


October 19 - 23, 2020




# KEEP CONNECTED (VIRTUAL) INSTITUTE





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## Our Time Together

Today	Tuesday	Wednesday	Thursday	Friday
<p>✓ Introduction Brag, Nags, Aspirations</p>	<p>✓ Developmental Relationships: Roots of Success</p>	<p>✓ Set Up <i>Keep Connected</i> for Success</p>	<p>✓ Prepare to Lead KC Workshops (Pt. 1)</p>	<p>Prepare to Lead KC Workshops (Pt. 2)</p> <p>Open for questions, discussion, planning</p>
<p>✓ Reframing Family Engagement</p>	<p>✓ Rethinking Barriers to Partnerships</p>	<p>✓ Stop Recruiting Families</p>	<p>✓ Assess, Improve, and Extend KC</p>	

Monthly group coaching (2 options per month, December – May) 



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# FACILITATION CHALLENGES


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## Facilitation Basics

- Set the stage for participation
- Keep sessions on track with time management strategies
- Encourage full participation
- Build trust by sharing your own experiences or struggles
- Be confident in your abilities as a facilitator



### Workbook, page 2

#### Tips for Facilitating Keep Connected Sessions

Facilitators in schools and organizations that piloted Keep Connected offered these tips and strategies for effectively facilitating the sessions with parenting adults, youth, and families.

**Set the stage for participation**

- Set shared ground rules or expectations about how group members interact with each other. (Session 1 includes youth proposing and parenting adults adopting ground rules for discussions.)
- Be welcoming, warm, and nonjudgmental. Parenting adults may have a history of difficult relationships with your organization, making them reluctant and mistrustful to open up. In addition, participants may be tired, having spent the day in school or at work.

**Build trust by sharing your own experiences or struggles**

- Address participants privately rather than over others.
- Parents and youth enjoy learning from a facilitator who understands what they go through and is willing to share their own experiences from middle school years.
- Stories from personal experience or family connections. It also reminds them that they are not alone in facing challenges in family life and parenting.
- If you aren't a parent, you can still relate to the sessions. Be open about your own life experiences, and ask questions. (Let them teach you.) You can also highlight experiences you've seen from other parents or family members growing up.
- Make sure your personal stories don't overshadow the session or imply that your parents are the "correct" way.

**Keep sessions on track with time management strategies**

- Plan ahead with materials and have all handouts and activities set up before each session starts.
- Use a clock or designate a timekeeper to signal when it's time to transition.
- Consider doing highs/lows or introductions during the shared family meal to save some time.

**Be confident in your abilities as a facilitator**

- Become familiar ahead of time with your role in the session of Keep Connected, anticipating parts that may need more of your attention.
- Imagine that your sessions will be a success. Participants will not worry about what they do wrong and will typically not notice mistakes beforehand.
- Create your own summary of the session beforehand.
- After each session, take a few minutes to reflect on what went well and what you can improve on.

**Encourage full participation**

- Check understanding of all participants using nonverbals, such as thumbs-up/thumbs-down.
- Provide positive reinforcement to parents and youth who may be reluctant or nervous to participate.
- Use a talking piece to designate a speaker and discourage interruption when someone is talking.
- Use wait time to allow participants to think through answers and absorb what is being said.



Which kind of person do you find hardest to deal with when you're facilitating a group? (Pick only one.)

1. Dominators who dominate the discussion and won't stop talking.
2. Wallflowers who rarely say or contribute anything.
3. Emotional wrecks who show up each time with a new problem they want to tell everyone every detail.
4. False advertisers who suggest parenting practices that could be unsafe or harmful.



**Zoom  
Poll**



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## Challenging Participants: What Works? What Doesn't?



