



Alberta's Approach to
Collaborative Practices
...based on wraparound principles

Collaborative Conversations

Facilitator Guide

(Companion guide for Alberta's Approach to Collaborative Practices Video Series)

www.education.alberta.ca/collaborativepractices

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This resource is intended for:

Administrators	✓
Community Partners	✓

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INTRODUCTION

Collaborative Practices ... based on wraparound principles

Schools are most effective in addressing the needs of children, youth and their families when school staff members and their community partners work collaboratively. Successful collaboration can strengthen relationships among members of the school community and allow staff to navigate within and between different systems to find innovative solutions to problems. Using a collaborative approach helps to:

- reduce gaps in and the overlap of services
- enhance relationships among all members of the school community
- focus on the strengths of the child or youth, thus promoting optimism and motivation
- increase the community's capacity to address the needs of children and youth.

Collaborative Practices is a term used by Alberta Education to describe many different activities that support a culture in which children and youth are equipped to overcome challenges and experience success in school. The success is apparent when schools, school authorities and their partners work together to provide supports and services in a way that is timely, culturally sensitive and responsive.

Based on an extensive literature review, a provincial research project, and input from teachers, administrators, parents, youth and other education stakeholders, eleven wraparound principles have been identified that reflect the Alberta context. Focusing on Collaborative Practices based on these wraparound principles helps schools, authorities and their partners gain an understanding of how to build a culture that supports collaboration, as well as how they can coordinate and access supports and services that address the needs of children, youth and their families within the context of the school and community. For a complete description of the eleven wraparound principles, see the following section, "Wraparound Principles."

When collaborative practices based on wraparound principles are used to address the needs of children and youth and their families, many people are involved, including school leaders, other school staff and community partners. These individuals work together to:

- examine, reflect and discuss local collaborative practices and how the principles of wraparound can be embedded in the foundation of those activities,
- celebrate the local collaborative practices that already exist,
- reinforce the value of building a foundation for collaboration based on wraparound principles that supports local children, youth and their families, and
- determine a local call for action and commit to steps for improving the success for children, youth and families.

Wraparound Principles¹

■ **Collaboration** is a process for setting collective priorities, and incorporating different perspectives. This is reflected in the way people commit to working together to meet their shared goals. It allows for the blending of perspectives, expertise, resources and shared accountability and responsibility.

■ **Shared leadership** is evident in schools where administrators model the value of collective wisdom. Where school staff, focus on developing meaningful relationships within the school and community, partnerships and collaboration naturally emerge. We see the collective benefits for our children, youth and their families by capitalizing on the strengths and experiences of all involved.

■ **Team based** involves a group of people, including the family members, who work collaboratively toward the success of the child or youth and their family, through informal or formal supports and services. Team based ensures the supports and services are consistently and effectively implemented, managed and measured.

■ **School-community linked** means working collaboratively to promote and strengthen partnerships by eliminating barriers between the school and community. These strategies take place in the most inclusive, most responsive and most accessible settings to enhance the child or youth and family's school, home and community life.

■ **Persistent** means not giving up on, blaming or rejecting children, youth or their families. When faced with challenges or setbacks, everyone continues working toward meeting the needs of the youth and their family, and achieving the goals identified until it is determined that formal coordination of the supports and services are no longer necessary.

■ **Family voice and choice** ensures child or youth and family perspectives are intentionally elicited, prioritized and actioned as part of a collaborative wraparound practice. Planning is grounded in family members' perspectives. The individuals involved in the process strive to provide options and choices that reflect the family values and preferences.

■ **Culturally responsive** practices respect and build upon the values, preferences, beliefs, cultural context, and identity of the child or youth, family and community. The team recognizes these unique attributes as sources of great strength.

■ **Natural supports** are individuals drawn from family members' network of personal and community relationships. These individuals are intentionally sought out and encouraged to become full participants in supporting the child or youth and their family.

■ **Individualized means** a customized set of strategies, supports and services are developed to support the goals identified for the child or youth and their family.

■ **Strength based** practices build on a child or youth's capabilities, knowledge, skills, and assets, to help them develop the resiliency needed to overcome challenges.

■ **Data informed** goals and strategies are used to support the child or youth and their family. They are observable, measurable and can be used as indicators of success, to monitor progress and revise supports and services accordingly.

¹ Adapted from National Wraparound Initiative, Research and Training Center on Family Support and Children's Mental Health, Portland State University, <http://www.nwi.pdx.edu/> (Accessed March 2011)

About the Video Series

The following videos are to be used as starting points for discussions about collaborative practices based on wraparound principles used by your school and its community partners.

IMPORTANT:

It is important that participants understand the videos are not meant to illustrate best practice, rather were created to elicit emotional responses and provide a common starting point for conversations related to a specific wraparound principle. Using the Focus Questions to guide these conversations will provide the best result.

The videos are available at:

<http://www.education.alberta.ca/collaborativepractices>

Introductory Video:

Alberta's Approach to Collaborative Practices ... based on wraparound principles

The "Alberta's Approach to Collaborative Practices... based on wraparound principles" video is an introduction to the eleven wraparound principles and provides a starting point for conversations related to local collaborative practices. It is recommended that the introductory video be viewed prior to viewing the wraparound principle video(s) that have been selected by the school or authority.

Wraparound Principles Videos

The videos are designed to stimulate conversation that supports schools and their community partners as they examine, reflect on, discuss and celebrate local collaborative practices and commit to a call to action to embed wraparound principles in their practices.

The videos use wordless stories to represent successes and challenges associated with each wraparound principle. It is important to recognize that some scenes in the videos are of a sensitive nature and may evoke strong emotional responses from some viewers, and that the videos are meant as examples and do not address all aspects of the very complex challenges faced by children, youth and their families.

