

# RENEW Capacity Building Project

## Training 2: Personal Futures Planning



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# RENEW Capacity Building Project has been brought to you by:

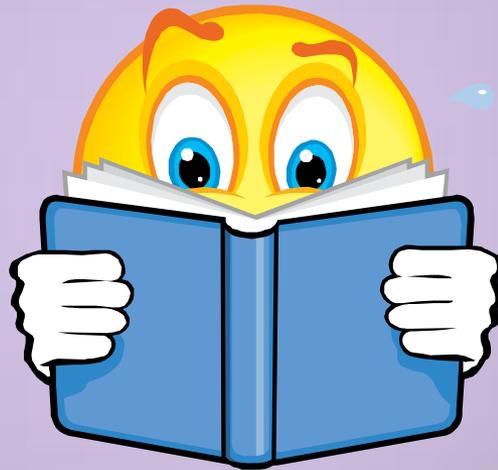
- The Endowment for Health
  - A statewide, private, non-profit foundation dedicated to improving the health of New Hampshire's people, especially those who are vulnerable and underserved.
  - <http://www.endowmentforhealth.org/>



# Session Agenda

- Personal Futures Planning Goals
- Team Roles
- Facilitation
- Mapping Elements
- The RENEW Maps
- Practice Mapping
  - History
  - Who you are today
  - Strengths & Accomplishments
  - People & Resources

# Homework Check In



# Futures Planning Goals

- Create a meaningful, personalized, individualized plan
- Identify supports at home, school, and in the community
- Assist the youth to build self determination skills



# Futures Planning Team Roles

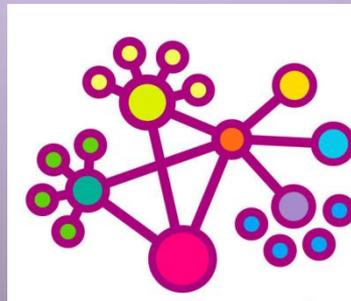
- Facilitator
  - ✓ Ask questions



- ✓ Draw maps



- ✓ Make connections



- Student

- ✓ Share their story



- ✓ Make sure the maps are accurate

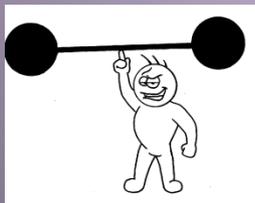


- Mentor

- Support the student by being a good listener and engaged



- Provide additional strengths and accomplishments and ask the student about resources



- Contribute where asked by the facilitator or student



# PCP Orientation



Purpose:

- Help participants understand their role
- Teach new members how this process may be different than other teams
- Relay the principles of RENEW
- Gain commitments
- Development and/or sharing of ground rules

# ROLES



## Renew Facilitator

- Facilitate student's person centered plan
- Record Notes in "real time" on Flipchart
- Help student set goals for future, Break goals into manageable steps
- Help student Advocate for self
- Provide Assistance connecting to Resources for student to Achieve Goals

## STUDENT



- Drive person centered planning process
- Engage + Fully participate in planning for my future
- Set Goals for my future
- Advocate for my own Goals, NEEDS and wants
- Ask for help when I need it

## Therapist



- Provide counseling to assist student/family
- Communicate with therapeutic team, as appropriate



# Ground Rules

→ Formed with the student ahead of time

Purpose:

- Frame the process so that people contribute in their roles positively and productively (pre - teaching)
- Gives power to the facilitator and student to keep the process moving forward
- Keeps logistics in order (i.e.. starting/ending on time)

# Purpose of Identifying Ground Rules up Front

- Flush out strategies for handling conflict later
- List of explicit expectations that everyone in the group agrees to follow
- Help to set the tone of the group while also helping to ensure that everyone is clear on the expectations
  - These are both important strategies for avoiding conflict later



## Ground Rules for Working Together:

- Let student talk for himself
- We'll use respectful talk during meetings
- We'll take a break if we are getting <sup>too</sup> angry to participate constructively
- Heidi will email to remind about the meeting
- email the notes
- Communicate what we're doing with someone AT Nashua High
- student will say that's off the table if there's something that he doesn't want to talk about

PAID Professional

MRS. K

# Expectations:



What is the youth hoping to get out of working with you?



