**Discovering Voice Through Encounter**

**and Reception**

**Perspectives and Practices for Cultivating and Responding to Youth and Parent Voice**

**CST 2019 Regional Meetings**

**Sponsored by the Wisconsin Department of Health Services**

**White Pine Consulting, Inc.**

**Winter 2019**

**Individual and Group Exercise**

**Your Experience of Discovering Your Voice, Being Heard, and Received**

* **The holding environment for my experience:**
* **Need and/or ability and/or potential I expressed (verbally or non-verbally):**
* **Who was involved and how she/he/they responded to me and the result as best as I can recall:**
* **Some aspect or quality of myself now that is or may be related that experience:**



**Group Discussion Exercise**

**Phase One of the Wraparound Team Process: Encountering Voice**

Discuss each skill set below and share some of the things you (or others who work with you) do that have worked well. There are no rights or wrongs. We’re learning from each other what’s working well so that we can: 1) keep doing it; and 2) get even better at it, or enhance our practice. If no one in your group does the actions or tasks, then list some things you might do, or have done in other/similar roles, that might or did work well.

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| **Skills****(Your Actions or Tasks)** | **Things You or Others Do that Work Well****(Your Practices)** |
| Receiving the referral or request for service and initial information-gathering (i.e., personal preparation for the engagement/encounter). |  |
| Making initial contact(s) with youth and parent in preparation for team meeting. |  |
| Introduce yourself and the wraparound team process to family so they understand what is expected of them and other members. |  |
| Identify, orient, and engage team members in the wraparound team process. |  |
| Begin to identify the child and family’s functional strengths and needs by listening to the family’s story. |  |

**Resource: Executive Processes and Subordinate Executive Skills**

**Tool for Understanding Executive Function**

The team process of cultivating and receiving voice activates and enhances executive function. At the same time, your service plan’s effectiveness will in some way involve the executive skills of the youth and parent.

## **Attentional Control**

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| Self-awareness (attentiveness to self) | Ability to be aware of self-referent, internally generated information that stands in contrast to an awareness of externally generated information derived through sensory receptors; sometimes takes the form of focus on internal perceptual events (Carver, 1979) |
| Selective attention | Ability to select from many factors or stimuli and to focus on only the one that you want while filtering out other distractions (The Peak Performance Center). |
| Divided attention | Ability to simultaneously attend to more than one activity (McDowd and Craik, 1988). Ability to process two or more responses or react to two or more different demands simultaneously; often referred to as multi-tasking (The Peak Performance Center). |
| Sustained attention (concentration) | Ability to maintain vigilance, selective and focused attention, response persistence, and continuous effort despite changing conditions (Ronald A. Cohen, Encyclopedia of Clinical Neuropsychology) |
| Alternating attention | Ability to switch focus back and forth between tasks that require different cognitive demands (The Peak Performance Center). |

## **Planning and Task Setting**

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| Goal-setting  | Identifying something that one wants to accomplish (i.e., selection); timeframe and plan or sequence of tasks for reaching goal (i.e., optimization) and for dealing with barriers to goal (i.e., compensation).  |
| Working memory | Ability to hold information in mind and use it to inform or guide one’s response, planning, and action or interaction. |
| Prioritizing | Distinguishing main or critical tasks from low-relevance details; evaluating the order in which one approaches parts of a larger task. |
| Sequencing activities | Ability to put events in order or engage in activities in order (e.g., bedtime ritual, getting ready for school). |
| Meta-cognition | Ability to stand back and look at oneself in a situation; knowing when choices might bring a certain result or when another approach is needed; ability to think about one’s thinking. |

## **Behavioral Activation**

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| Self-initiation  | Ability to start or begin by oneself; ability to independently recognize when it’s time to get started on something and mobilize one’s resources to do so. |
| Task initiation | Ability to begin a task without undue procrastination. |
| Decision making | Ability to select a course of action among several alternative possibilities; produces a final choice that may or may not prompt action. |
| Problem solving | Ability to engage in the process of working through the details of a problem to reach a solution. |

