

RENEW Capacity Building Project Training Part 3

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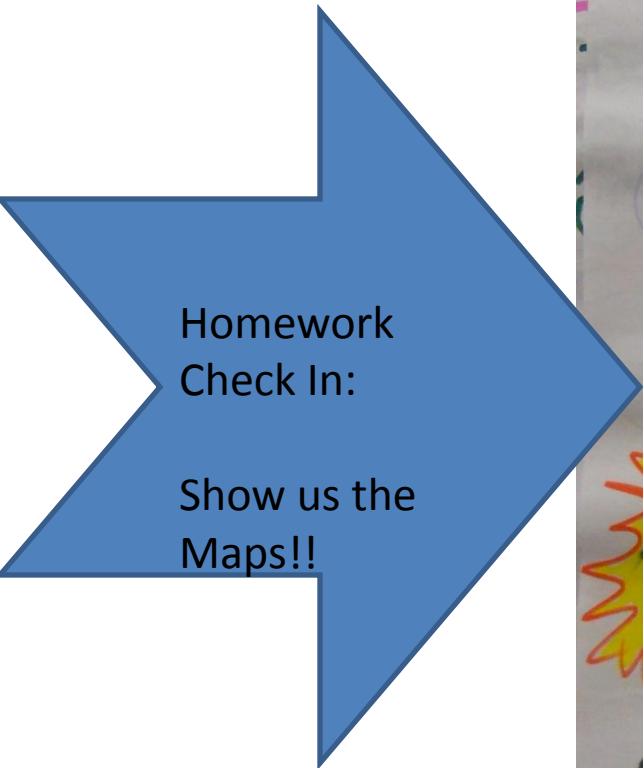
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- The Endowment for Health
 - A statewide, private, non-profit foundation dedicated to improving the health of New Hampshire's people, especially those who are vulnerable and underserved.
 - <http://www.endowmentforhealth.org/>