NOTE:

- The videos are NOT presented in order of priority.
- Schools and their partners are NOT expected to reflect on all eleven principles during a given time period.
- The video to view and discuss should be selected based on local interests and needs.

Video Content

Wraparound Principle	Issues Portrayed in the Video
Collaboration	depression and cutting
Shared leadership	abuse, harassment and racism
Team based	poverty and neglect
School-community linked	dropping out of school and teen parenting
Persistent	stress, emotional abuse and parent depression and alcoholism
Family voice and choice	medical issues, high incidence of absenteeism and family preference
Culturally responsive	disruptive behaviour, cultural and language barriers
Natural supports	drug and alcohol use
Individualized	head injury and learning challenges
Strength based	borderline depression, exclusion and poverty
Data informed	bullying, physical and emotional abuse

Guiding Collaborative Conversations

When planning to lead conversations about collaborative practices, school, authority, agency or community leaders, take on the role of facilitator and choose from a variety of different guided conversation techniques. The resources in this guide help these leaders in their role as facilitator to guide conversation using the technique of focused conversation. Two other techniques, World Café™ and Visual Explorer™, are described in this section and examples have been provided in the appendices to help facilitators who may wish to use other techniques.

The Art of Focused Conversation

The Art of Focused Conversation is a guided conversation technique based on a questioning method. It helps people process information and reach their own thoughtful conclusions. Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs. A list of focused conversation questions for each wraparound principle video has been provided in this guide.

For More Information: The Art of Focused Conversation, ICA Associates (<http://ica-associates.ca/index.cfm>)

Other Techniques

Although the resources provided by Alberta Education are designed to support focused conversation, other techniques can be used to lead discussions of the wraparound principles.

World Café™ World Café™ is an innovative yet simple methodology for hosting conversations about questions that matter. The Café format is flexible, adapts to many different circumstances and fosters:

- collaborative dialogue,
- active engagement and
- constructive possibilities for action.

For an example of how to use a World Café™ format to guide your conversation, see **Appendix A: World Café™ Example - Culturally responsive.**

For More Information: <http://www.theworldcafe.com>

Visual Explorer™ Visual Explorer™ is a technique used to produce a rich dialogue with images and metaphors. In general, VE™ is helpful in:

- seeking patterns in complex issues and making connections
- seeking a variety of perspectives
- asking new questions
- eliciting stories and creating metaphors
- tapping into personal experiences and passions
- articulating what has been unspoken
- relating with each other through dialogue.

For an example of how to use Visual Explorer™ to guide your conversation, see **Appendix B: Visual Explorer™ Example – Natural supports.**

COLLABORATIVE CONVERSATION TOOLS

The following section includes tools to assist facilitators guide conversations on each of the eleven wraparound principles:

Facilitator Instructions: a step-by-step guide for group leaders that includes tips and instructions for guiding conversations based on the wraparound principle videos

Participant Handout: a handout used to prepare the participants for the conversation

Focused Conversation Questions: a list of questions that can be used to guide the conversation by the facilitator (not intended to be handed out to participants)

Call to Action Worksheet: a worksheet that can be used to capture the participants' plans for applying collaborative practices at the end of the conversation

NOTE: These tools can be modified based on the needs of the school and its community partners.

These tools are designed to be used in conjunction with the Alberta's Approach to Collaborative Practices ... based on wraparound principles video series, available at:

<http://www.education.alberta.ca/collaborativepractices>

Facilitator Instructions

Collaboration

Collaboration Conversation Goal

For staff to understand the importance and value of collaboration in the school community and make a call to action to embed the principle of collaboration in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with collaboration portrayed in the video. This allows staff to experience open-ended communication related to the principle of Collaboration and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of Collaboration**
 - establishing a culture of cooperation
 - sharing commitment and responsibility
 - blending of perspectives resources and expertise
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of “Collaboration” and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions²:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

Use the “Call to Action Worksheet” to capture the plans for the group’s future actions based on the discussion.

- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

² The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Collaboration

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles Introductory* video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Collaboration is a process in which people commit to working together to set common priorities and to meet shared goals related to achieving success for children, youth and their families. It allows for the blending of perspectives, expertise, resources and shared accountability and responsibility.

Consider the following key characteristics of collaboration:

- establishing a culture of cooperation
- sharing commitment and responsibility
- blending of perspectives resources and expertise

Think about: “What does collaboration mean to you?”

Write your notes or questions:

Facilitator's Focused Conversation Questions

Collaboration

These questions are not intended as a handout. They were developed based on the *Art of Focused Conversation* to support the facilitator guide a conversation about the wraparound principle: Collaboration.

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do?
- Who were the adults?
- What were the interactions between the girl and her father? The girl and her teacher?

Reflective Questions

- What emotions did the video elicit?
- How did you feel about the situation portrayed in the video?
- How did the various adults in the video collaborate?
- How did you feel about the actions of the adults in the video?
- What surprised you? What frustrated you or made you feel uncomfortable?
- What was the most moving or inspiring scene?
- What did you observe in the video that reflects your or the school community's practices?
- What were you reminded?
- With what situation or individual in the video do you identify?

Interpretive Questions

- What does the situation and the collaborative actions taken by people in the video tell you about our local processes?
- What other situations might warrant collaboration to support a child, youth and their family?
- What does it tell you about who we involve when supporting children and youth and their families?
- Think of a child or youth you are or have worked with who has or would have benefitted from collaboration.
- What challenges did you or are you experiencing or working to overcome related to collaboration?
- How did your understanding of *collaboration* change as a result of this conversation?

