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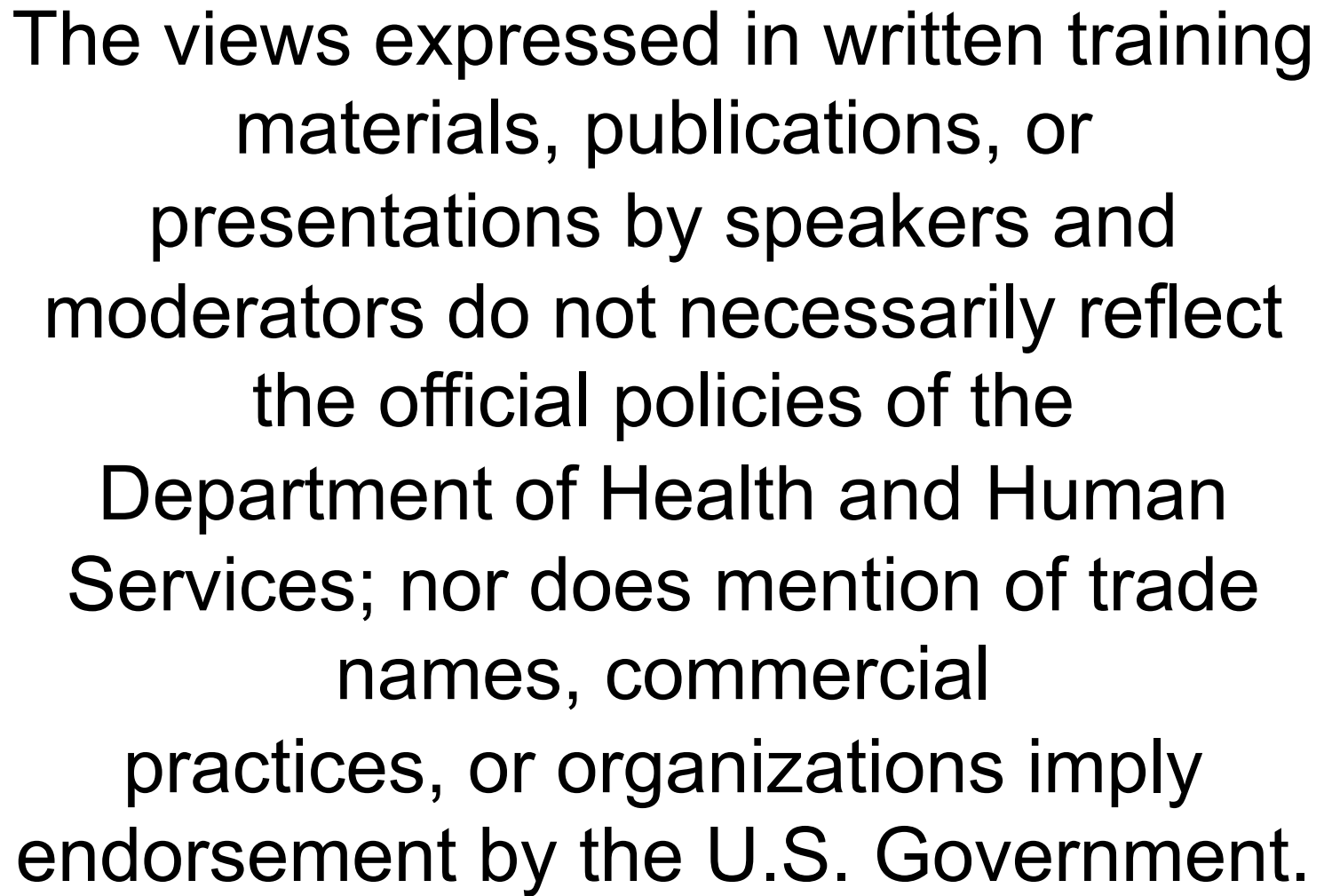
Structure & Interaction: Reigniting Staff Practices for Program Success

Crystal Smith & Nathaniel Hilliard



*Reunite, Reignite, Re-
Energize: Innovating
for the Future*
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U.S. Department of Health and
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Pregnancy Prevention Program
Grantee Conference



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Icebreaker & Introductions

Workshop Objectives:

- Identify strategies for incorporating structure & routine into program models
- Discuss four techniques of High Quality Facilitation and consider how & where these intentional practices can be incorporated
- Identify practices of self-care that can be implemented regularly over the course of the next program year.



What do you need to...

Learn?

Feel Safe?

Engage?

Intentional Staff Practices

- Intentional and responsive staff practices provide high quality learning experiences that support young people's development of social and emotional skills and competencies.