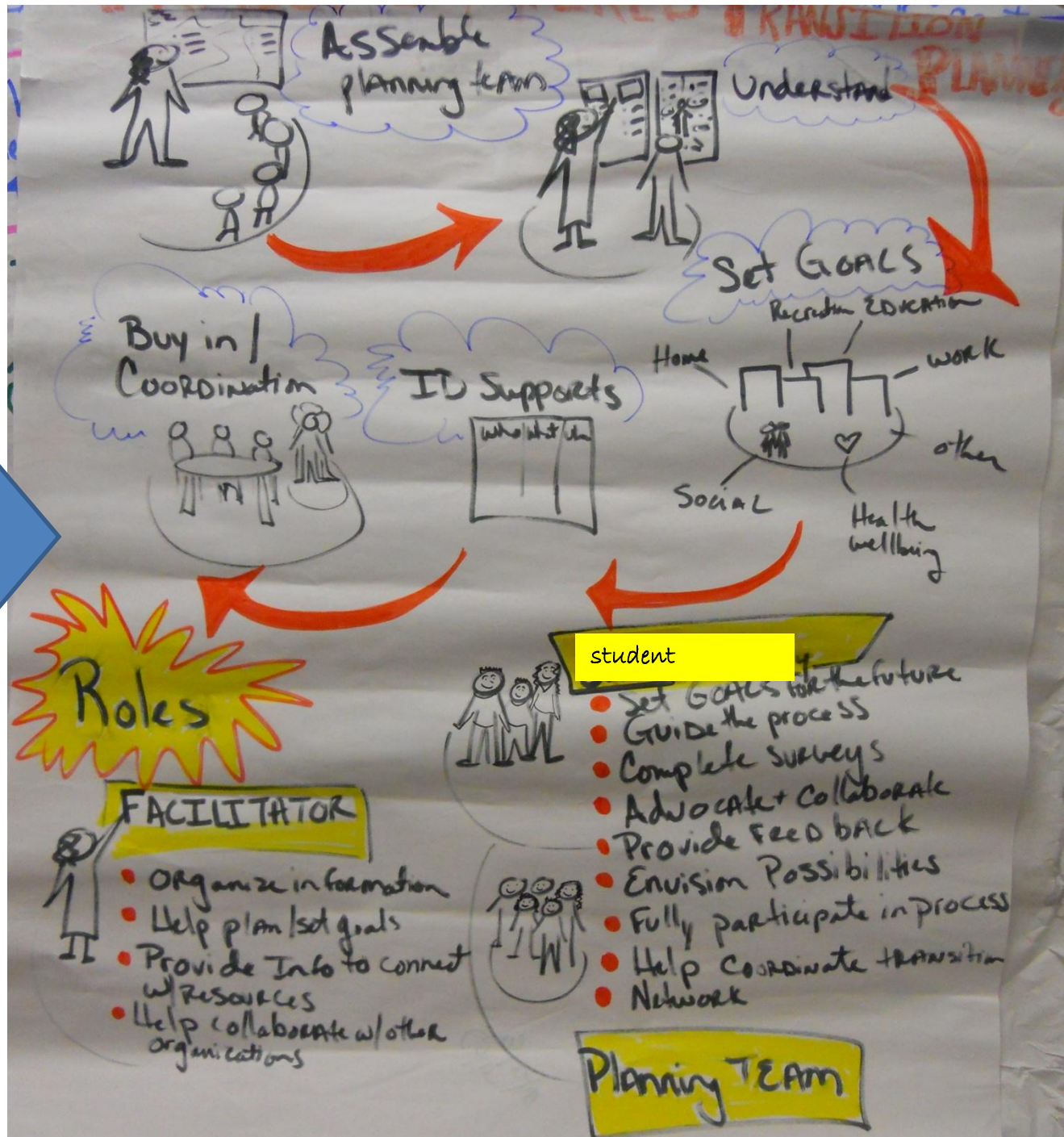
Agenda

- REVIEW Homework: Share maps with your tables (10)
- Mapping Tools Continued
 - Preferences (1 hour)
 - Dreams (1 hour)
 - Fears & Barriers (30)
 - Goals (30)
 - Next Steps & Essential Next Steps (Action Planning) (30)
 - Homework (5)
 - Questions (5)

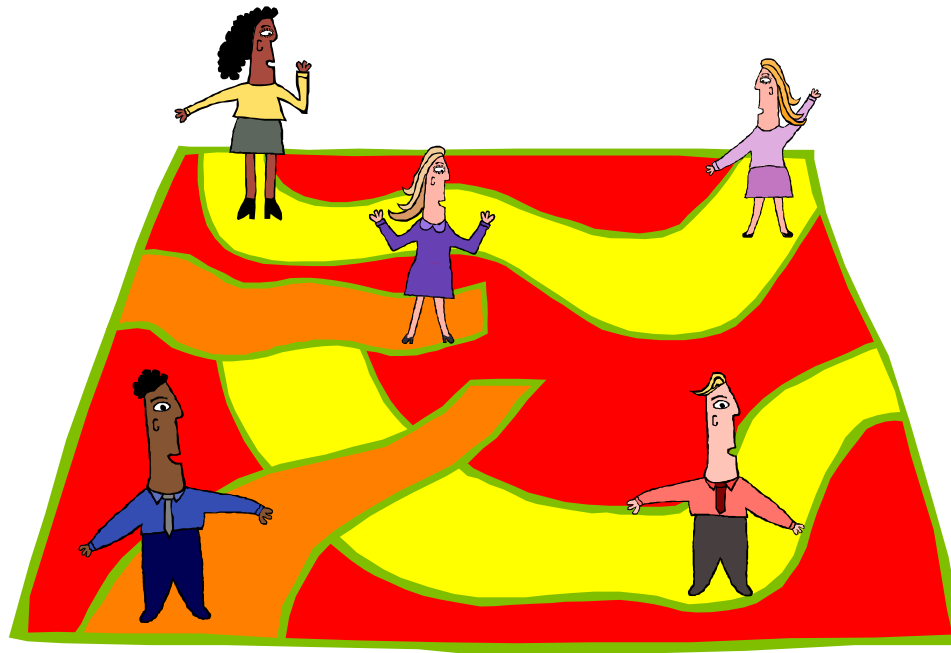


Homework
Check In:

Show us the
Maps!!



Graphic Facilitation Warm Up: Storytime (knife story)



Preferences Map

Purpose: to gather information about what works for the student/ doesn't work in different contexts within the purpose for planning.

- Contexts could include: School, work, home, community groups/activities/programs etc.
- Frame the map with Youth around gathering information & strategies for success

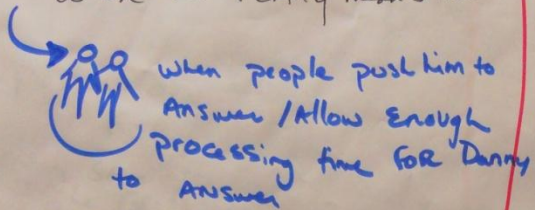
Questions for Facilitating Preferences Map

- What is your learning style?
- What strategies help you stay focused?
- What gets in the way of learning? Distracts you?
- What are your best subjects in school and why?
- Which of your teachers do you like best & what is it about them that you like?
- What helps you connect with others? Makes you feel heard, & understood?