What are his/ her parents hoping the youth will get out of RENEW?

Expectations: what you're hoping to get out of planning

- Student would like to increase his Independence, go to stores + places by himself
- ID a transportation solution
- Identify work opportunities
  - "taking care of Dogs"
- Post High School Education information
- Build <sup>Mindy =</sup>  relationship with Student his Family to be seen as an Ally,
- Career Goals for the future
- ↑ Social Skills to navigate in the world
  - Relationships / ↓ vulnerability to <sup>Not</sup> be taken advantage of OR negatively influenced by others
  - Better coping strategies / ↑ Impulse control



# Mapping Elements



Futures Planning Maps uses flip chart paper & markers, a power point projected on a wall, or a Smart board and should include:

- *Both* words and graphics that represent the student and their story
- A focal point where everyone on the team can see the Maps being created



# Graphic Facilitation

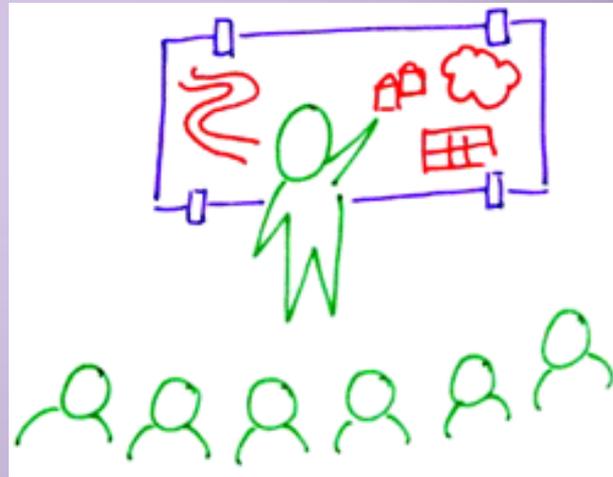


- Use of a flip chart & graphic recording techniques to document the planning process
- Engages all learners
- Notes are recorded in real time during the meeting, then digital photos can be taken and e-mailed out, so that all members have copies of the original meeting notes
- These notes can also be sent to the school, Area Agency, VR or other collaborators



# Graphic Facilitation

- ✓ Skills
- ✓ Form
- ✓ Graphics





# 3 Simultaneous Skills



- Active Listening/ Capturing the speakers voice
  - Being a conduit for discussion
  - Flow of words to paper, and then reflect
- Synthesizing & Organizing information:
  - Use of templates & maps to keep the information organized & efficient
  - Using colors to represent different approaches, moods, and meanings
- Drawing:
  - Symbols & graphics to convey theme, meaning & keep interest



# Activity: Practice Form & Shapes

# Form: Practice Circles

- Endurance:
  - Guiding sketches with shoulder more than wrist
- Guidance:
  - Use your pinkie to keep your hand grounded to the paper
- Stance
  - Open to the speaker and team
  - Side to the recording instrument (i.e. flip chart paper)

# Drawing Basic Graphics

- Lines
- Shapes
- Star People
- Speech
- Process
- Place/Movement/  
& Environment Interactions
- Symbolic Graphics/ Ideographs
- Templates



# Facilitator Skills Checklist

Indicator and Behavior The facilitator.....	Always Present (90%+)	Sometimes Present (50-90%)	Seldom or Present (less than 50%)	Comments
1. is neutral; s/he does not take sides and does not express or advocate points of view during the process.				
2. is aware of group and organization dynamics, in order to foster natural group strengths.				
3. supports and ensures that the youth is respected and is the primary authority regarding his/her life decisions.				
4. creates procedures for and effectively facilitates meetings (i.e. well developed agendas, decision making methods, ground rules etc.)				
5. uses clear and simple language that ensures that all individuals stay with the process rather than rush to premature solutions.				
6. manages conflicts with in the group and uses the incidents as learning opportunities for the process itself.				
7. uses facial expressions and				

7. uses facial expressions and body language that express empathy and understanding (looks at the person speaking, summarizes, reflects, appropriately).

8. elicits positive responses from the youth (he/she wants to talk more, affirms that he or she has been heard, etc.)

