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Introduction to Materials

This guide provides a framework for the facilitation of a convening to allow counties to bring together multidisciplinary team members who will be working together to serve youth who have been commercially sexually exploited. The guide offers the facilitator an agenda, group activities for the MDT members, and background information about the requirements for MDTs.

State guidelines require that county agencies hold these meetings for each identified youth upon identification and periodically (more specific policy background is provided in the MDT guide and will be discussed in this meeting). This meeting is designed to occur before the specific MDTs for youth start to provide a basis for the forthcoming, specific work.

The guide provides an outline for the group activities to facilitate building a shared understanding of the problem, identifying roles and responsibilities among group members, and developing an action plan for future collaboration. The separate MDT guide provides an overview of background information for understanding the dynamics of sexual exploitation, the context of the MDT, basic suggestions for communicating and facilitating, and topic-specific background information and tools, all of which are designed to support this meeting and be returned to for reference.

Prior to the convening
The facilitator will work with the county to identify who should be involved in the MDT process and plan a day-long event that brings together team members. It is recommended that county leadership teams work with partner agency leadership to identify key participants and adjust the agenda as needed to best meet the needs of the participants. In planning the agenda, it is important to ask participants to bring information about their internal protocols regarding serving youth who have been commercially sexually exploited.

Before the meeting, it is necessary to:
1. Provide the CSEC MDT Participant Guide to participants in advance of the meeting and ask that they prepare by reviewing the guide to learn more about CSEC and the role of the MDT.
2. Ask participants to bring information about their agency’s internal protocols.

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2. Use of the curriculum after any modification must be cited by placing the following text at the top of the first page of the modified curriculum:

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Questions regarding usage of the guide should be addressed to CalSWEC. Contact Melissa Connelly mconnelly@berkeley.edu.
Agenda

Segment 1: Framing 9:00
Segment 2: Introductions 9:35
Segment 3: Understanding the Issue 9:55
BREAK 10:35
Segment 4: Current Roles, Responsibilities, and Protocols 10:45
BREAK 12:00
Segment 5: Action Planning (Part 1) 1:00
BREAK 2:00
Segment 6: Action Planning (Part 2) 1:30
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<td><strong>Segment 3: Understanding the Issue</strong></td>
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<td><strong>Break</strong></td>
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<td>30 min</td>
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**SEGMENT 1**

**Framing**

Segment Time: 5 min

**Materials:**
- *Agenda* (page 5 in the Participant Guide)
- Chart pad paper
- Markers

**Purpose:**
- Set the stage for the workshop
- Familiarize participants with the trajectory of the day
- Establish safety, a positive learning environment, and participant comfort

**Preparation:**
- Post the following ground rules on chart pad paper:
  - Respect different perspectives
  - Actively listen
  - Participate intentionally (balancing talking and listening)
  - Speak for personal experience
  - Be open to feedback
- If possible, organize chairs in a circle so all participants can see each other

**During the Activity (what to do):**
1) Introduce yourself.
2) Describe logistics (parking, cell phones, bathrooms).
3) Introduce the philosophy of the convening.
4) Introduce objectives of the convening.
   a) *State guidelines require that county agencies hold Multidisciplinary Team Meetings for each identified youth upon identification and periodically. This meeting today is designed to provide a basis for the forthcoming work with specific youth. The day will involve group activities to facilitate building a shared understanding of the problem, identifying roles and responsibilities among group members, and developing an action plan for future collaboration.*
   b) *The separate MDT guide provides an overview of background information for understanding the dynamics of sexual exploitation, the context of the MDT, basic suggestions for communicating and facilitating, and topic-specific background information and tools, all of which are designed to support this meeting and be returned to for reference.*
5) Pass out participants’ supplies (pens, post it notes, pieces of paper, MDT guide, if they do not have them)

6) Refer participants to the Agenda (page 5 in the participant guide)