What Works: creates

Interest, Excitement, motivation
Understanding, connection with others

Says I don't know
when he really means "No"



- Teachers who are knowledgeable
who know all the answers

- SCARING each other @ home
wrestling w/ John

- Routine
Knowing what's expected
having a loose plan
Painting a picture

- An Escape
a quiet place to go
gets Frustrated not Angry

Easy going, Flexible
doing your work for \$
with family snow shoveling, biking,
skating, anything the family does

What Doesn't work:

Creates Anxiety, Anger, Frustration

Frustrated
Pacing
Scripting
Flapping / Shaking

When an Aide or someone
who doesn't know the content
are helping him / go to ¹⁰ he
gets Frustrated

Altering a plan without
notice
SAD things = emotional
Breakfast @ Tiffany's
Dumbo

TAKING something really good away
+ replacing it w/ something crappy

Anxiety =
BABY CRYING
OR Anticipation of noises

Pushing him to be social

unmanaged
Chaos, lots of noise =
pacing in circles

→ school dances, Scout meetings
BIG Special Olympic events so long

Preference Maps:

- Learning/ Performing
- Communication/
Relationships
- Environment/ Housing/
Work/ school
- Support Strategies
- Health management

What Works:

Communication + Relationships

Fosters communication, understanding, positive relationships, connections with others, feelings of safety + security





- Has a great sense of humor!
- Very organized
 - alphabetized
 - lists w/pictures
 - Sheds stuff/documents
 - erases code/history on computer when finished

• Sets up his own space
picks up after himself



• Independent @ Home + School
Encouraging him to participate in family outings, functions, ie swimming w/ cousins

♥ S ANIMALS

- Common Interest
-  who like same things as him
Better w/ Adults than peers
-  who slow down + wait for a response
Keep their language simple
- People who are nice, gentle, caring, don't give up on him
Patient people

What Doesn't Work:

Promotes miscommunication, misunderstanding leads to isolation, disconnection
Feelings of insecurity

- People who push his buttons
→ Boy @ school constantly asking for high 5's
- Shaking an Area w/a slob
 touching his stuff
 sleeping near him

• getting dirty depending on kind of dirt
Not ok
getting wet
slimy
mulch
lawn dirt OK

• Frogs! Amphibeans

- anything slimy
Seaweed at the Beach
- People who ask questions + don't wait for a response
- outdoors without Activity
Sitting around on the beach

Activity

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



Dreams



Purpose: Provides youth the opportunity to dream and be creative and to begin to set the direction for future planning. Goals and action items derive from this conversation.

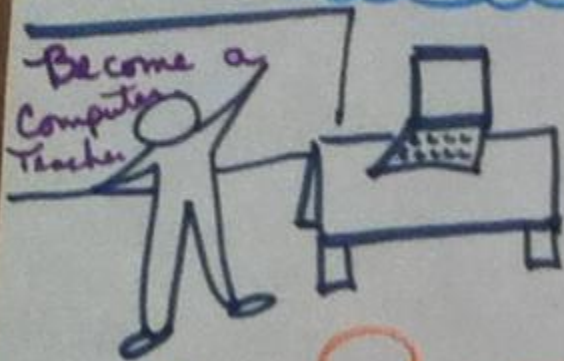


Questions for Facilitating Dreams Map

- “This is your chance to be creative and think about what you want in your future. So when you are an adult, 3, 4, or 5 years from now, what is your life like?”
- Think of a perfect world without barriers, and you could have, be, do anything?
- What are some of the things you have accomplished?
- What kinds of relationships do you have?
- What are some of the things you have?
- Where are you living?
- What type of job do you have?
- What do you do for fun/recreation?
- Where are some of the places you have been?

MARCUS' DREAMS

Become a
Computer
Teacher



Soul Mate
Unconditional
Love
Kids



Home of own

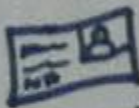


Work Full time
Get off public
Assistance



Get My own
CAR

Get my
Drivers
license back!