9. asks open-ended questions and questions that promote exploration of ideas and insight

10. shows patience, let's silence occur, and does not talk to fill space

11. uses the flip charts recording to facilitate group and individual learning

12. records, summarizes and shares information such that it is accessible to and clear to everyone.

13. the facilitator tells the youth what will happen, and next steps (orients and summarizes).

# Reading Cues



- Verbal
- Non Verbal
  
- Tips for helping engage youth:
- Thanking them for coming/ participating/ acknowledging their hard work during a session
- If youth misses a meeting, following up with a phone call, “I missed you today, is everything okay?”

# The RENEW MAPS

- History
- Who You Are Today
- Strengths & Accomplishments
- People
- What Works and Doesn't Work (Preferences)
- Dreams
- Fears, Concerns, Barriers
- The Goals
- Next Steps
- Essential Next Steps and Follow Up (Action Plan)



# History Map



Purpose: To learn about the events that have shaped the persons life, and important people who contributed to where they currently are

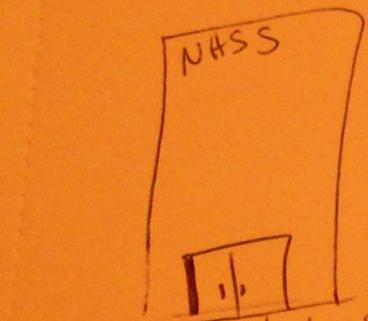
- The Facilitator’s Role is to help youth talk about significant life events as a way to discover themes and contributing factors that have influenced the perceived success or discomfort of opportunities, experience or relationships. When complete, Facilitator will help the youth identify themes relating to his/ her history
- Support student to lead the process
- Decide on a segment of time that relates to the students purpose for planning
- Clarify boundaries for privacy
- Discuss any concerns re: trauma, anxiety etc. before starting and suggest follow up with counselor if necessary/ appropriate



# Questions to help facilitate a History Map

- What have been some of the most important things that have happened to you? You can go back as far as you like (some people prefer to start with the present and work backwards).
- What was important about that? How did you feel about that?
- What happened as a result?
- Who was important in that situation? Who was there?
- Could you describe this a little more to help me understand?
- What are some of the toughest things that have happened to you?
- What are some of the favorite things you have done? Were there any special times of the year or events you would look forward to?

# MAJOR EVENTS



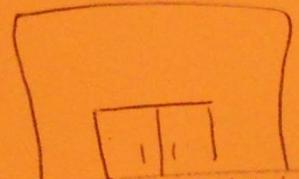
NASS

Nashua High School South

→ dealt w/ Bullies in the PAST  
 All mainstream classes PASSING but doing C's+B's  
 → heavy course load  
 \* Crime + Justice class  
 high % of Boys in class  
 some sometimes get nasty + social

\* Karate 3 months last November  
 quit because will was afraid he wouldn't be able to control himself if he knew about 6 months ago restricted defense

\* weird + wild CARDS used to collect  
 \* Collin + will having issues re: girls  
 → Halloween Party sucked  
 → got 2 gerbils + 1 Bird



Elm Street School 2005

Worst part of life  
 Best friend got dumped  
 wrongly accused of saying a word I didn't say



Get blamed for Everything

"I'm homophobic"

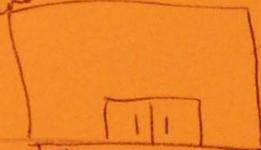
Better now  
 try to hold it together  
 "wait to flip out until I'm away from it all"

Don't like stopping what I'm doing to shower

\* Sister went to Science Camp + got a break from her

\* 2008

GRADUATING middle school  
 • met collin Best Friends  
 2005 at open house



Simarron School

in CA

wrongly Accused of something  
 BIC I

usually Flip out

when something is wrong and I don't know what to do  
 "yells scream"

2005 Science Camp

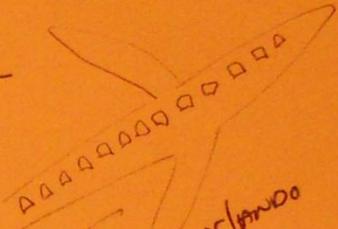
lived in the RV + traveled cross country

9/11 2001 Terrorist Attacks

in California when it happened  
 8 yrs old

\* 6 yrs old Dad arrested, sent to foster care group home to live

\* Grandfather died (Mom's Dad)