Decisional Questions

- What can we do to foster collaboration?
- In what ways are our collaborative practices working?"
- What should/could we do differently?
- What is our first step? Next steps?
- What can you do as an individual teacher/staff member? In the classroom? In the school?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

Collaboration

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

Shared leadership

Goal

For staff to understand the importance and value of shared leadership in the school community and make a call to action to embed the principle of Shared leadership in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with shared leadership portrayed in the video. This allows staff to experience open-ended communication related to the principle of Shared leadership and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of Shared leadership**
 - Top-down support
 - Grass roots commitment
 - Willingness to work in partnership
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of “Collaboration” and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions³:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

³ The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Shared leadership

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles Introductory* video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Shared leadership is evident in schools where administrators model the value of collective wisdom. When school staff focuses on developing meaningful relationships within the school and community, partnerships and collaboration naturally emerge. We see the collective benefits for our children, youth and their families by capitalizing on the strengths and experiences of all involved.

Consider the following key characteristics of *shared leadership*:

- establishing culture of cooperation
- sharing commitment and responsibility
- blending of perspectives resources and expertise

Think about: “What does *shared leadership* mean to you?”

Write your notes or questions:

Facilitator's Focused Conversation Questions

Shared leadership

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do in the video?
- Who were the adults?
- What were the interactions between the girl and her friends? The girl and the boys? The girl and the tall boy?

Reflective Questions

- What emotions did the video elicit?
- How did you feel about the situation portrayed in the video?
- How did the various adults in the video model shared leadership?
- Who were the leaders in the story? Who could be other leaders that were not evident in the video?
- What surprised you? What frustrated you or made you feel uncomfortable?
- What was the most moving or inspiring scene in the video from a leadership perspective?
- What did you observe in the video that reflects your or the school community's practices?
- What were you reminded of?
- With what situation or individual in the video do you identify?

Interpretive Questions

- Who initiated the actions to support the girl? How did these actions get initiated?
- Why were there no parents involved? How do we involve parents in shared leadership?
- How do we involve the community in shared leadership? How do we identify the individuals who should be involved?
- What other types of situations might warrant shared leadership to support a student?
- What two to three characteristics represent shared leadership in the video?
- What does this type of shared leadership model tell you about our local processes?
- How has your understanding of shared leadership changed as a result of this conversation?

Decisional Questions

- What do we do now to foster shared leadership in our school community?
- What should we do differently?
- What local agencies or individuals need to be involved in shared leadership between the school and community?
- What is our first step? What are our next steps?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

Shared leadership

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

Team based

Goal

For staff to understand the importance and value of being team based in the school community and make a call to action to embed the principle of Team based in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with team based portrayed in the video. This allows staff to experience open-ended communication related to the principle of Team based and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of Team based**
 - shared goals
 - shared accountability
 - celebrating success
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of “Collaboration” and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions⁴:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

⁴ The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Team based

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles Introductory* video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Team based involves a group of people, including family members, who work collaboratively toward the success of the child or youth and his or her family through informal or formal supports and services. These supports and services are consistently and effectively implemented, managed and measured by the team.

Consider the following key characteristics of *team based*:

- shared goals
- shared accountability
- celebrating success

Think about: “What does *team based* mean to you?”

Write your notes or questions:

Facilitator's Focused Conversation Questions

Team based

Objective Questions

- What did you see occurring in the video?
- Who were the adults in the video?
- What did you see them do?
- What were the interactions between the girl and her mom? The girl and her peers?

Reflective Questions

- What emotions did the video elicit?
- How do you feel about the situation portrayed in the video?
- How did you feel during and after seeing the vignette?
- What stood out for you? What did you like? What concerned you?
- What were you reminded of?
- With what situation or individual in the video do you identify with?
- What did you observe in the video that reflects your or the school community's practices?

Interpretive Questions

- How did the video demonstrate a team based approach?
- How did the team based approach impact the outcome for this girl? For her mom?
- Imagine this team based approach were not in place. What may have been different for the girl and her mom?
- Think of a child or youth you are or have worked with who has or would have benefitted from a team based approach. Who are/were the team members? How did you or could you access those individuals?
- How as a school community do we or can we use a team based approach? What are the challenges or barriers we are facing right now? What are the potential solutions for overcoming the challenges?
- How did your understanding of *team based* change as a result of this conversation?

Decisional Questions

- What can we do to foster a team based approach?
- Who could be part of our team?
- What can we do to involve the key players?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- What is the first step we need to take?
- What are the next steps we need to take?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

Team based

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

School-community linked

Goal

For staff to understand the importance and value of school-community links and make a call to action to embed the principle of School-community linked in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with school-community links portrayed in the video. This allows staff to experience open-ended communication related to the principle of School-community linked and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of School-community linked**
 - supports take place in the school or community
 - integrate home, school and community life
 - supports take place at the right time
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of “Collaboration” and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions⁵:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

⁵ The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

School-community linked

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles* Introductory video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

School-community linked means working collaboratively to promote and strengthen partnerships by eliminating barriers between the school and community. These strategies take place in the most inclusive, most responsive and most accessible settings to enhance the child or youth and family's school, home and community life.

Consider the following key characteristics of *school-community linked*:

- supports take place in the school or community
- integrate home, school and community life
- supports take place at the right time

Think about: “What does *school-community linked* mean to you?”

Write your notes or questions:

Facilitator's Focused Conversation Questions

School-community linked

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do in the video?
- Who were the adults?
- What were the interactions between the girl and her peers? The girl and her baby?

Reflective Questions

- What emotions did the video elicit?
- How did you feel about the situation portrayed in the video?
- How did you feel about the actions of the adults in the video?
- What surprised you? What frustrated you?
- What were you reminded of?
- With what situation or individual in the video do you identify?
- What did you observe in the video that reflects your or the school community's practices?

Interpretive Questions

- How did the presence of a school-community link impact this girl?
- Imagine there was no school community link. What would have been different for this girl?
- Think of a child or youth you are or have worked with who has or would have benefitted from a school-community link. What is a challenge you have/are working to overcome?
- How are our school and community linked? How as a school community do or can we create stronger links?
- How do we address the complexity of the links between schools and community partners?
- How did your understanding of *school-community linked* change as a result of this conversation?