Safety & Support

- **Experiences are structured and predictable.**
- **Group culture includes the principles that all people are different, equal and important, and people actively care for, appreciate and include each other.**
- **Ground rules are created and consistently used.**
- **Learning from mistakes and failures is highly valued.**

How Do
You Create
& Maintain
Structure

in



Developing Structure With Youth

- Collaborate with youth to create & uphold Group Expectations/Agreements
- Determine Consequences (positive & negative!) with the youth
- Develop a routine/flow for youth to anticipate actions, needs & next steps
- Utilize ice breakers, energizers & connectors
- Incorporate a variety of learning styles
- Use Active & Experiential Learning

High Quality Facilitation



High Quality Facilitation

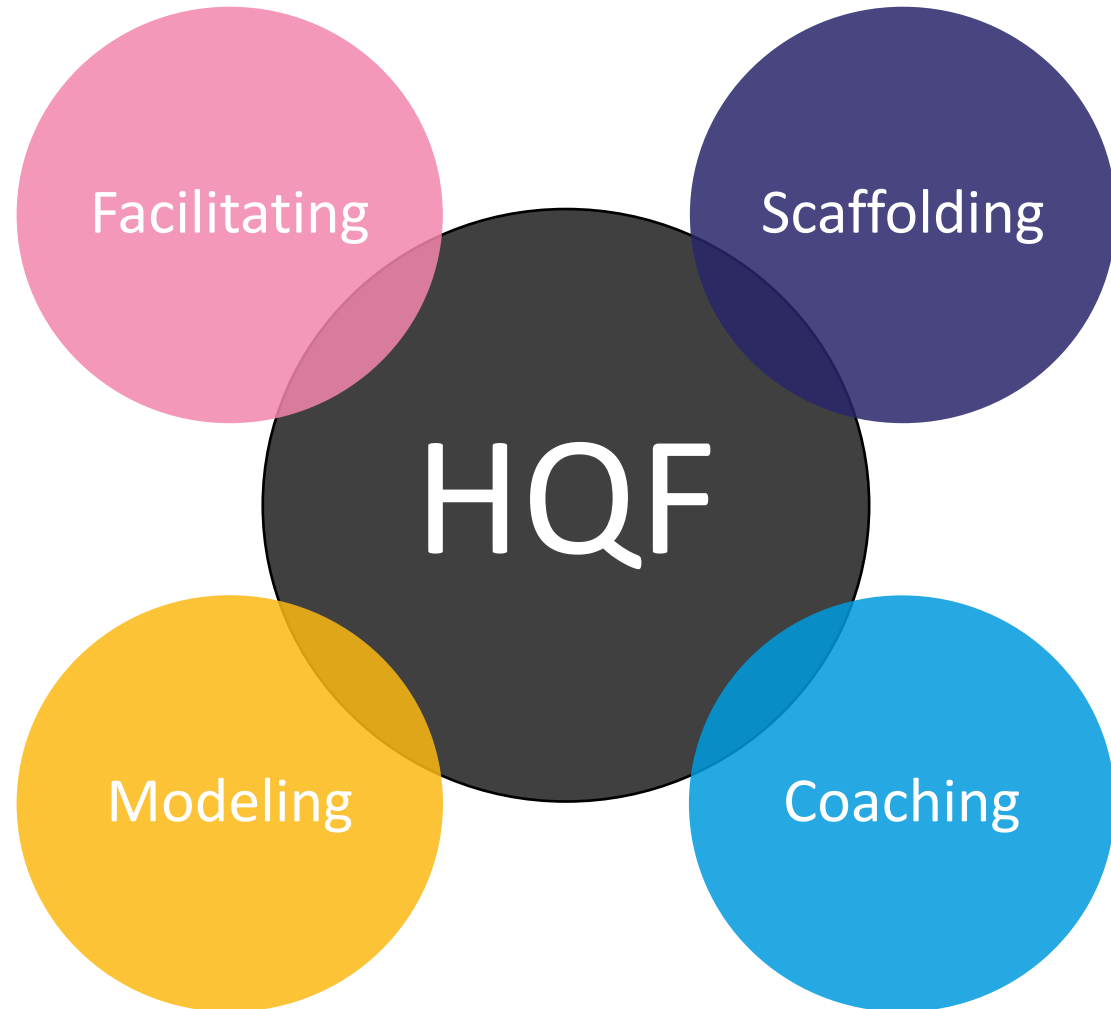
- **Caring, responsive and knowledgeable staff build strong, supportive relationships with teens** and create engaging and empowering program experiences.