Orlando  
 Go to FL Every February used to meet grandma + Grandpa there

Go to the Keyes to visit family  
 Disneyworld Big thing 2ND Home

have a timeshare there

MAX will's cat Died 10yrs old

Also had Heant CRABS  
 Got rid of the dog



MAN ACROSS the street murdered by his grandson  
 CSI's investigation the neighbor then he burned the house down

August saw the work country visited + under the stars

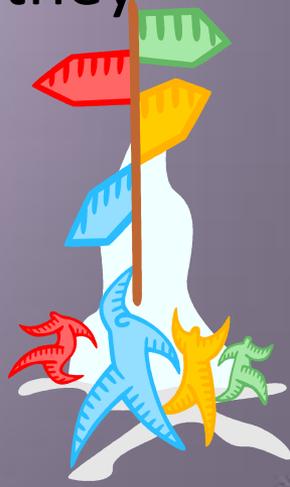
# Activity

- Part 1: Model Map
- Part 2: Facilitate a History Map with a partner
- Part 3: Partner provides feedback based on Facilitator Skills Checklist
- Part 4: Switch Roles and Repeat parts 2 & 3

# Who I am today?

Purpose: Clarify what youth's life is like now, how he/she describes him/herself and how s/he feels about it.

- Facilitator will use this map to begin to get to know the youth, build rapport, listen to how they see themselves in the world & check in on how things are going for them



# Questions to help facilitate the Who I am? Map

- How would you describe yourself? How would your friends/ family describe you?
- How do you think of yourself within the context of the world? i.e. sister, Junior in High School, excellent video gamer?
- How are things for you today?
  - What about home? School? People/Friends?
  - How do you feel most of the time?
  - What makes you happy? Sad? Mad?
  - Are there things you wish were different?



Comes from a long line of Marksman



Nashua High Junior

"Someone who does not want to be underestimated."



Like Dog/Canines



likes Computers  
RPG  
Role play games

Who is student

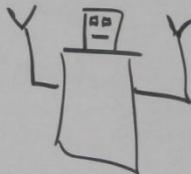


WAS RAISED in  
Desert WASTELAND  
Southern, CA

Likes DinosaurS  
WANTS to bring them  
Back to Life



likes cheeseburgers  
likes Wendy's + Burger King



Likes Robotics

PS

Don't get me Angry  
Hot temper

Study mythology

Believe in Karma  
→ not sure about God

Collector of bebkins  
to pass on to the next generation

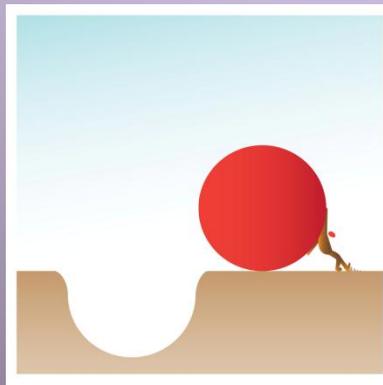
Interested in  
National Security  
wanting to protect  
the world from Terrorists, etc.

WANTS to be  
a comic  
→ likes batman  
humor  
My name is Earl  
TV show

9/11/01 TRAumatic  
to Will (x the rest of  
the country) All those  
People died

# Activity

- Part 1: Model Map
- Part 2: Facilitate a Who I am Map with a partner
- Part 3: Partner provides feedback based on Facilitator Skills Checklist
- Part 4: Switch Roles and Repeat parts 2 & 3



# Activity



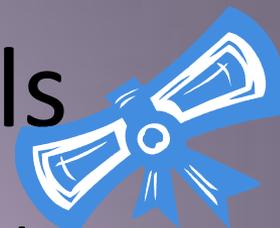
- Part 1: Model Strengths & Accomplishments Map
- Part 2: Facilitate a strength /Accomplishments/skills Map with a partner
- Part 3: Partner provides feedback based on Facilitator Skills Checklist
- Part 4: Switch Roles and Repeat 2 & 3



# Accomplishments



# Skills



- Purpose: To have the youth identify things they are proud of, have accomplished, strengths, & to start to teach them how to shift their thinking
  - Facilitator will help the student identify skills/accomplishments & strengths based on the history map and things Identified in Who I am today Map.
  - Many youth struggle with identifying strengths & tend to focus on the negative.
  - This map will be used later in strategizing action plans.