Decisional Questions

- What are we doing to foster school-community links?
- What are we doing well?
- What could we be doing differently?
- Who should be involved in the coordination of school-community links?
- What do we need to do first? What are our next steps?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- How will we know the links between school and community are making a difference?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

School-community linked

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

Persistent

Goal

For staff to understand the importance and value of being persistent in the school community and make a call to action to embed the principle of Persistent in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with persistence portrayed in the video. This allows staff to experience open-ended communication related to the principle of Persistent and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of Persistent**
 - unconditional support
 - willingness to overcome challenges
 - celebrate all success—no matter how small
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of “Collaboration” and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions⁶:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

⁶ The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Persistent

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles Introductory* video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Persistent means not giving up on, blaming or rejecting children, youth or their families. When faced with challenges or setbacks, everyone recommits to meeting the needs of the child or youth and his or her family. They continue to work together until the goals are achieved or until formal coordination of the supports and services are no longer necessary.

Consider the following key characteristics of *persistent*:

- unconditional support
- willingness to overcome challenges
- celebrate all success—no matter how small

Think about: “What does *persistent* mean to you?”

Write your notes or questions:

Facilitator's Focused Conversation Questions

Persistent

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do in the video?
- Who were the adults?
- What were the interactions between the girl and her teacher? The girl and her father?

Reflective Questions

- Who was the older woman? Who else could it have been?
- What emotions did the video elicit?
- How did you feel about the situation portrayed in the video?
- How did you feel about the actions of the adults in the video?
- What surprised you? What frustrated you or made you feel uncomfortable?
- How was persistence demonstrated in the video? What elements of persistence seemed to work well?
- What did you observe in the video that reflects your or the school community's practices?
- What were you reminded of?
- With what situation or individual in the video do you identify?

Interpretive Questions

- What does the situation and the actions taken by the individuals in the video tell you about our local processes?
- What other types of situations might warrant persistence to support a child or youth?
- What does it tell you about whom we involve when supporting students?
- Think of a child or youth you are or have worked with who has or would have benefitted from persistence. What is a challenge you have/are working to overcome related to persistence?
- What are we doing as a school community to demonstrate persistence?
- How did your understanding of *persistence* change as a result of this conversation?

Decisional Questions

- How can we foster a culture of persistence?
- What are we doing that is working well?
- What should/could we do differently?
- What is our first step? What are our next steps?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

Persistent

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

Family voice and choice

Goal

For staff to understand the importance and value of family voice and choice in the school community and make a call to action to embed the principle of Family voice and choice in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with family voice and choice portrayed in the video. This allows staff to experience open-ended communication related to the principle of Family voice and choice and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - Understand the Key Characteristics of Family voice and choice**
 - honouring perspectives
 - providing options
 - reflecting family's values and preferences
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of "Collaboration" and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions⁷:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

⁷ The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Family voice and choice

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles Introductory* video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Family voice and choice ensures child or youth and family perspectives are intentionally elicited, prioritized and actioned as part of a collaborative practice. Planning is grounded in family members' perspectives, and the individuals involved in the process strive to provide options and choices that reflect the family context, values and preferences.

Consider the following key characteristics of *family voice and choice*:

- honouring perspectives
- providing options
- reflecting family's values and preferences

Think about: "What does *family voice and choice* mean to you?"

Write your notes or questions:

Facilitator's Focused Conversation Questions

Family voice and choice

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do in the video?
- Who were the adults?
- What did you see the girl do? What were the interactions between the girl and her mom? The girl and her friends?
- What educational options were provided to the girl in the beginning?

Reflective Questions

- What emotions did the video elicit?
- How did you feel about the situation portrayed in the video?
- How did you feel about the actions of the adults in the video?
- What surprised you? What frustrated you or made you feel uncomfortable?
- What were you reminded of?
- With what situation or individual in the video do you identify?
- What did you observe in the video that reflects your or the school community's practices?

Interpretive Questions

- How is family voice and choice demonstrated in the video?
- How could the school have done a better job in providing appropriate services?
- What appropriate services could have been provided?
- What supports should have been available or required to support a child or youth and his or her family through a transition in/out or between schools?
- Think of a student you are or have worked with who has or would have benefitted from strong family voice and choice. What is a challenge you have/are working to overcome related to family voice and choice?
- How as a school can we be more intentional in including family voice and choice?
- How did your understanding of *family voice and choice* change as a result of this conversation?

Decisional Questions

- What can we do to foster family voice and choice?
- On what current practices can we build?
- What can we do differently to ensure family voice and choice in our school community?
- Where should we begin? What are our next steps?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

Family voice and choice

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

Culturally responsive

Goal

For staff to understand the importance and value of being culturally responsive in the school community and make a call to action to embed the principle of Culturally responsive in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with cultural responsiveness portrayed in the video. This allows staff to experience open-ended communication related to the principle of Culturally responsive and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of Culturally responsive**
 - values and beliefs
 - culture and community
 - identity of students and family
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of “Collaboration” and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions⁸:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

⁸ The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Culturally responsive

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles Introductory* video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Culturally responsive ensures child or youth and family perspectives are intentionally elicited, prioritized and actioned as part of a collaborative practice. Planning is grounded in family members' perspectives, and the individuals involved in the process strive to provide options and choices that reflect the family context, values and preferences.

Consider the following key characteristics of *culturally responsive*:

- values and beliefs
- culture and community
- identity of students and family

Think about: "What does *culturally responsive* mean to you?"

Write your notes or questions:

Facilitator's Focused Conversation Questions

Culturally responsive

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do in the video?
- Who were the adults?
- What did you see the young girl do?
- What were the interactions between the girl and her mom? The girl and the other adults?