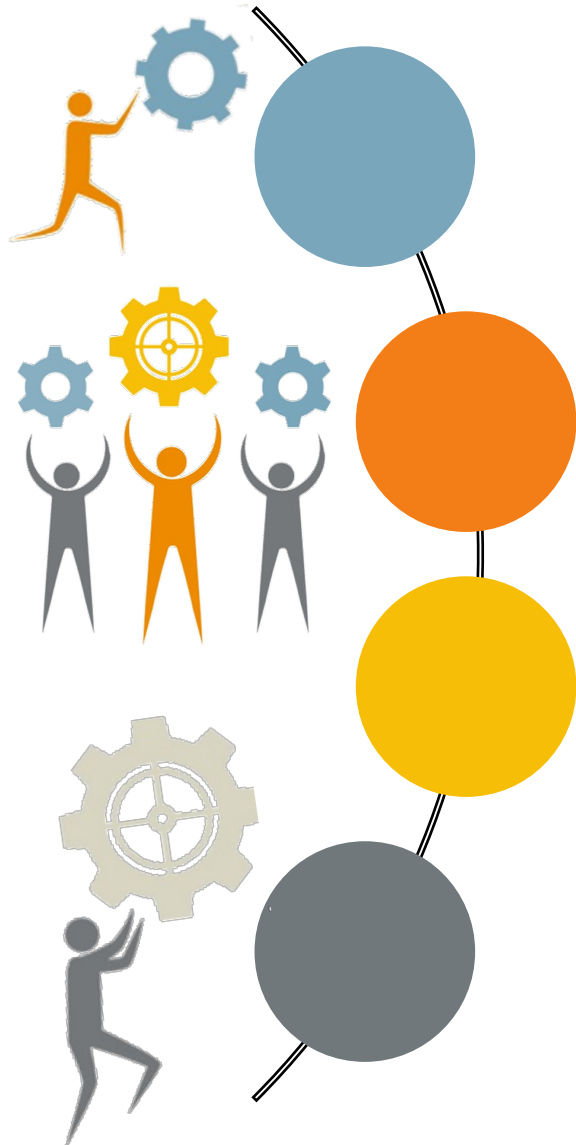
High Quality Facilitation

- Caring, responsive and knowledgeable staff build strong, supportive relationships with teens and **create engaging and empowering program experiences.**

Techniques for High Quality Facilitation



Facilitating



Foster and sustain
youth-led
dynamics and
successful
collaboration.

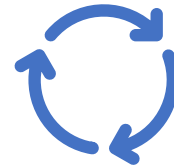
In successful
FACILITATION...

- Youth talking time is higher than facilitator talking time.
- Youth are actively engaged- *doing, discussing, etc.*
- We apply the learning to real life!

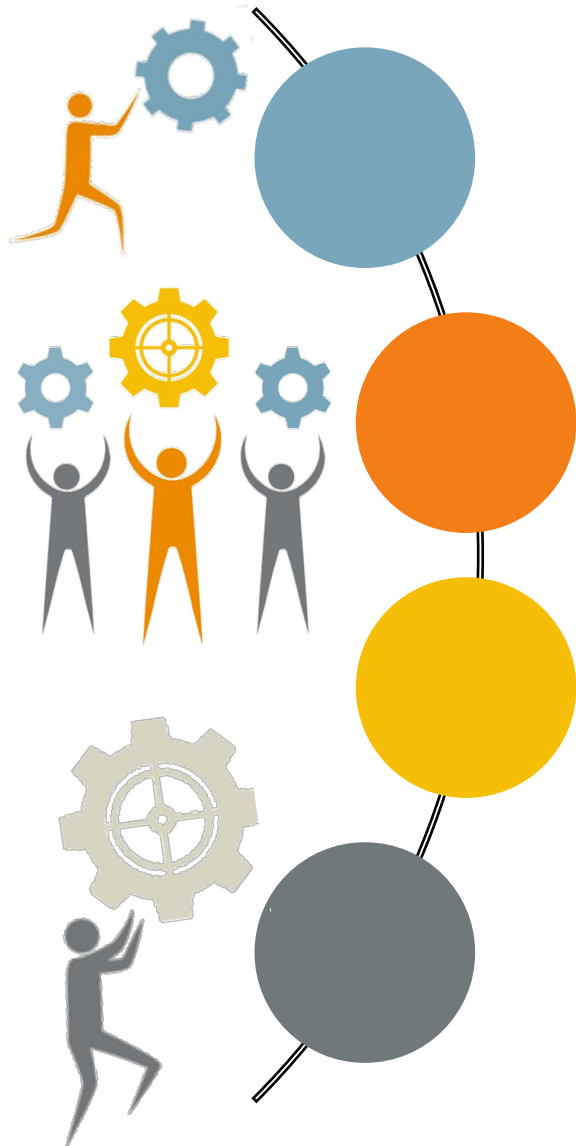


Facilitation Questions to Support Group Discussion

- When I say “(insert term),” what comes to mind?
- How would you say this in your own words?
- What have you heard about this?
- What do you think about this?
- How does what we’re talking about apply to real life?
- How is our group working together right now? What could we improve?