Fears, Concerns, Barriers

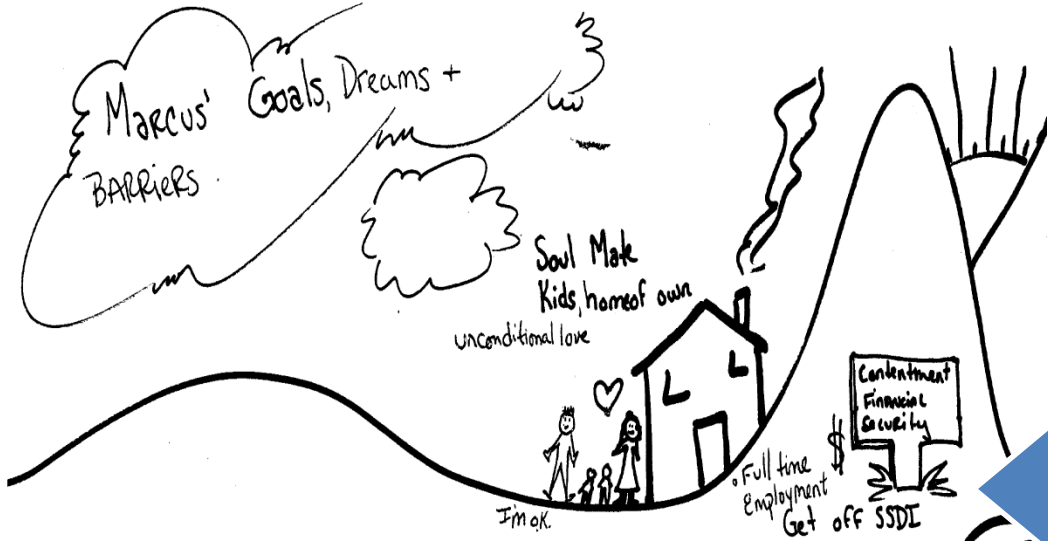
Purpose: To identify obstacles that the youth perceives as preventing him or her from achieving their dreams. Used in action planning to bring out supports and opportunities to help the person succeed.



Questions for Facilitating Fears etc.

- What may get in the way of your dreams?
- What has gotten in the way in the past?
- What do you NOT want to happen?
- What are you afraid of?
- What are some of the things that we'll need to address to work toward your dreams?
- What will allow you to sleep at night? How about your parents?





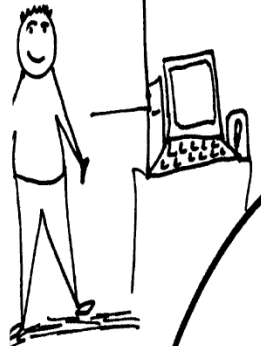
Barriers:

- Drinking/ Drugging
- Fear
- Anger
- Court

Dreams:

- Computer Instructor
- Soul Mate
- Kids
- Home & Car of my own

Become Mous
Expert Instructor



Drivers license
Own CAR



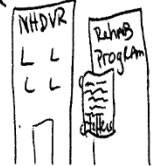
NH Drivers license
+ vehicle



Running out of
time



letters of support



Support from
AA sponsor

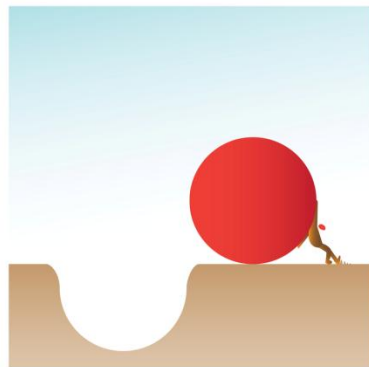


Drin Key?
Dealing
Addiction

• Road blocks

Activity

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



Goals

Purpose: Create connections between the person's dreams and next steps in working toward them.

This provides structure the student and the team to move forward in achieving their dreams.

- Here the facilitator will begin to teach the student how to prioritize goals by asking him or her to decide what to work on first.
 - Then mentoring the student around his or her decisions



Questions for Facilitating Goals

- For each of the dreams, identify goals that you would like to set for 2 years from now? next year? this year? this semester?
- What barriers need to be addressed in order to reach the goals?
- How will you know you've reached each goal?