Reflective Questions

- How did you feel about the situation portrayed in the video?
- How did you feel about the actions of the adults in the video? What frustration did you notice related to cultural responsiveness?
- How did you feel about the teacher's communication with the parent?
- Of what were you reminded? With what situation or individual do you identify?
- What did you observe in the video that reflects our school community's practices?

Interpretive Questions

- What action(s) demonstrated cultural responsiveness? What could be done differently?
- Why would there be a gap between recognizing the problem and getting an interpreter?
- Imagine there was no interpreter. What may have been different for the individuals involved?
- Think of a student you are or have worked with who has or would have benefitted from culturally responsive practices? What challenge(s) have or are you working to overcome?
- How do we address the complexity of the cultural challenges that may be faced by our children and youth and their families?
- Who are the community resources we can draw from? Who else needs to be involved?
- How did your understanding of the "culturally responsive" change as a result of this conversation?

Decisional Questions

- What can we do to foster cultural responsiveness?
- What are we currently doing that we could do differently?
- What supports (community or school) could have been in place to prevent the problem from occurring?
- Who are the students that may fit into this category?
- What's our first step? What are our next steps?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- What will be our indicators of success? How will we know we are being culturally responsive?

Call to Action Worksheet

Culturally responsive

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

Natural supports

Goal

For staff to understand the importance and value of natural supports in the school community and make a call to action to embed the principle of Natural supports in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with natural supports portrayed in the video. This allows staff to experience open-ended communication related to the principle of Natural supports and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of Natural supports**
 - identifies the child's natural circle of support
 - builds on natural relationships
 - draws on strengths of school and community networks
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of "Collaboration" and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions⁹:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

⁹ The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Natural supports

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles Introductory* video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Natural supports are individuals drawn from family members' network of personal and community relationships. These individuals are intentionally sought out and encouraged to become active participants in supporting the child or youth and his or her family.

Consider the following key characteristics of *Natural supports*:

- identifies the child's natural circle of support
- builds on natural relationships
- draws on strengths of school and community networks

Think about: "What does *natural supports* mean to you?"

Write your notes or questions:

Facilitator's Focused Conversation Questions

Natural Supports

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do in the video? The mother? The teacher? The officer? The cafeteria manager?
- Who were the adults?
- What were the interactions between the young man and his peers?

Reflective Questions

- What emotions did the video elicit?
- How did you feel about the situation portrayed in the video?
- What were you reminded of?
- With what situation or individual in the video do you identify?
- What did you observe in the video that reflects your or the school community's practices?

Interpretive Questions

- How did the story in the video illustrate the involvement of natural supports? Who were the natural supports?
- How did the presence of natural supports impact the outcome for the young man?
- Think of a child or youth you are or have worked with who has or would have benefitted from the involvement of a natural support. Who was that natural support? How did you involve them?
- How as a school community do/can we identify and involve positive natural supports for our children and youth?
- Imagine that the natural supports had not been involved. What may have been different?
- How did your understanding of *natural supports* change as a result of this conversation?

Decisional Questions

- What can we do to foster natural supports?
- Who are they? Who could they be?
- How would we involve them?
- How do we build capacity within the natural supports network?
- What are our next steps?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

Natural supports

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

Individualized

Goal

For staff to understand the importance and value of individualization in the school community and make a call to action to embed the principle of Individualized in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with individualized portrayed in the video. This allows staff to experience open-ended communication related to the principle of Individualized and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of Individualized**
 - student and family centred
 - demonstrable goals
 - personalized strategies and supports
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of “Collaboration” and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions¹⁰:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

¹⁰ The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Individualized

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the Alberta's Approach to Collaborative Practices... based on wraparound principles introductory video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Individualized means a customized set of strategies are developed and the supports and services are put in place to meet the goals agreed upon by the team, including the child or youth and his or her family.

Consider the following key characteristics of *individualized*:

- student and family centred
- demonstrable goals
- personalized strategies and supports

Think about: “What does *individualized* mean to you?”

Write your notes or questions:

Facilitator's Focused Conversation Questions

Individualized

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do in the video?
- Who were the adults?
- What were the interactions between the boy and his peers during class? In the gymnasium?
- What was the reaction of the boy to these individuals?

Reflective Questions

- How did you feel about the situation portrayed in the video? What emotions did it elicit?
- What images stood out for you?
- What were you reminded of?
- With what situation or individual in the video do you identify?
- What did you observe in the video that reflects your or the school community's practices?

Interpretive Questions

- How were individualized supports demonstrated in the video?
- Who do you think the adults working with the boy were? Who else could they have been? Who might it be in your school community?
- How did the presence of these individualized supports impact the outcome for the boy?
- Imagine these individualized supports were not provided. What may have been different?
- Think of a child or youth you are or have worked with who has or would have benefitted from individualized supports? What are/were the supports? How did you or could you access those individualized supports?
- How as a school community do/can we provide individualized supports to children and youth?
- What are the current challenges or barriers? How can they be overcome?
- How did your understanding of *individualized supports* change as a result of this conversation?

Decisional Questions

- What can we do as a community to foster an individualized approach for children, youth and their families?
- What are we currently doing well?
- What could we do differently?
- What are the next steps in supporting the child and his family?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

Individualized

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

Strength based

Goal

For staff to understand the importance and value of strength based in the school community and make a call to action to embed the principle of Strength based in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with strength based portrayed in the video. This allows staff to experience open-ended communication related to the principle of Strength based and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of Strength based**
 - identify assets
 - build on capacity
 - enhance strengths
- Review Focused Conversation or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of “Collaboration” and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions¹¹:

Everyone has wisdom
 We need everyone's wisdom for the wisest result
 There are no wrong answers
 The whole is greater than the sum of it's parts
 Everyone will hear others and be heard
 You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

¹¹ The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Strength based

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles* Introductory video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Strength based practices build on a child or youth's capabilities, knowledge, skills and assets to help them develop the resiliency needed to overcome challenges.

