal		Observer Checklist/Comment
PREPARING/ FORMING/ ENGAGING	<ul style="list-style-type: none"> <li>• Begin to establish trusting, helping relationship (create a safe, welcoming environment)</li> <li>• Demonstrate genuine interest in, and respect and empathy for family</li> <li>• Acknowledge, respect strengths and culture of family</li> <li>• Provide detailed overview of teaming process – purpose, what can be expected, next steps – legal and ethical issues, etc.</li> <li>• Gain information re: possible team members</li> <li>• Decide contact information and process</li> <li>• Assemble group</li> <li>• Engage team</li> <li>• Establish agenda and common purpose</li> <li>• Define team guidelines (ground rules)</li> <li>• Describe consensus building - Gather input from all perspectives</li> </ul>			
FACILITATING (People & Process)	<ul style="list-style-type: none"> <li>• Keep team engaged</li> <li>• Role Watch (Neutral/Content Expert)</li> <li>• Gather input from all perspectives/build consensus</li> <li>• Brainstorm</li> <li>• Organize &amp; synthesize perspectives</li> <li>• Document ideas and tasks</li> <li>• Track follow through</li> </ul>			

**\*Indicate score from 1 – 5, where 1=need more support to develop this skill and 5=excellent/pro status**

## TEAM FACILITATOR SKILL CHECKLIST

<p><b>PLAN DEVELOPMENT</b> (Work Product)</p>	<ul style="list-style-type: none"> <li>• Review overall purpose (family objective)</li> <li>• Identify &amp; address needs</li> <li>• Prioritize</li> <li>• Elicit and use strengths</li> <li>• Establish goals and strategies</li> <li>• Organize and put together a family-centered, individualized plan</li> <li>• Document</li> <li>• Acknowledge, respect strengths and culture of family in the plan</li> <li>• Understand resources (formal and informal, traditional and non-traditional)</li> <li>• Write a strength-based, family-centered plan with both short and long term focus</li> </ul>			
<p><b>TRACKING PROGRESS</b> (MANAGING OVER TIME)</p>	<ul style="list-style-type: none"> <li>• Assist with follow through</li> <li>• Ongoing assessment of measurable outcomes</li> <li>• Revise plan as necessary</li> <li>• Show families how to plan for themselves (Developmental facilitation)</li> </ul>			
<p><b>SUSTAINING CHANGE</b> (FAMILY FACILITATION)</p>	<ul style="list-style-type: none"> <li>• Build on small steps</li> <li>• Celebrate successes</li> <li>• Help/ reinforce families planning for themselves</li> </ul>			

**\*Indicate score from 1 – 5, where 1=need more support to develop this skill and 5=excellent/pro status**

# CONSENSUS

A Decision-Making Method  
In Which All Present Agree Before Action Is  
Taken



Group members don't need to

- *think the same*
- *have the same opinion*
- *support the same proposal*

There is

- *a meeting of the minds*
- *a common ground*
- *a shared understanding*

(adapted from Holmann, et.al.)

**CONSENSUS DECISION-MAKING AIMS TO BE**

**INCLUSIVE**

**PARTICIPATORY**

**COOPERATIVE**

**EGALITARIAN**

**SOLUTION ORIENTED**

**Inclusive** = As many stakeholders as possible

**Participatory** = Actively solicit the input and participation of all members

**Cooperative** = All participants strive to reach the best possible decision for the youth/family, rather than opt to pursue a majority opinion

**Egalitarian** = All members have equal input into the process

**Solution-oriented** = Emphasizes common agreement over differences and reaches effective decisions using techniques to avoid or resolve mutually-exclusive positions within the group

(Adapted from <http://en.wikipedia.org>)



**Key characteristics include:**

- The parties have reached a meeting of the minds sufficient to make a decision and carry it out;
- No one who could block or obstruct the decision or its implementation will exercise that power;
- Everyone needed to support the decision and put it into effect will do so.

(Adapted from The Policy Consensus Initiative)

**MY RESOURCES****EVENTS CALENDAR**

speaking engagements  
web seminars  
executive briefings  
public workshops  
trainer certification

**TRAINING CENTER**

crucial conversations  
crucial confrontations  
influencer  
training options  
continuing education

**FOCUS AREAS**

books  
healthcare  
personal success stories  
trainer success stories  
corporate case studies

**SERVICES**

consulting  
speakers & presenters  
best-practices research  
strategic alliances  
online store

**STYLE UNDER STRESS**

This 33-question assessment allows you to see how you respond in crucial conversations in a specific relationship. The results indicate your natural tendencies to move toward silence or violence as well as the dialogue skills or tools you use well or need improvement in.