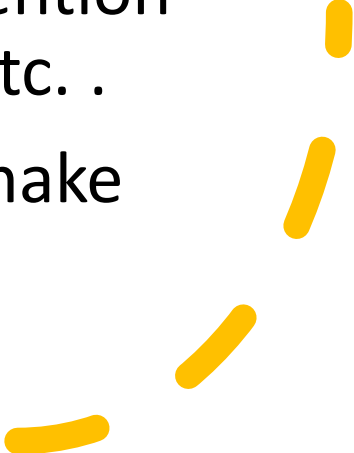


Scaffolding



Set up or adapt skill-building opportunities to suit youth's current skill level, interest, or connections, keeping their experiences challenging but possible.

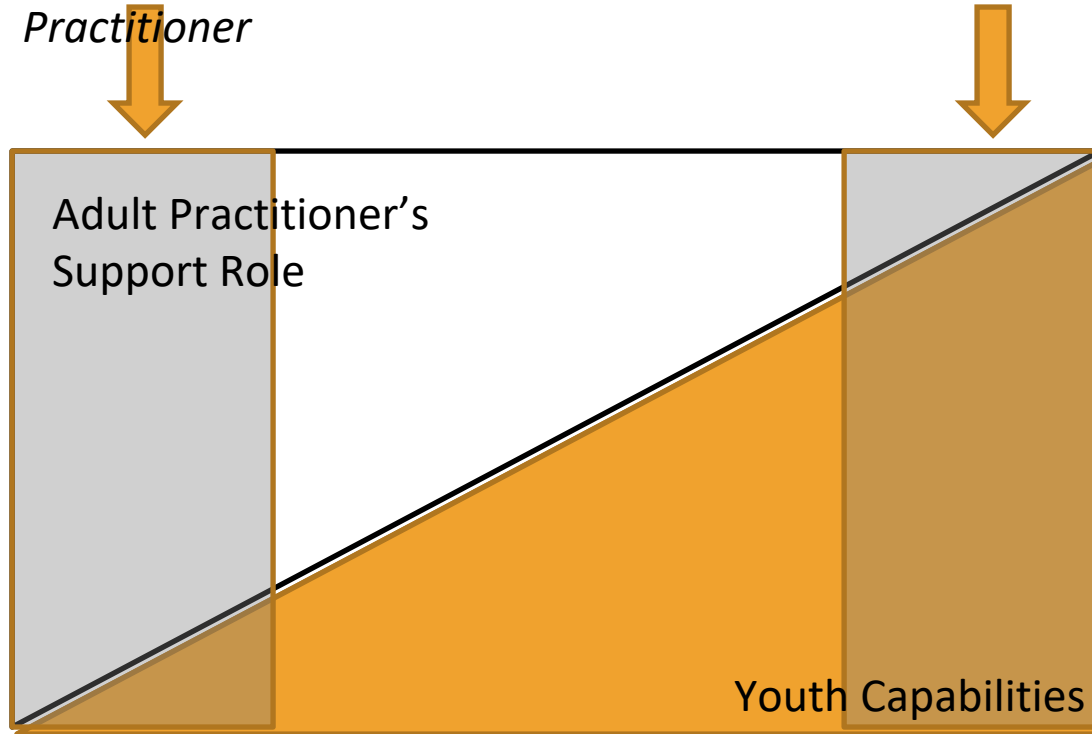
In successful
SCAFFOLDING...

- We're inviting youth into the content- it's relevant, accessible and engaging!
 - We're intentional about our structure- ex: large groups vs small groups, free journaling vs providing prompts, etc.
 - We're prepared for the unique needs of our group- attention span, impulse control, etc. .
 - We're flexible- we can make adjustments as needed.
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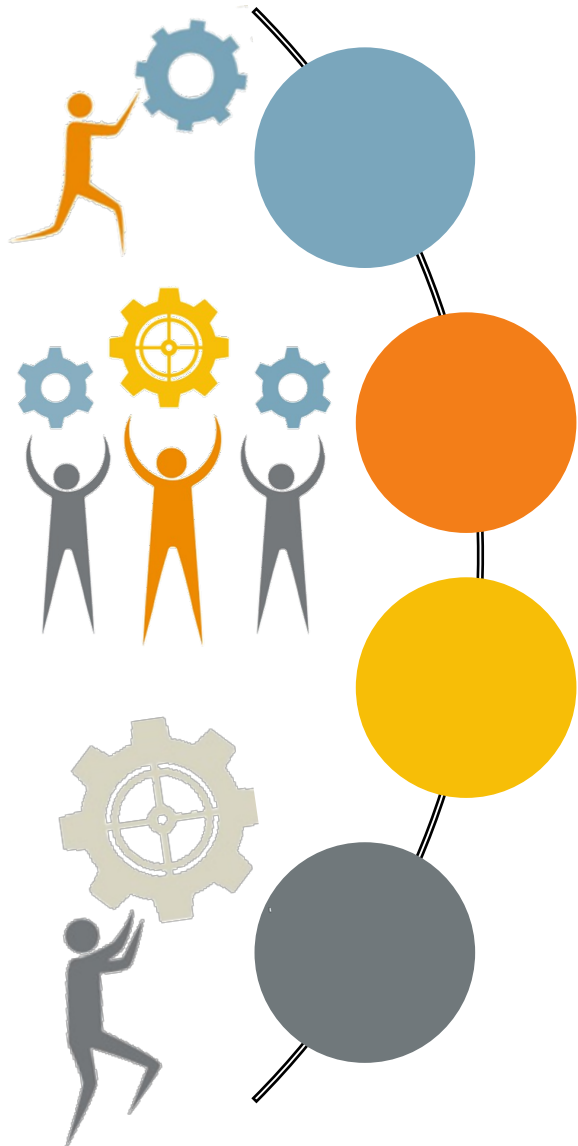
Scaffolding Young People for Success