**Dominators**



**Emotional Wrecks**




**False  
Advertisers**



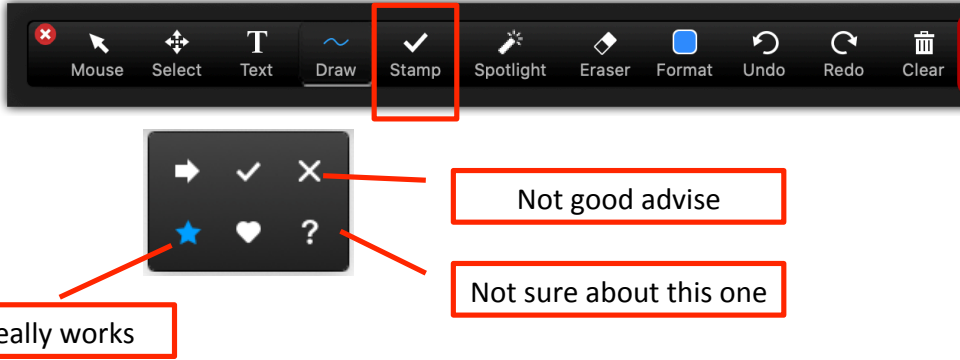
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## Your Experiences as We Go


Give feedback as I introduce each “type” of participant and how I suggest you could respond. Use **STAMP** in annotation:






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## Dominators

Workbook, page 3



- Set expectations and norms early
- Use a “talking piece”
- Thank the talker and ask someone else to share.
- Write the dominator’s idea on the flip chart. Ask others to build on the dominator’s ideas.
- Ask people to first write down their answers. Then have them read their ideas aloud.
- Post a “parking lot
- Play music during quiet times

	Really works
	Not sure about this one
	Not good advice



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## Wallflowers

Workbook, page 4



- Bring in everyone's voice very early in each session.
- Share first (briefly) as a facilitator.
- Push back on advice giving.
- Invite participants first to reflect before they share.
- Don't rely on whole-group discussions. Thank participants for sharing.

★	Really works
?	Not sure about this one
×	Not good advice

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## Emotional Wrecks

Workbook, page 5



It depends. . . .

- If it gets awkward, express empathy and offer to talk after the session.
- If the news draw the *whole* group together, you could choose to shift the time to support of this person.
- If this is a repeated issue, it will drive people away. Try:
  - Gently interrupt and ask the next person to share.
  - Before discussions, reinforce the purpose and length.
- If those approaches don't work, address the issue outside of the workshops and refer.

★	Really works
?	Not sure about this one
×	Not good advice

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## False Advertisers

Workbook, page 6



- Avoid confronting or shaming
- Give the group time to “self-correct.”
- Affirm the motives, while offering alternative strategies.
- Guide the discussion to connect different elements of their relationships.
- Suggest a separate session on the topic.
- Be knowledgeable about resources and responsibilities for responding to harmful practices.

- Really works
- Not sure about this one
- Not good advice



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## Breakout Room

- Any tips you personally questioned or disagreed with? Why? How would you change them?
- Other important tips you would add for dealing with this type of person?

Dominators	1	5	
Wallflowers	2	6	
Emotional Wrecks	3	7	9
False Advertisers	4	8	



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## Your Re-Entry Plan

- **What you'll say about this workshop**  
(A one-minute statement)

**(Be ready to share it later in Padlet)**

- **Who you'll talk to get buy-in and support**
- **Lingering questions**
- **First steps you'll take**



Personal reflection



## NEXT STEPS AND WRAP-UP





### The Developmental Relationships Survey

Actionable Data on Relationships, Equity, & Social Emotional Learning

**Gain Insight on:**

- Developmental Relationships in your school or program
- Social and Emotional Competencies as defined by CASEL\*
- Academic and Civic Development
- Diversity, Equity, and Inclusion

**Survey:**

- Youth grades 4-12+
- Staff
- English and Spanish
- Audio available

**More information:**

[www.searchinstitute.org/developmental-relationships-survey/](http://www.searchinstitute.org/developmental-relationships-survey/)

### Help us improve!

I would like to participate as an impact partner, and I permit Search Institute to contact me in the future.


- Yes
- No



### Help Us Improve This Training Institute



<https://www.surveygizmo.com/s3/5977488/Keep-Connected-Virtual-Institute-Participant-Feedback-2020>





**Takeaways: Padlet**  
<https://padlet.com/gener/pm8lqk9slh9dey7c>

Your **1-min. statement** about the workshop

A lingering **QUESTION** you need to resolve.

One **NEXT STEP** you will take



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See you at the peer coaching sessions!

**THANK YOU!**

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