The following questions explore how you typically respond when you're in the middle of a stressful situation.

Instructions:

- **Relationship.** Before you get started, think about the relationship you want to explore—with your boss, a coworker, a direct report, a friend, or family member—keep this relationship in mind.
- **Circumstance.** Next, think of a tough circumstance—one where you might slip into either silence or violence.
- **Apply.** Now, with that relationship and circumstance in mind, respond to the following statements as either true or false.

- True  False
1. At times I avoid situations that might bring me into contact with people I'm having problems with.
- True  False
2. I have put off returning phone calls or e-mails because I simply didn't want to deal with the person who sent them.
- True  False
3. Sometimes when people bring up a touchy or awkward issue I try to change the subject.
- True  False
4. When it comes to dealing with awkward or stressful subjects, sometimes I hold back rather than give my full and candid opinion.
- True  False
5. Rather than tell people exactly what I think, sometimes I rely on jokes, sarcasm, or snide remarks to let them know I'm frustrated.
- True  False
6. When I've got something tough to bring up, sometimes I offer weak or insincere compliments to soften the blow.

- True  False 7. In order to get my point across, I sometimes exaggerate my side of the argument.
- True  False 8. If I seem to be losing control of a conversation, I might cut people off or change the subject in order to bring it back to where I think it should be.
- True  False 9. When others make points that seem stupid to me, I sometimes let them know it without holding back at all.
- True  False 10. When I'm stunned by a comment, sometimes I say things that others might take as forceful or attacking—terms such as "Give me a break!" or "That's ridiculous!"
- True  False 11. Sometimes when things get a bit heated I move from arguing against others' points to saying things that might hurt them personally.
- True  False 12. If I really get into a heated discussion, I've been known to be tough on the other person. In fact, they might even feel a bit insulted or hurt.
- True  False 13. When I'm discussing an important topic with others, sometimes I move from trying to make my point to trying to win the battle.
- True  False 14. In the middle of a tough conversation, I often get so caught up in arguments that I don't see how I'm coming across to others.
- True  False 15. When talking gets tough and I do something hurtful, I'm quick to apologize for my mistakes.
- True  False 16. When I think about a conversation that took a bad turn, I tend to focus first on what I did that was wrong rather than focus on others' mistakes.
- True  False 17. When I've got something to say that others might not want to hear, I avoid starting out with tough conclusions, and instead start with facts that help them understand where I'm coming from.
- True  False 18. I can tell very quickly when others are holding back or feeling defensive in a conversation.
- True  False 19. Sometimes I decide that it's better not to give harsh feedback because I know that it's bound to cause real problems.
- True  False 20. When conversations aren't working, I step back from the fray, think about what's happening, and take steps to make it better.
- True  False 21. When others get defensive because they misunderstand me, I immediately get us back on track by clarifying what I do and don't mean.
- True  False 22. There are some people I'm rough on because, to be honest, they need or deserve what I give them.

- True  False 23. I sometimes make absolute statements like "The fact is..." or "It's obvious that..." to be sure my point gets across.
- True  False 24. If others hesitate to share their views, I sincerely invite them to say what's on their mind, no matter what it is.
- True  False 25. At times I argue hard for my view hoping to keep others from bringing up opinions that would be a waste of energy to discuss anyway.
- True  False 26. Even when things get tense, I adapt quickly to how others are responding to me and try a new strategy.
- True  False 27. When I find that I'm at cross purposes with someone, I often keep trying to win my way rather than looking for common ground.
- True  False 28. When things don't go well, I'm more inclined to see the mistakes others made than notice my own role.
- True  False 29. After I share strong opinions, I go out of my way to invite others to share their views, particularly opposing ones.
- True  False 30. When others hesitate to share their views, I do whatever I can to make it safe for them to speak honestly.
- True  False 31. Sometimes I have to discuss things I thought had been settled because I don't keep track of what was discussed before.
- True  False 32. I find myself in situations where people get their feelings hurt because they thought they would have more of a say in final decisions than they end up having.
- True  False 33. I get frustrated sometimes at how long it takes some groups to make decisions because too many people are involved.