7) Briefly introduce ground rules
   a) Respect each other’s perspectives, even if they are different or conflicting with our own
   b) Intentionally participate-watch if you are talking too much or too little and adjust accordingly
   c) Don’t rush, but also be aware of time
   d) Actively listen

8) Solicit questions about objectives, ground rules, and agenda

End of Activity
SEGMENT 2

Introductions
Segment Time: 40 min

Materials:
Introduction Questions (page 6 in the Participant Guide)

Purpose:
- Establish comfort within the convening space
- Facilitate connections between participants

Preparation:
- Begin by encouraging participants to be specific and rooted in their personal experiences when participating.

During the Activity (what to do):
Framing: “Because this convening is interactive, we would like to take the time to introduce ourselves and begin conversations about our experiences in working with youth who have been exploited.”

1) Ask participants to take 2 minutes each to introduce themselves, their role in working with youth who have been exploited, and briefly discuss the following prompts. The prompts are also available in the participant materials Introduction Questions (page 6 in the participant guide).
   a) What has your experience with team meetings been?
   b) What are you envisioning the MDT process looking like?

2) Be aware of time and ensure that facilitators model an appropriate amount of time to share so people do not over-talk.

End of Activity
SEGMENT 3

Understanding the Issue

Segment Time: 45 min

Materials:
Understanding the Issue (pages 7-14 in the participant guide)
Vignettes (pages 15-16 in the participant guide)
Introduction to the Multi-disciplinary Team (MDT) Structure (pages 17-22 in the participant guide)
Values Discussion Guide (page 23 in the participant guide)

Supplemental material: Station Content
Blank paper for note taking
Pens

Purpose:
● Develop a shared understanding of the issue of the commercial sexual exploitation of youth
● Contextualize the MDT process
● Introduce participants to the MDT process

Preparation:
● Set up stations for activity - include the Supplemental material and blank pages for note taking. Depending on the number of participants, you will have only three stations or you’ll have multiple repeats of the three stations (e.g., three stations with the Station 1 content, three stations with the Station 2 content, three stations with the Station 3 content). Set up enough stations to allow for groups of 5 or 6 at each station.

During the Activity (what to do):
Framing: “In this section of the convening, we will further develop our understanding of the issue of the commercial sexual exploitation of children. Everyone is arriving at this convening with different kinds of baseline knowledge, so we would like everyone to share what they’ve learned and what they want to learn so we can shape the rest of the convening and the work moving forward.”

1) Give participants a few minutes to review the participant content Understanding the Issue (page 7 in the participant guide) and Vignettes (page 15 in the participant guide). During this World Café style activity, participants will break up into small groups and go to 3 stations to discuss prompts that address their reactions to the participant guide content for five minutes each. If possible, encourage participants to form into different groups each time they change stations. Monitor time and ask groups to change every 5 minutes. Encourage participants to use the available note
paper to make personal notes and notes to leave for the next group so that each new group can gain insight into the other groups’ responses.

a) Station One:
   i. What have your experiences been like in your work with youth who have experienced commercial sexual exploitation?
   ii. What’s been your biggest challenge?
   iii. What’s been your biggest success?

b) Station Two:
   i. What were your reactions to the vignettes?
   ii. What in the vignettes was familiar?
   iii. What was new?
   iv. What was surprising?

c) Station Three:
   i. What kinds of things have you felt you could do for youth?
   ii. What kinds of things have you felt like you couldn’t do for them?
   iii. What are current systems doing well?
   iv. What could current systems do better?

2) Give participants time to read the participant content Introduction to the Multi-disciplinary Team (MDT) Structure (page 17 in the participant guide).

   a) Engage the group in a discussion of the different types of MDTs. In a large group, ask the following questions.
      i. What are your reactions to the MDT structure?
      ii. What do you still want to know about it?
      iii. What do you think will work well with it?
      iv. What do you think a challenge will be?