Consider the following key characteristics of *strength based*:

- identify assets
- build on capacity
- enhance strengths

Think about: "What does *strength based* mean to you?"

Write your notes or questions:

Facilitator's Focused Conversation Questions

Strength based

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do in the video? The mother? The teacher? The school secretary?
- What were the interactions between the girl and her peers?

Reflective Questions

- What emotions did the video elicit?
- How did you feel about the situation portrayed in the video?
- What images stood out for you?
- What were you reminded of?
- With what situation or individual in the video do you identify?
- What did you observe in the video that reflects your or the school community's practices?

Interpretive Questions

- How did this video represent a strength-based approach?
- How did a strength-based approach impact the outcome for the girl? For her mom?
- Think of a child or youth you are or have worked with who has or would have benefitted from a strength-based approach? What are/were the child or youth's strengths? How did you or could you build on his or her strengths?
- How as a school community do/can we identify a child/youth's strengths and build on them? What are our challenges in doing so?
- Imagine the teacher had not focused on the girl's strengths. What may have been different for her?
- How does this impact or change the way we think about and ultimately do our work?
- How did your understanding of *strength based* change as a result of this conversation?

Decisional Questions

- What can we do to foster a strength-based approach?
- What are we currently doing?
- What could we do differently?
- What is our first step towards a strength-based philosophy for our school community?
- What would be our next steps?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

Strength based

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

Facilitator Instructions

Data informed

Goal

For staff to understand the importance and value of being data informed in the school community and make a call to action to embed the principle of Data informed in local collaborative practices.

Common Beginning Point

The common beginning point for your group is the shared experience of successes and challenges associated with data informed portrayed in the video. This allows staff to experience open-ended communication related to the principle of Data informed and local practices that support children, youth and their families.

STEP 1: Before meeting with your group ...

- **Educate yourself on the wraparound principle** that your school/authority has chosen to focus on. Watch the introductory video and the Collaboration principle video you will be discussing.
 - **Understand the Key Characteristics of Data informed**
 - identify indicators of success
 - monitor progress
 - benefit from lessons learned
- **Review Focused Conversation** or the other conversation technique you will be using.

Focused conversation involves discussing and answering a series of questions based on four levels of thinking:

Objective questions: dealing with data and sensory observation

Reflective questions: related to personal reactions and associations

Interpretive questions: about meaning, significance and implications

Decisional questions: concerned with resolution.

When using focused conversation, it is important to follow the order of the questions from objective to decisional (ORID), while adjusting the number of questions in each area to meet your needs.

- **Provide staff with information ahead of time.** To encourage informed participation, provide staff with the Participant Handout, which includes information on the meeting time and place, a link to the introductory video, a definition of “Collaboration” and space for their reflections and notes.
- **Choose a flexible, well-equipped space.** Consider organizing the space so that everyone has a place to sit and write, and so that they can easily interact with you and other staff members. Because you are using videos as a basis for the session, make sure the room has the all the technology, connections and supplies you need.

STEP 2: During your group conversation

NOTE: It is important to be aware of and prepared to support participants who may have a strong emotional response to the imagery in a video, or the subsequent discussion, based on his or her personal history.

Create a safe space. Because of the content of the Collaborative Practices video series, emotional connections tend to generate conversations that are quite personal. You will want to create an environment where all staff feels comfortable participating or listening. You may want to set aside a few minutes at the start of the session to share the following working assumptions¹²:

Everyone has wisdom
We need everyone's wisdom for the wisest result
There are no wrong answers
The whole is greater than the sum of it's parts
Everyone will hear others and be heard
You can always change your mind

Use the “Facilitator’s Focused Conversation Questions” to guide the conversation.

- During the discussion, remember to:
- ensure the emotional safety of participants
- allow participants to respectfully challenge one another as they work through the issues
- be aware of your own and others emotional responses to the content and comments that arise during the conversation.

As you manage the conversation, attempt to:

- maintain objectivity
- assume (or share) responsibility for the group conversation
- prepare thoroughly and use time and space intentionally
- adapt to the changing situation
- manage the existing relationships
- read the underlying dynamics of the group
- evoke participation and creativity
- honour the group and affirm its wisdom.

STEP 3: After your group conversation ...

- **Use the “Call to Action Worksheet”** to capture the plans for the group’s future actions based on the discussion.
- **Solicit feedback regarding the success of the meeting;** e.g., by e-mail. What could be improved? What did the participants find helpful?
- **Ensure group members are working towards their goal(s)** as captured in the call to action worksheet.
- **Plan a follow-up meeting or online forum** to discuss the success of the group in reaching its goals.

¹² The first five working assumptions were excerpted from *Facilitation Skills for Educators: An Introduction to Group Facilitation*. The Canadian Institute of Cultural Affairs, 1995, 1998, Page 6.

Participant Handout

Data informed

Meeting Place: _____ Date/Time: _____

Before the meeting ...

Watch the *Alberta's Approach to Collaborative Practices... based on wraparound principles Introductory* video: www.education.alberta.ca/collaborativepractices

Read and think about the following definition:

Data informed practices are those strategies and supports that are evidence-based and include tangible indicators of success so that goals and strategies can be monitored and revised to ensure they are making a positive difference for the child or youth and his or her family.

Consider the following key characteristics of *data informed*:

- identify indicators of success
- monitor progress
- benefit from lessons learned

Think about: “What does *data informed* mean to you?”

Write your notes or questions:

Facilitator's Focused Conversation Questions

Data informed

Objective Questions

- What did you see occurring in the video?
- What did you see the adults do in the video?
- Who were the adults?
- What were the interactions between the first boy and his parents? The second boy and his mother?
- What was the reaction of the first boy (bullied) to the teacher? The principal?
- What was the reaction of the second boy (bully) to the teacher who followed him outside?
- What kind of data did you see being collected for the boy being bullied?