Lower youth capabilities=higher level of support needed from Adult Practitioner

Higher youth capabilities=youth need less support from Adult Practitioner



Modeling

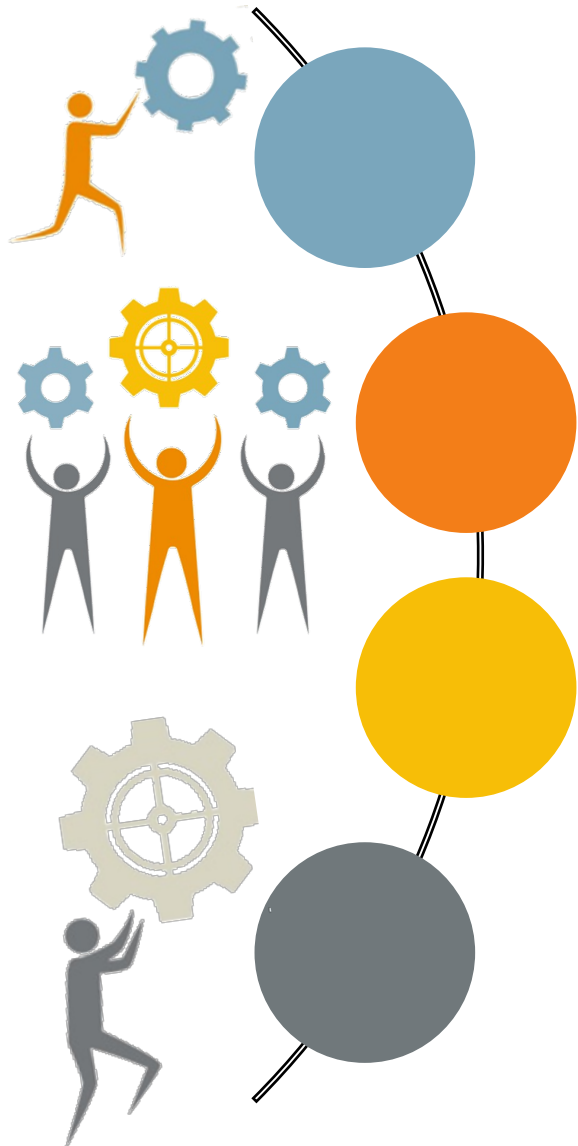


Demonstrate or exhibit practices, characteristics, or skills intended for the youth to use or develop.

In successful
MODELING...

- We're intentional about our words, actions and nonverbals.
- We show SEL skills in action!
(Emotion Management, Communication, Empathy, Problem Solving, etc.)
- When necessary, we own our mistakes and model an apology and/or rebound.