3) Ask participants discuss the following question in small groups. Refer them to the participant content Values Discussion Guide (page 23 in the participant guide).

   a) How can you incorporate the following values into the MDT?
      i. Culturally sensitive (gender, sexual orientation, race)
      ii. Empowering
      iii. Prioritizing youth voice
      iv. Trauma informed
      v. Strengths based

End of Activity
SEGMENT 4

Current Roles, Responsibilities, and Protocols

Segment Time: 60 min

Materials:
Chart pad paper with themes written on them (identification, intervention, collaborations, data)
Supplemental material: Internal Protocol Prompts printed on 8.5 x 11 paper and posted next to the chart pad page for the theme
Markers

Purpose:
- Facilitate participants’ understanding of the various roles they all play
- Provide structure for participants to begin collaborating and asking each other questions

Preparation:
Write themes on chart pad paper (identification, intervention, collaborations, data) and post paper on the wall (as with the previous activity, ensure you have enough stations for the small groups to have access to each theme)
Print the Internal Protocol Prompts supplemental material and post alongside the chart pad paper for the appropriate theme

During the Activity (what to do):
Framing: “In this section, we will share what our specific role is within the response to the issue in detail. We will also have a chance to ask each other questions about each of our roles.”

1) Ask participants will to break into small groups, mixed by discipline. Explain that they will go around in their small groups to each of the themes. They will use the specific prompts at each of the themes to guide a 5 minute discussion. Ask groups to use the chart pad pages to record answers for each of the different disciplines in their group.
   a) The following themes will be posted on chart pad paper paper around the room
      i. Identification
      ii. Intervention
      iii. Collaborations
      iv. Data

2) Ask a representative from each discipline to give a brief presentation on their protocols for each of the themes to the whole group. Ask participants to share the top three things they would like other MDT members to know about their discipline. There will be an opportunity after each brief presentation for members to ask each other questions.

End of Activity
SEGMEN'T 5

Action Planning (Part 1)

Segment Time: 75 min

Materials:
Best Practices (pages 24-31 in the participant guide)
Communicating, Facilitating, and Participating (pages 32-33 in the participant guide)
Facilitation Tips (pages 34-36 in the participant guide)
Overview of Each Stakeholder (pages 37-39 in the participant guide)
Vignettes (pages 15-16 in the participant guide)
Sample MDT Agendas (pages 40-41 in the participant guide)
Chart pad pages
Markers

Purpose:
- Develop a shared understanding of the MDT goals
- Remind participants of the best practices that will shape their interventions
- Begin practicing the MDT

During the Activity (what to do):
Framing: “We will now begin developing concrete steps for moving forward. We will create our own list of goals, review best practices, and have an opportunity to practice an MDT. Although role plays might feel awkward, they are useful!”

1) Start by engaging the group in a large group brainstorm to generate a list of goals of the MDT. Facilitators will write down each goal on the chart pad paper. If the following goals are not brought up, the facilitators should add them:
   a) Safety
   b) Placement
   c) School
   d) Services/supports
   e) Legal needs (testifying or own charges)

Be sure to differentiate among the different types of placements and explore how considerations are different when placing youth in a new placement versus an old one. Be sure to also include different considerations based on the presence of a third-party exploiter.

2) Ask participants read participant content Best Practices (page 24 in the participant guide). Give them about 5 minutes to read the content and then ask them to find a partner and discuss the best practice they feel they could most easily incorporate into their work and one that would be a challenge with the partner.

3) Refer participants to the participant content Communicating, Facilitating, and Participating (page 32 in the participant guide). Give them 5 minutes to read the
section and then highlight the following key content by asking for their reactions using the questions below.

a) How is active listening different from hearing?
b) How can an MDT participant show empathy during an MDT?
c) Why is it important to speak from personal experience during an MDT?
d) How can intentional participation help prioritize and support youth voice during an MDT?
e) Why is it important to use open-ended questions during an MDT?
f) What is the most challenging aspect of assuming good intentions during an MDT?