Long Term Goals

- Going to College
- * UNH Music Program
- Keene State
- Plymouth State
- SUHU
- Study music Education

Continued Learning/
Education

Home + Living



work

ornithologist
OR
naturalist

Teach Music

- Volunteer EMT
- Ski Patrol

Get a CAR w/ 4 WD
Not older than 2000



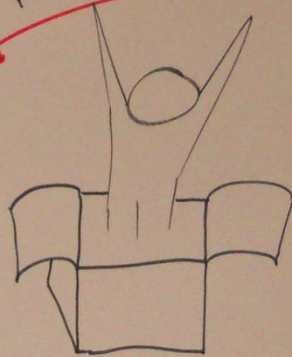
Health / Wellness

Social/
Recreation



Community orchestra
skiing
camping

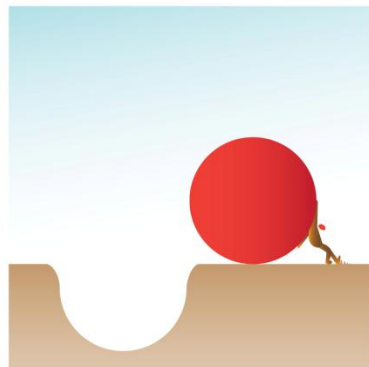
Be in a symphony in Boston
learn Bassoon + voice lessons
private cello lessons



Eat well
Exercise, walk
bike, hike

Activity

- Part 1: Model Map
- Part 2: Facilitate the Map with a partner
- Part 3: Partner provides feedback based on Facilitator Skills Checklist
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Next Steps



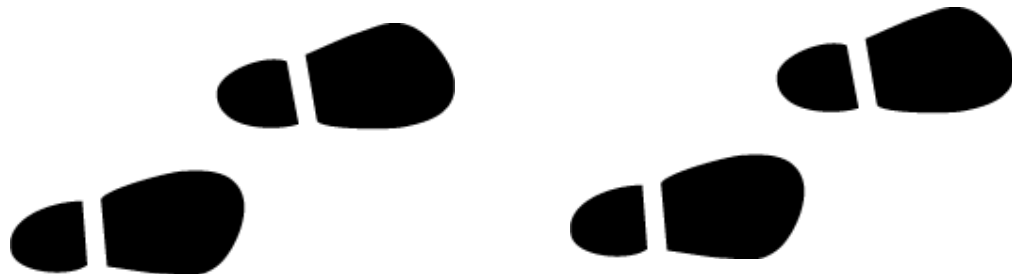
Purpose: To brainstorm with the student different pathways to achieve a particular goal. To strategize what additional information and resources are needed before essential next steps can be taken.

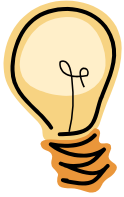
- To teach the student how to move from broad to specific planning.



Questions for Facilitating Next Steps

- Let's pick a goal and begin breaking it down into the steps that need to be taken to achieve it. This is a brainstorming session, so anything you say we'll consider as an option.
 - If this is confusing, let's take a break and practice breaking down how to make a PB&J sandwich...
 - This process is similar to what we are talking about...



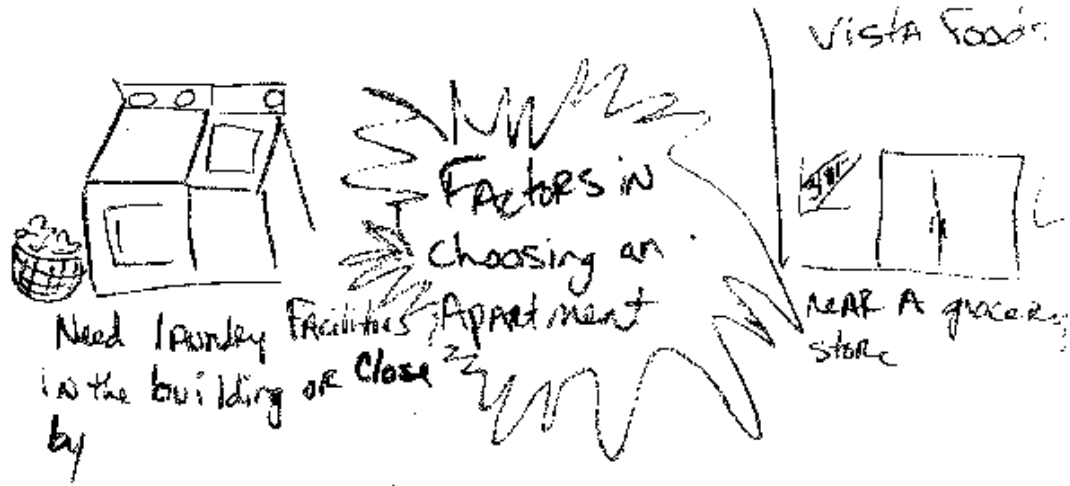


On Brainstorming...