Submit

# Your Style-Score Sheet

<b>SILENCE</b> <input type="checkbox"/>	<b>VIOLENCE</b> <input type="checkbox"/>
Masking <input type="checkbox"/> 5 (T) <input type="checkbox"/> 6 (T)	Controlling <input type="checkbox"/> 7 (T) <input type="checkbox"/> 8 (T)
Avoiding <input type="checkbox"/> 3 (T) <input type="checkbox"/> 4 (T)	Labeling <input type="checkbox"/> 9 (T) <input type="checkbox"/> 10 (T)
Withdrawing <input type="checkbox"/> 1 (T) <input type="checkbox"/> 2 (T)	Attacking <input type="checkbox"/> 11 (T) <input type="checkbox"/> 12 (T)

Your silence and violence scores give you a measure of how frequently you fall into these less-than-perfect strategies. (Crucial Conversations, p. 60).

We're all human and tend to toggle between holding back and being too forceful. Where would you most like to show improvement and why?

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## CONFLICT MANAGEMENT

### WHAT'S YOUR STYLE?

Use the first column of the worksheet below to jot down examples of times you have used each of the conflict resolution styles previously described. In the second column record your reflections on the effectiveness or result of this strategy.

EXAMPLE	RESULT
Directing	
Collaborating	
Compromising	
Accommodating	
Avoiding	

Which style do you think you rely on most often? \_\_\_\_\_  
What implications does this style have for the teams you are a part of?

## “DIFFICULT” DIANNA WORKSHEET

### Family

Youth: Dianna (16); Mother: Jennifer (48); Father: Jeff (45) whereabouts unknown; Adult Sister: Caroline (25); Sister: Linnea N. (12)

### Background

After returning from residential care, Dianna lives with her mother and her younger sister in a small apartment. Dianna is the second child of the three siblings. Dianna has an adult sister that lives nearby with her boyfriend and their two children.

Dianna has not attended school since she completed the sixth grade. She stays home alone all day while her mother works full time in a distant city and her adult sister goes to school and works part-time in a bank. Dianna's father does not have contact with the family. Dianna's parents have a history of domestic violence with each other and a history of substance abuse. Dianna suffers from juvenile diabetes and she is insulin dependent. She has been seeing the same therapist and psychiatrist for over 2 years. She was diagnosed with depression and she was prescribed psychotropic medication. She rarely bothers to take it.

Dianna says that she does not have friends. However, Dianna has indicated that she used to be in a mentoring group called “Girl Strong” which goes on various outings, including taking a regular dance class. She states that dance “is the only thing I was ever good at”. Dianna states she really liked the girls there and especially liked her assigned mentor, Sally.

### Challenge

You are facilitating the second team meeting for Dianna and her team. The first meeting was more introductory in nature; the purpose of this meeting is to find out how to best help Dianna without returning her to residential care. Her team consists of: Dianna; Mother, Jennifer; Older Sister, Caroline, and her boyfriend, Lars, her younger sister, Linnea, her social worker, her therapist and Mom's girlfriend who is her hairdresser. Sally has also agreed to attend, but for one hour only.

As the meeting has progressed, tension has arisen. People on the team seem to be defensive and are beginning to be argumentative about where Natalie should go to school. (They were previously arguing about medication, but have refocused on school.) Specifically, each time the CSW makes a suggestion, someone argues with it, and now Caroline and her mother (Jennifer) are escalating as Caroline accuses her mother of not caring about her kids. The face of one of the team members – Lars, Caroline's boyfriend - is turning red as he is reacting to Jennifer's counter “attack” on Caroline.

Each team assign roles, making sure that there is, at least, a “facilitator” CSW, Caroline (Natalie and Linnea's adult sister), Lars (Caroline's boyfriend) and Natalie. Preferably, we would like Linnea to be present and others as you see the team.

1. Stop the action.
2. De-escalate
3. Follow the steps in conflict resolution/management.
  - A. Agree to Negotiate
  - B. Gather Points of View
  - C. Focus on Interests
  - D. Create Win/Win Options
  - E. Evaluate Options
  - F. Create Agreement

4. Then discuss: What might have been done to avoid the escalation of this conflict in the first place? \_\_\_\_\_

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### CONFLICT "RESOLUTION" WORKSHEET

Points of View:

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Interests:

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Win/Win Options/Ideas:

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Agreement:

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