Reflective Questions

- How did you feel about the situation portrayed in the video?
- How did you feel about the data collected?
- What impact did the data collection have on this process?
- What were you reminded of?
- With what situation or individual in the video do you identify?
- What did you observe in the video that reflects your or the school community's practices?

Interpretive Questions

- How was data collection and data-informed decision making demonstrated in the video?
- Think of a child or youth you are or have worked with who has or would have benefitted from data collection. What data was or could be collected?
- What other data could have been collected for the boy being bullied? For the bully?
- Imagine no data was collected for either boy. What may have been different for them?
- How as a school community do/can we use data to inform decision-making?
- How do we ensure data reflects the complexity of the issues faced by children and youth?
- How did your understanding of *data informed* change as a result of this conversation?

Decisional Questions

- What are we currently doing to ensure data informs our decisions? How do we ensure data is outcome-driven rather than just a tracking system?
- How can we help make data collection efficient and streamlined?
- How can partners and families be involved in data collection and decision making?
- What's our first step? What are our next steps?
- What can you do as an individual teacher/staff member in the classroom? In the school?
- What will be our indicators of success? How will we know we were successful?

Call to Action Worksheet

Data informed

ACTION	DETAIL	
What have we done so far that has worked?	Activity(ies):	
How can we improve?	Target/goal:	
What can we do to make this happen?	Activity(ies):	
Who will be involved and how?	Person:	Responsibility:
What is needed to support the people involved?	Resources:	
When do we hope to achieve our target/goal?	Timeline:	
How will we know we were successful?	Measure(s):	

APPENDICES

Appendix A

Guided Conversation Techniques: World Café™

www.theworldcafe.com

World Café™ is an innovative yet simple methodology for hosting conversations about questions that matter. The Café format is flexible, adapts to many different circumstances and fosters:

- collaborative dialogue,
- active engagement and
- constructive possibilities for action.

World Cafe is also supported by an online community where practitioners and supporters can share their experiences and learn from each other.

For More Information:

- “The Art of Powerful Questions”: <http://www.theworldcafe.com/articles/aopq.pdf>
- “Café to Go”: <http://www.theworldcafe.com/articles/cafetogo.pdf>
- “The World Café: Part One”: http://www.c-cell.com/PDF/Schieffer_WorldCafe1.pdf

World Café™ Example: Culturally Responsive

Goal

For participants to understand the importance and value of cultural responsiveness and its extension past the obvious “ethnic” differences in the school community and make a commitment to next steps.

Objective

Participants experience open-ended communication about cultural responsiveness that brings focus to their work and decisions related to children, youth and families in the school community.

Common Beginning Point

Participants have just finished watching the Culturally Responsive video and pre-reading any supporting research. You lead the group in a debriefing of the video to open discussion about cultural responsiveness in your school/organization and next steps for closing any cultural gaps between the school and community.

Environment

The environment is set up like a café, with tables for four, tablecloths covered by paper tablecloths, flowers, some coloured pens and, if possible, candles, quiet music and refreshments. People sit four to a table and have a series of conversational rounds lasting from 20 to 45 minutes about one or more questions that are meaningful to them.

Café 1: Opening

Reflection: Think about the video. What questions did it raise about cultural responsiveness? What questions do we need to ask ourselves about cultural responsiveness in our school/classroom?

Activity (20 min.): *Draw, doodle and write on the tablecloth. One person stays, three move to different tables. Continue the conversation, draw, doodle and write.*

Exploration: Based on your initial conversations, are there common questions or discussions that took place? Are there unique questions?

Activity: *Group the questions/discussions at each table. Identify those that are unique.*

Collective Insights: What aspects of culture were discussed at your current table (e.g., language, religious beliefs, food, gender balance, clothing)? Did you think beyond the obvious differences to what makes each and everyone of our families “home culture” unique? What do they value in their family life? This may be as simple as the family valuing eating dinner together every evening, or visiting a family elder every weekend, or perhaps participating as part of a volunteer program 2 nights per week, etc.

Activity: *Beside each aspect of culture, record what the group members know about the uniqueness of different families in the community. Draw, doodle and write on the tablecloth. One person stays, three move to different tables. Continue the conversation (10 min.) and draw, doodle and write.*

Harvesting Discoveries: During your conversations, what impacts (barriers or opportunities) surfaced

regarding culture and your school/classroom?

Activity (20 min.): Record what the group members have witnessed or believe could impact the school/classroom. Draw, doodle and write on the tablecloth. One person stays, three move to different tables. Continue the conversation (10 min.) and draw, doodle and write.

Action Planning: To ensure that children and youth of all cultures have the opportunity to be successful in our schools, which of these impacts (barriers) should we address immediately? Which of these impacts (opportunities) should we explore immediately? Who should be consult/involve in order to address these barriers/explore opportunities? Who from our group will contact the individuals/groups we would like to involve?

Activity: Discuss at tables and share recommendations with the larger group. As a larger group, prioritize one barrier to be addressed and one opportunity to be explored as part of the next phase of implementation.

Closing: At our next Culturally Responsive café we will include the consultants/ individuals you have identified. They will have been provided with a summary of today's café so that they have some background. During the next meeting we will draw on our existing knowledge and their shared expertise to design an implementation process to ensure that our children and youth of all cultures have the opportunity to be successful in our schools.

Café 2: Planning for Implementation and Assessment

Introduction At our last café we discussed the impacts of various cultures on student success in our schools. As part of our process we identified the impacts (barriers to success) that we should address immediately and the impacts (opportunities) we should explore, as well as who we should involve in the implementation. We have our consultants (e.g., parents, community members, agencies) here today to provide more depth and understanding to the various impacts.