## **Behavioral Control**

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| Self-directedness | Ability to regulate and adapt behavior to the demands of a situation in order to achieve personally chosen goals and values; guided by oneself, free from external control and constraint; autonomy. |
|  Inhibitory control(self-inhibition)  | Ability to control self, to inhibit or stop a response in its early stage (i.e., “prepotent”); ability to override a strong internal predisposition or external lure (i.e., temptation), and instead do what’s appropriate or needed; also referred to as impulse control. Makes it possible for us to change and choose how we react and how we behave, rather than being unthinking creatures of habit of behavior determined by environmental stimuli (Adele Diamond, *Executive Functions,* Annual Review of Psychology, 2013, 64). |
| Shifting focus (between tasks, mental states, or rule states) | Ability to shift attention between one task and another; task shifting involves ability to rapidly and efficiently adapt to different situations. |
| Emotion regulation | Ability to delay spontaneous reactions as needed; ability to influence which emotions one has, when one has them, and how one experiences and expresses them (James J. Gross, Stanford University, 1998). Ability to manage disruptive emotions and impulses, and to think before acting; stops unhelpful behavior; keeping calm under pressure. |

## **Behavioral Maintenance**

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| Self-efficacy (goal-directed persistence) | Ability or drive to follow through to the completion of a goal and not be put off by other demands or competing interests (Lydia Harrison, M.Ed). Grit, spirit, fortitude, determination, resolve. |
| Performance monitoring | Continuous assessments of one’s behavior; flexible adjustments of behavior; ability to monitor and compare ongoing actions and performance outcomes with internal goals and standards (Ridderinkhof, et al.). |
| Cognitive flexibility | Ability to adapt cognitive processing strategies to face new and unexpected conditions in the environment (Anas, Quesada, Antoli, and Fajardo, 2003). |
| Organization | Ability to design and maintain systems for keeping track of information or materials; creating logical places to store items and information so that you can find them later (brainline.org). |
| Time management | Ability to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. Also involves a sense that time is important (Lydia Harrison, M.Ed). |

**Group Discussion Exercise**

**Phase Two of the Wraparound Team Process: Understanding Voice (Initial Assessment of Strengths and Needs)**

Discuss each skill set below and share some of the things you (or others who work with you) do that have worked well. There are no rights or wrongs. We’re learning from each other what’s working well so that we can: 1) keep doing it; and 2) get even better at it, or enhance our practice. If no one in your group does the actions or tasks, then list some things you might do (or have done in other/similar roles) that might/did work well.

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| **Skills****(Your Actions or Tasks)** | **Things You or Others Do that Work Well****(Your Practices)** |
| Support the family in telling their story. |  |
| Identify functional strengths for the child and family. |  |
| Identify family needs. |  |
| Get feedback from all team members on strengths and needs of the family. |  |
| Create a vision with the team that everyone can support. |  |

**Group Discussion Exercise**

**Integrating Into Plan Development Desire to Re-Author One’s Life Story**

Discuss ways in which you (or others who work with you) have used team dialogue with youth and parents as well as assessment information (i.e., CANS, interviews, motivational interviewing, etc.) to amplify/capture/explain some aspects of the youth’s or parent’s story; and then shared it in a manner that inspired or invited them to re-author or change their story in accordance with their aspirations. If no one in your group is able to identify how they have done this, then talk about ways in which it could be done.

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| **Using Assessment Information for Helping Parents and** **Youth Re-author Their Stories** |
| Ways team members in our group have done this or have seen it done. |
| Action steps for making sure our team continues doing this and improving. |
| Action steps for making sure our team begins doing this. |

**Group Discussion Exercise**

**Integrating Growth Goals Into Plan Development**

Discuss ways in which you (or others who work with you) have used team dialogue with youth and parents as well as assessment information (i.e., CANS, interviews, motivational interviewing, etc.) to develop goals intended to foster or support growth that’s aligned with how they want to re-author or change/improve their story. If no one in your group is able to identify how they have done this, then talk about ways in which it could be done.

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| **Using Assessment Information to Develop Growth Goals for How Parents and** **Youth Wish to Re-author Their Stories** |
| Ways team members in our group have done this or have seen it done. |
| Action steps for making sure our team continues doing this and improving. |
| Action steps for making sure our team begins doing this. |

**Group Discussion Exercise**

**Integrating Legacy Projects into Plan Development and Monitoring**

**(Creating Experiences to Compliment Receiving Services)**

Discuss ways in which you (or others who work with you) have engaged youth and parents in identifying and planning involvement in meaningful projects (i.e., ability to do it, autonomy or voice in what and how things are done, and doing it with valued others) as one of the ways to achieve goals? In some way, the project supports re-authoring their story (i.e., experimenting with new behaviors) and realizing their aspirations for growth, or moving toward an ideal self. If no one in your group is able to identify how they have done this, then talk about ways in which it could be done.

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| **Integrating Legacy Projects into Plan Development and Monitoring** |
| Ways team members in our group have done this or have seen it done. |
| Action steps for making sure our team continues doing this and improving. |
| Action steps for making sure our team begins doing this. |