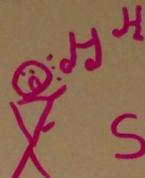
# Questions to help Facilitate

- Pull out something the youth identified from their History map and say “This was a really difficult time for you, what helped you through it?”
- What do you do when you have time for yourself?
- What are you most passionate about?
- What do your friends say you are good at?
- This is your time to brag!



# Strengths ≠ Accomplishments

Writing 

 Singing

Relaxing 

 debating

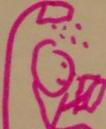
Ice Skating 

 Build a Fire

Volley Ball 

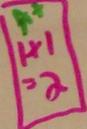
 Family

Cooking & Baking 

Reading 

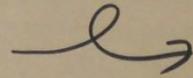
 Graduate Middle School

Helpful 

Math 

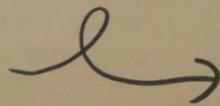
# Accomplishments → Skills

Graduating  
Middle  
School



- Controlling Temper
- Good organization
- Good academic Skills
  - Math
  - Science
- Positive relationships
  - Female Teachers
  - Lucky
- Stay away from drama

Building a  
Fire



- Got instructions before camping
- Knowing where to start
  - no wind
  - away from trees
- Getting materials
  - wood
  - starter

Accomplishment

Skills

1. Getting out of Middle school

Controlling  
my temper  
in school

2. MAKING honor roll

Doing ~ lot of work  
- in school + homework  
- studying  
- Asking for help when  
NEEDED  
- Staying out of trouble =  
controlling temper

3. Building Lego's Bionicles  
when younger, MindStorm

great imagination  
good fine motor skills

4. Solving a computer game "Lost  
Kingdom" in 1 hr

good problem solving  
deductive reasoning  
Finding hidden objects = good  
observation skills

5. Knowledgeable about Egyptian Mythology

reading + researching

# Activity



- Part 1: Model Map
- Part 2: Facilitate a History Map with a partner
- Part 3: Partner provides feedback based on Facilitator Skills Checklist
- Part 4: Switch Roles and Repeat 2 & 3

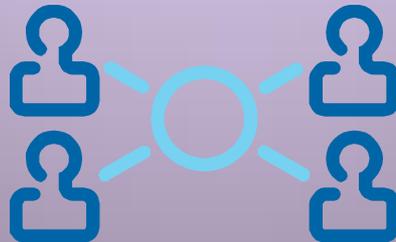
# People Map



- Purpose: Purpose: Capture critical information about which people are important to the youth, who can be relied on to help, and who is not helpful
  - Map will be used to identify important people to include in the planning, strategizing action steps, & identifying potential resources later

# Facilitating the People Map

- We are going to draw a map with a section for each type of person in your life.
  - Closest people: best friends, family, adults who you can always count on no matter what
  - Good relationships: people you see day to day that you like, spend time with
  - Professional relationships/Groups/Organizations: Jobs, clubs, counsels, DCYF, Probation officer, Doctor, psychologist, boy/girl scouts, fire explorers.

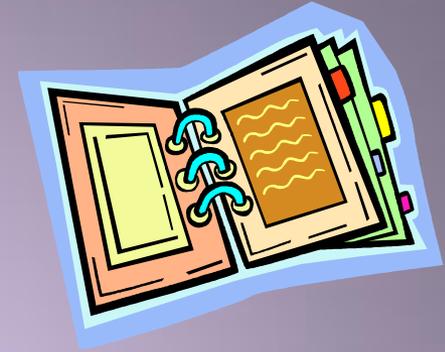


# IMPORTANT RELATIONSHIPS



NOT HELPFUL: GET IN THE WAY OF MY SUCCESS

# Activity



- Part 1: Model Map
- Part 2: Facilitate a History Map with a partner
- Part 3: Partner provides feedback based on Facilitator Skills Checklist
- Part 4: Switch Roles and Repeat 2 & 3

# Homework

- Finish Reading Chapter 2
- Do at least one map with a friend, colleague or student (be prepared to share these MAPS at the next training → bring your maps)
- Start working with 2 students
  - One of these students should be with your Renew Trainer



# Questions?