Given the information we have and the expertise we have added to the café, what questions do you have to help us move forward with cultural responsiveness?

Activity (20 min.): Record the group members' questions and answers to help move forward with cultural responsiveness. Draw, doodle and write on the tablecloth. One person stays, three move to different tables. Continue the conversation (20 min.) and draw, doodle and write.

Activity (20 min.): Based on your conversations, what should be the next steps? What, how, who (self-nominated), when and what would be the indicators of success? Draw, doodle and write on the tablecloth. One person stays, three move to different tables. Continue the conversation (10 min.) and draw, doodle and write. Share in large group.

Activity (20 min.): On the large papers divided into five columns posted on the wall, record: 1. What should be done; 2. How it can be done; 3. Who (self-nominated) will be responsible for getting it done; 4. When (timeline) it needs to be done; 5. Indicators of success.

Café 3: Reviewing Feedback and Assessment

Introduction: Over the past (time period) we have all been involved in addressing cultural responsiveness in our school/classrooms and explored the impacts (barriers/ opportunities) that we could address as a school community. During today's "Culturally Responsive Café Follow Up", we need everyone's feedback on the indicators of success based on our efforts and determine if there is a need for additional action or next steps associated with Cultural Responsiveness in our school.

Activity: Discuss the indicators of success in table groups and share and discuss the results as a whole group. As a whole group, determine if there is a need for additional action or next steps associated with Cultural Responsiveness in the school.

Appendix B

Guided Conversation Techniques: Visual Explorer™

Visual Explorer™ is a technique used to produce a rich dialogue with images and metaphors. The five basic steps for using VE™ to facilitate a group conversation are based around a shared question. These five steps can be altered or elaborated as required:

- Frame
- Browse
- Reflect
- Share
- Extend

For More Information:

“Visual Explorer Quick Guide”: <http://cclve.blogspot.com/2007/04/visual-explorer-quick-guide.html>

The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems by Tom Devane, Steven Cady and Peggy Holman (Berrett-Koehler Publishers, 2007)

“A Graphic Facilitation Retrospective”: <http://www.davidsibbet.com>

Visual Explorer™ Example: Natural Supports

Goal

For participants to understand the importance and value of natural supports in the school community and make a commitment to next steps.

Objective

Participants experience open-ended communication that brings focus to their work and decisions related to children, youth and families in the school community.

Common Beginning Point

Shared experience of natural supports illustrated in the video.

The Environment

Participants are seated in small groups with room to move freely between tables and are able to see you. They have just finished watching the Natural Supports video and have pre-read the supporting research. You lead the group in a debriefing of the video to get opinions on the degree of persistence in your school/organization and next steps for ensuring persistent support for children, youth and their families.

Frame	<p>Post on the wall or project on the screen: What are we missing, neglecting or under estimating about the power of children and youths' relationships with significant adults in their lives?</p> <p>Instruction: Take a moment to think about what you just observed in the Natural Supports video and your understanding of Natural Supports prior to today's meeting.</p>
Browse	<p>Using a series of student photos (e.g., cut them out of old year books) and images taken from magazines mix in, lay the images out across the tables. The browsing of images draws on the right side of the brain. This is good, since it aids the perception of patterns, intuitions and emotions.</p> <p>Instruction: Walk around and browse the images without talking until you find one that represents your reactions to the question. Keep the framing question in the back of your mind: "What are we missing, neglecting or under-estimating about the power of children and youths' relationships with significant adults in their lives?" Relax, browse and pick. Take your time. No talking. The connection of the image to the question might be literal, rational, emotional or a hunch. You may not even know why you picked it at first.</p> <p>Option: When spreading the pictures for browsing, turn a few of them over (at least one for each person participating) so those images are hidden. As group members select images, they are likely to leave some upside down. Near the end of the group conversations, point out the hidden images and interpret them. Ask, "What if these images portray what is missing, neglected or under estimated?"</p>
Reflect	<p>When asking the participants to reflect on the framing question and the images, it helps to ask for no talking. Note writing is good, but time for quiet observing, thinking and reflecting is the objective.</p> <p>Instruction: When you have picked an image, spend some time looking at it. Write down a few notes about what you see. What is it? What is happening? What is unknown or vague? Why were you drawn to this image? After close attention to the image, consider the following question: How does the image connect to the framing question?</p>
Share	<p>Have participants sit in a circle and share their selected images and interpretations and have conversations about the topic and framing question in small groups (four to five people). Each person should get about five minutes to share. Post the steps on a flip chart or as a handout to each group. Let the groups manage themselves while providing support to the groups as needed.</p> <p>Instruction: Explore multiple perspectives and possible meanings by following the steps:</p> <p>Step 1: Each participant shares his or her image and describes the image itself.</p> <p>Step 2: Each participant explains what connections he or she makes between the image and the question: "What are we missing, neglecting or under estimating about the power of children and youths' relationships with significant adults in their lives?"</p> <p>Step 3: Each person in the group then responds to the image(s) offered by this first person. Each response has two parts:</p> <ol style="list-style-type: none"> i. what they see in the image ii. what connections they make between the image and the question . <p>After the group members have shared their perspectives and possible meanings with</p>

the first person, move on to the next person and his or her image(s). Continue until everyone has shared.

Note: As time permits, the groups should continue talking after the last person has shared their images, discussing patterns, themes and implications.

Instruction: As you finish, jot down insights from the conversation, including any shifts in perceptions or feelings about your students' natural supports.

Extend

Debrief the activity and continue the conversations as desired. Some key questions to debrief with include: How was that conversation? What happened? Content questions might include: What did you discover about natural supports from your group? What different points of view were expressed in the small groups? Which images really stood out?

Record or transcribe these discussions, preserving the metaphors, insights and images for future reference and follow up meetings related to identifying and working with children and youths' natural supports.