Coaching

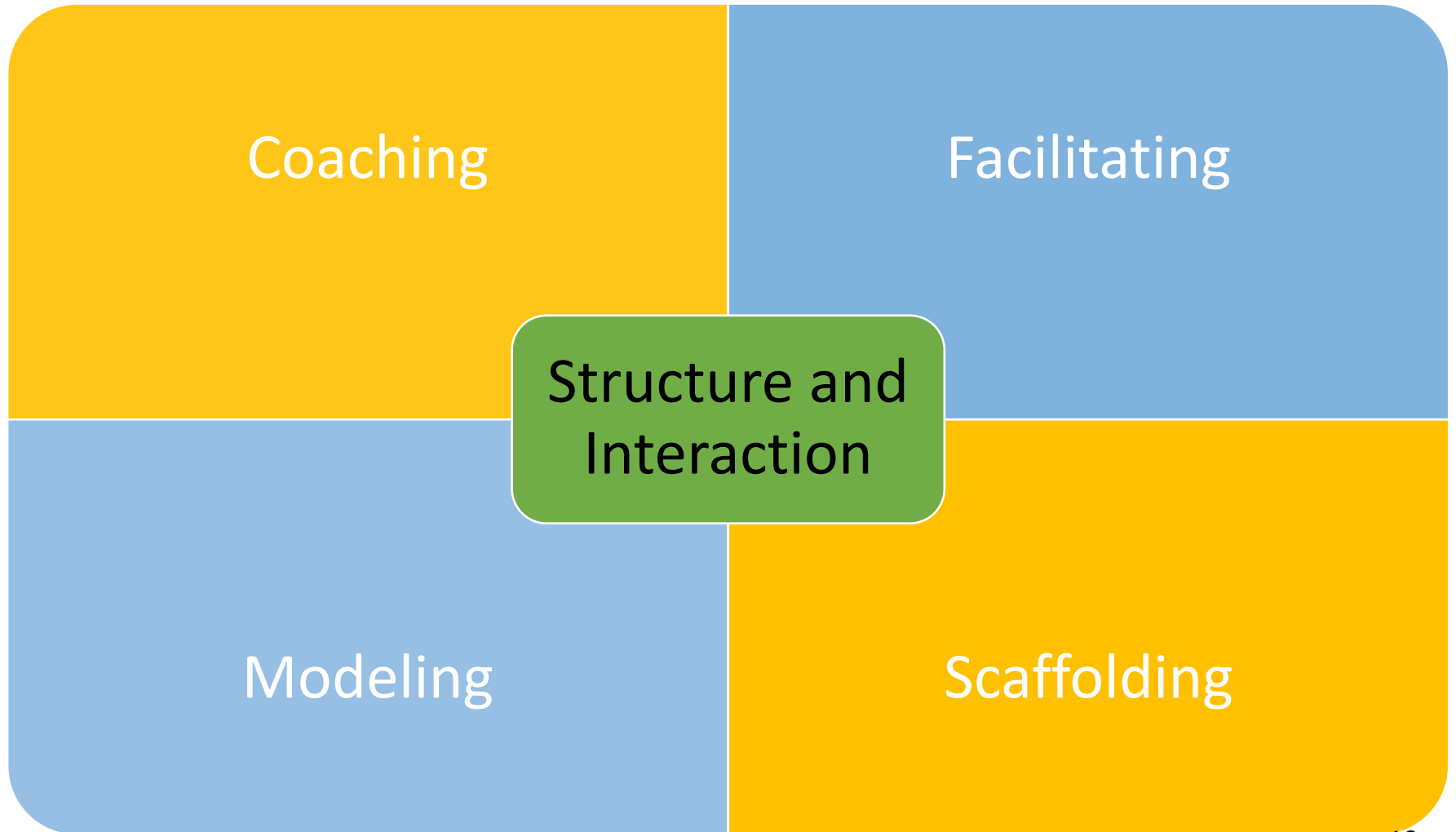


Constantly monitor and support youth's learning experience by providing feedback or encouragement.

In successful
COACHING...