- Purpose: To pool a bunch of ideas together in a place where they can be later used or analyzed for decision making:
- Rules are as follows:
 - Any information is accepted without questioning, remarking, or judgments (neither positive or negative)
 - All ideas are included and written down
 - No decisions are made during the brainstorming session
 - Time limited, as many ideas as quickly as possible
 - Try not to let any one person dominate the session (seek out no participant's ideas by asking them for their input)
 - No self filtering

Brainstorming with a client important factors to consider in choosing an apartment



2 Rooms w/ own Bathroom

Bathroom close to sleeping quarters

~~\$\$\$~~ AFFORDABLE
\$550 month w/ heat & electricity included

within walking distance to the Bus System

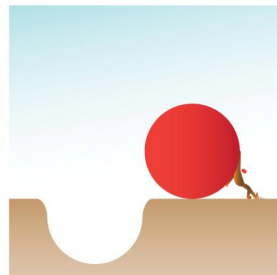
20-30 min walk

★ Ideally

within walking distance of work
b/c bus system doesn't run @ night

Activity

- Part 1: Break into groups by agency
- Part 2: One person should volunteer to facilitate
- Part 3: Group will brainstorm steps in achieving the goal (17 Year Old: “I want to get my driver’s license”) – 2 Minutes
- Part 4: Once brainstorming is finished, the group will develop a consensus on the order of events



Debrief: Large Group

- Report out on steps
- Look for gaps

Next Steps Continued: Decision Making

Purpose: For the student to choose which of the brainstormed pathways/options/next steps they would like to begin moving forward to achieving their dreams & goals.



Strategies for Teaching/Mentoring Decision Making

1. Understanding student's cultural background and how that might effect their decisions: student's values
2. Understanding the facilitators own bias' around what's good/bad, right or wrong
3. Teaching the student how to make logical decisions that have the most likelihood of success.
 - Using strategies such as pros/cons analysis
 - What's worked before vs. what hasn't (history, preference maps)
 - Take into consideration types of resources (i.e. natural supports, school & community, paid & non paid →to be covered more in depth in training 5)

What is the
risk/ Perceived
benefit?

What would
success look
like?

What are the
consequences of
doing nothing?

Important to/
for



Essential Next Steps: Initial Action Plan

Purpose: Help the student identify concrete next steps that will be used to develop the RENEW team in order to begin working toward the student's goals and dreams.



Questions for Facilitating Essential Next Steps: Action Planning

- What do we need to do first given your concerns on the obstacle map?
- Who are the people who can help? How do we get them involved?
- When will these steps be finished by? When will we invite these people to meet?
- What supports do we need to get this done?

Goal: My Own Place

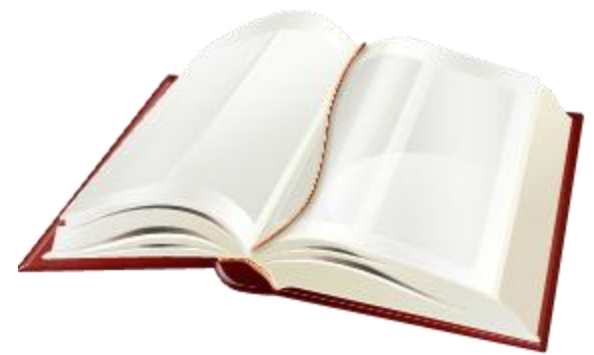
Action Item	Who Responsible	Due Date
Call contacts to get a ride in area I work to scout for apartments	Marcus	1/1/11
Get bus route schedule to see which grocery stores are in the area	Marcus & Parent	1/1/11
Schedule a time to visit apartments	Marcus & Parent	1/8/11

Action Plan

Activity

- Part 1: In your brainstorming groups, switch facilitators
- Part 2: brainstorm all possible resources and pathways in obtaining each of the steps for getting the license.
- Part 3: Pick a step that where you identified a lot of resources and using sticky notes, make 1 vote on what resources are the most logical to start with.
- Part 4: Given the context that you are meeting with this student on a weekly basis, place the most relevant next steps and the strategies in achieving the most necessary resources into the action planning map template or the action planning sheet located on page 77.

Homework



- Begin working with at least 3 clients over the next month using the RENEW model.
- Make sure to have a RENEW trainer working with you on at least 1 client
- Complete the mapping process with all clients by March 7 (last training)
- Read Chapter 3 of the RENEW manual before next training on February 7th

Finalized Training Schedule

February 7th: Medicaid and VR

March 7th: Training Team Facilitation and
Resources

October 24th: RENEW Summit