




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



Stages of Team Development





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?

**Acknowledgement**  
**Communication!**  
**Listening**  
**Summarizing**  
**Paraphrasing**



### 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](http://www.schreyer institute.psy.edu/PuzzledAboutTeams.pdf)
- **Master Facilitator Competency Self Assessment**
  - [www.masterfacilitatorjournal.com/assess.html](http://www.masterfacilitatorjournal.com/assess.html)
- **Evaluating Your Teams At Home**
  - [www.answers4families.org/ifspweb/evaluation.html](http://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