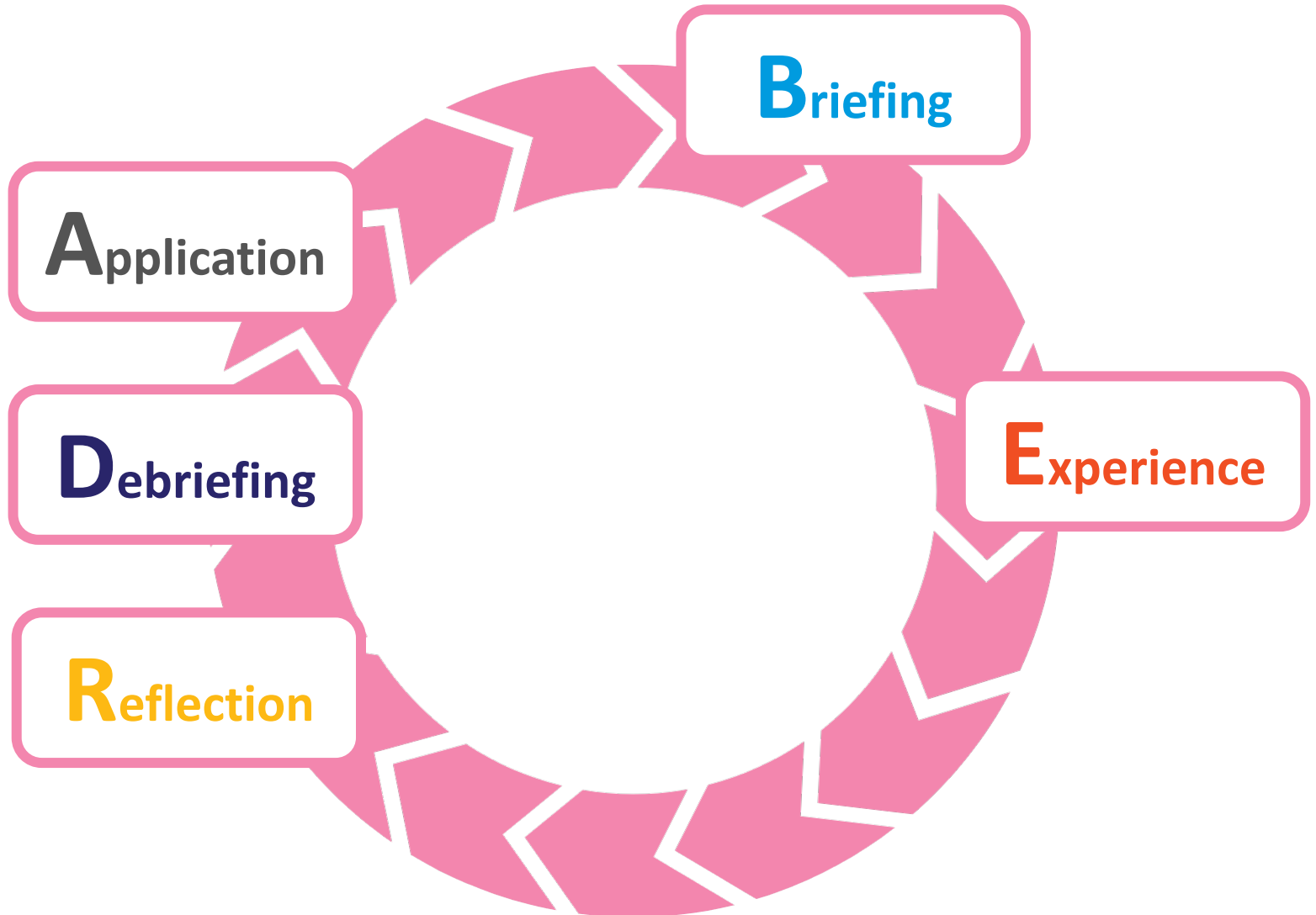
- We use a strengths-based approach.
- We leverage and build our connection and relationship.
- We provide both positive and constructive coaching.
- We are specific and behavior-based.
 - From “Good job today” to “Today you/we were focused and worked really hard—that’s awesome.”
 - From “Get it together” to “Let’s focus on more listening, less interrupting.”

Youth Experience



Engaging & Empoweri ng

Experiential Learning Cycle (ELC)

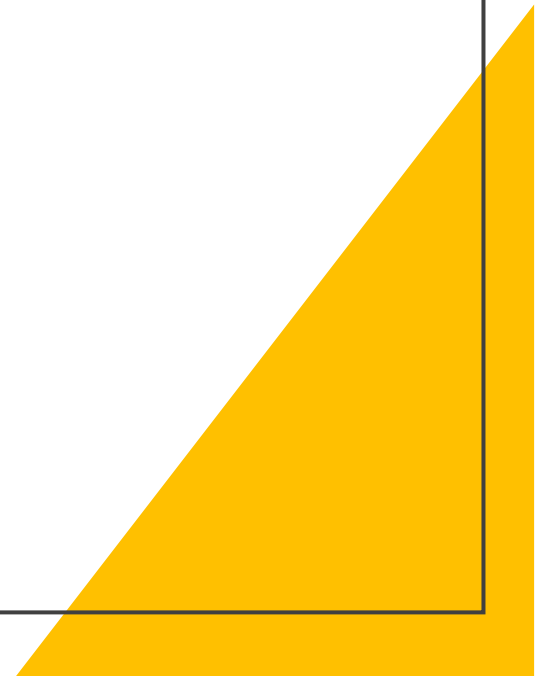


BRIEFing:
Launches
the
experience

- Group Guidelines
- Instructions
- Terminology

Experience:
Active
Learning

- Game
- Activity
- Facilitated
Group
Discussion



Reflection,
Debriefing,
Application

- What? So What?
Now What?

Example Reflection Questions

What are 3 words you would use to describe our activity today?

How did you like our time together today?

What was your favorite part of what we did today?

What did you learn today?