4) Refer participants to the participant content Facilitation Tips (page 34 in the participant guide). Give participants 5 minutes to read the content on their own. Review the following key points with the group.

a) What is the facilitator’s main task?
   i. Smoothly manage the flow and discussions so that the group gets through the whole agenda and everyone has a chance to participate
   ii. Guide dialogue and attempts to maximize member’s time and energy by keeping the event and discussions on track – in terms of time and topic
   iii. Recognize and utilize the unique and valuable contributions of each member

b) What are the facilitator’s main responsibilities to the group?
   i. Prepare in advance.
   ii. Plan and distribute the agenda.
   iii. Build shared objectives at the beginning of the event.
   iv. Establish community expectations.
   v. Guide the group in presenting and sharing information.
   vi. Provide closure and reiterate action items.

5) Divide the participants onto groups of 10 to role play different MDTs. Participants should review participant content Overview of Each Stakeholder (page 37 in the participant guide) and each pick a role. Participants should also pick a facilitator. The groups will select one of the four Vignettes from the participant guide (page x) for the role play.

a) Vignette 1: Layla
b) Vignette 2: Michelle
c) Vignette 3: Marissa
d) Vignette 4: Kayleen

Refer groups to the participant content Sample MDT Agendas (page 40 in the participant guide) to guide the role play. Have participants pick one goal to focus on in this MDT role play. Facilitators may elect to have the groups do a longer role play using only one vignette or do several shorter role play using multiple vignettes.

6) Following the role play, engage the group in a debrief activity using the following questions as a guide. Focus on one or two, which facilitators can assess once the conversation starts.
a) What was hard about acting in this situation?
b) What was easy?
c) What did the facilitators do well?
d) What is a challenge you expect?
e) What is a potential solution for this challenge?
f) What are barriers to collaborating on a daily basis with other stakeholders?
g) What are potential solutions to these challenges?

End of Activity
SEGMENT 6

Action Planning (Part 2)

Segment Time: 75 min

Materials:
Planning Worksheet (pages 42-45 in the participant guide)
Half sheets of paper

Purpose:
- Create a space for participants to develop concrete policies and action plans
- Provide a space for participants to practice working in a group together

During the Activity (what to do):
Framing: “Now we will develop specific plans for how to move the MDT process forward. A series of questions on a worksheet will guide us and provide a structure for deciding what a concrete plan of action specific to our county will look like.”

1) Refer participants to the participant content Planning Worksheet (page 42 in the participant guide). Ask participants to work as table groups of people who will be working together in future as members of an MDT to complete the Planning Worksheet to identify work processes going forward. Encourage teams to add additional questions that they identify as they think through the process.
2) Facilitate a large group discussion to allow teams to share their challenges, great ideas, and the additional questions they identified.
SEGMENT 7

Closing

Segment Time: 75 min

Materials:
Personal Goals (page 46 in the participant guide)

Purpose:
- Give participants an opportunity to ask questions
- Provide a process for transferring information learned during the day to practice

During the Activity (what to do):
Framing: “Now we will take time to reflect on what we’ve learned today and put into writing our plans to make use of this information later.”

1) Open the floor for participants to ask questions about the MDT process, MDT roles or anything else related to the MDT process.
2) Refer participants to the participant content Personal Goals (page 46 in the participant guide). Give them a few minutes to complete the questions.
3) Facilitate a large group sharing activity by going around the room so each participant shares one thing they learned, one thing they still want to learn, and one way they will apply what they learned in their work. Have them write it on a piece of paper to take with them.

End of Activity
Materials Checklist

1. PowerPoint presentation
2. Projector
3. Chart pad paper
4. Easel
5. Tape
6. Markers
7. Half sheets of paper
8. Participant Guide
9. Supplemental materials
   a. Station Content
   b. Internal Protocol Prompts
10. Sign-in sheet
References