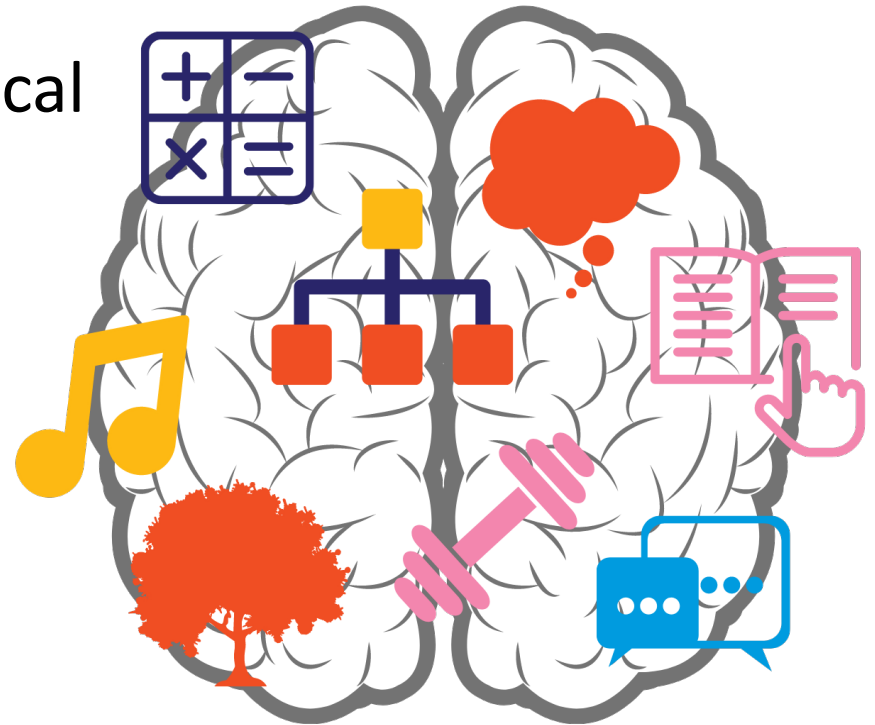
Are there any group members we should shout out for their participation today?

How does what we're talking about apply to real life?

How is our group working together?
What could we improve?

Multiple Intelligences (MI)

- Body/Kinesthetic
- Logical/Mathematical
- Naturalist
- Intrapersonal
- Verbal/Linguistic
- Interpersonal
- Visual/Spatial
- Musical/Rhythmic





HQF is Intentionally Meeting the Needs of Youth

- Build Connections & Relationships
- Create Safe Space
- Provide Structure & Intentional Planning
- Be a Resource for Youth
- Model Inclusivity
- Acknowledge History & Current Experience of Racism & Oppression



Implementation of High Quality Facilitation

- Teens should have meaningful voice & choice in activities
- Teens should engage in Active Learning
- Program Activities should include all parts of the Experiential Learning Cycle
- Facilitators should regularly incorporate multiple intelligences into activities
- Facilitating, Modeling, Coaching & Scaffolding should be an intentional part of all program delivery

Structurin

g YOUR

Time

“Rest and self-care are so important. When you take time to replenish your spirit, it allows you to serve others from the overflow. You cannot serve from an empty vessel.”

-Eleanor

Sustainable Self-Care

› What it is ?

- A regular practice through which individuals, organizations, and societies tend to the hardship, pain or trauma experienced by humans, other living things, or our planet itself.

› Who is it for?

- Anyone who interacts with the suffering, pain, and crisis of others or our planet.

Self-Care Techniques and Categories

- Physical Fitness
- Nutrition & Hydration
- Sleep & Rest
- Assertiveness Skills
- Creative Activities
- Fun & Enjoyment
- Life-long Learning
- Emotion Regulation & Release
- Set & Monitor Personal Goals
- Centering & Solitude
- Strong, Supportive Connections & Relationships
- Other (of your own design)

Self Care Calendar

Make Your Action Plan: *prioritize your well-being*



Daily

- › Brief activities of 5-10 minutes
- › Consider something at a regular time
- › Have additional practices for times of stress



Weekly

- › At least 60 uninterrupted minutes
- › Opportunity for deep relaxation, reflection, recharge
- › Can be repetitive or a specific time



Monthly

- › Extended time commitment
- › Ability to focus on the activity or action at hand
- › Allow for deeper connection to self and/or others

Self Care doesn't always happen alone. Having collaborators ensures that you'll have **support** and **accountability** that recognize your efforts throughout the year.



Questions, Observations & Feedback

Reflection, Debrief & Applicatio

n

Session Evaluation

Please complete a brief evaluation form for all workshops and panels on Tuesday, May 23 and Wednesday, May 24 by scanning the QR code below or visiting the following link:

<https://tinyurl.com/SessEval232323>



Contact Us!

crystal.smith@wymancenter.org

nathaniel.hilliard@wymancenter.org



References & Resources

**Aspen Institute National Commission on Social, Emotional, and Academic Development
Report and Resources**

- <http://Nationathope.org>

Center for the Developing Adolescent

- <http://developingadolescent.org/>

Centers for Disease Control and Prevention: ACES

- <https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>

Collaborative for Academic, Social, and Emotional Learning

- <http://casel.org>

Preparing Youth to Thrive: Promising Practices for Social & Emotional Learning

- <https://www.selpractices.org/>

Youth Thrive: Center for the Study of Social Policy

- <https://cssp.org/our-work/project/youth-thrive/>

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