

Designing and Facilitating Vocational Rehabilitation (VR) Learning Labs

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Learning Labs are organized opportunities for persons to engage in the work of investigating practice and learning collaboratively. Learning Labs foster opportunities for experiences and shared learning in which vocational rehabilitation professionals, workforce partners, advocates and educators continue to learn from one another and develop shared practices that improve organizational and participant outcomes. Learning Labs offer professional learning that is as close to practice as we can design. As a result, we can improve the ways we work together as colleagues and with the constituents.

Overview

VR Learning Labs (LL) are a learning experience in which adults and youth come together to ask questions about something in their work that puzzles or interests them. We sometimes call this a **line of inquiry**. Like working in a laboratory, the LL organizers start with a question – an inquiry – and a set of outcomes, but they stay open to creative ideas that come from the participants. Like a science laboratory, the organizers have a hunch or hypothesis about the answers to the line of inquiry in LL process. The experiences that the organizers design and use in the VR Learning Lab should support participants to have new ideas and questions about how to proceed in their work.

VR Learning Labs (LL) follow the principles of the Community Learning Exchange axioms (Guajardo, Guajardo, Janson & Militello, 2016):

1. Learning and leadership are dynamic, social processes.
2. Conversations are critical and central curricular and pedagogical processes.
3. The people closest to the issues are best situated to discover answers to local concerns.
4. Crossing boundaries enriches development and the educational process.
5. Hopes and change are built on assets and dreams of locals and their communities.

LL experiences are organized to reflect the conditions that were part of the design of the University of Chicago lab school. The key criteria for a strong experience are sharing, talking to one another, and applying what was learned. The LL responds to these questions:

- Does this form of proposed growth create the conditions for further growth?
- Does the quality of the interactive experiences arouse curiosity and strengthen initiative to foster change that responds to the context of the participant?
- How likely are participants to change their habits when they return to their work environment?

General Goals of VR Learning Labs

- Develop ways of working together that support ongoing learning.
- Create a collaborative space for innovation and risk-taking.
- Improve the ways we do the work by drawing on the expertise of multiple youth and adults who participate together in the VR Learning Lab experience.

Getting Started with VR Learning Labs

Adapted from Inspire, University of Washington College of Education

<http://inspire.washington.edu/index.php/activities/projects/>

SETTING PURPOSE

Consider what your team hopes to accomplish by deciding to use the VR Learning Lab approach. What do you hope to learn about, work on, or get better at? Your goals for collaboration, participant learning, and youth or student learning drive your decisions about what to work on and how to structure the time together.

After you have discussed the purpose, design a **question** that captures the purpose. Then, your team should decide on possible hypotheses or criteria that might be the responses to the question so that you do not lose focus on your goal.

LOGISTICS

Consider the length of the VR Learning Lab. A learning lab is typically one or two days but can be designed to be shorter. Arrange for the appropriate space, room set-up, and materials. In order for youth to be engaged fully, what provisions do you need to make for their complete engagement? How do you design the environment so the youth feel safe and supported? Make certain you have considered all the logistics for accommodating people with physical disabilities and utilize Universal Design for Learning (UDL) principles so that you have multiple means of engagement, representation, and action and expression. Learn more about UDL at <https://udlguidelines.cast.org/>.

INTRODUCING LABS

Communicating the reason for the VR Learning Lab work is important. Consider carefully how you talk about how VR Learning Labs are a space to collaboratively discuss a topic and question. This is not “sit and get” or technical training; this is a group project. If you want to create a culture of trying new things and making practice public, how will you create a safe environment in which the participants can take risks?

Setting conditions for **gracious space** is important in VR Learning Labs. A gracious space is a setting and a spirit that invites the stranger (people who do not know each, people who do know each other and have diverse ideas, or diverse ideas that come from any group) to learn in public.

The VR Learning Lab model mandates youth voice inclusion to promote empowering youth to share their experiences in a safe, gracious environment, therefore, it is critical to use a trauma informed lens when interacting with the young people participating in the VR Learning Lab. <https://www.pathwaysrtc.pdx.edu/focal-point-S1508> (See Appendix G for Trauma Informed Methods of Engagement)

PARTICIPATION IN LABS

In order to make VR Learning Labs successful and productive spaces for learning, it may be helpful to distinguish between the roles of facilitators, participants, and any guests you may choose to include who are not a part of the entire lab.

VR Learning Lab participants should:

- Agree that the purpose of the VR Learning Lab is to support participants’ collaborative learning
- Attend and participate in all parts of the lab (enactment and debriefs) during a particular lab day
- Youth Speak Out participants should be active participants throughout the day
- Practice active listening and trauma informed methods of engagement during youth sessions
- Offer “in-the-moment” support to each other through activities
- Agree to follow the VR Learning Lab norms or agreements established by the VR Learning Lab team

CONSTRUCTING THE AGENDA

(See Appendix A for Template Agenda)

NOTE: Multiple protocols for sections of the agenda can be found on iel.org/protocols

The general agenda items should include:

1. Opening – typically an opening circle in which persons can both introduce each other and respond to a question that requires a short (30 second) response. The person who facilitates the opening should model a response. This is suggested but not required.
2. Community building that includes personal narratives of participants – take time for this even if time is precious so that persons gain trust from each other's stories.
3. Review of Trauma Informed Methods of Engagement for youth
4. Activities that inform the participants and support them to answer the VR LL question, including these examples (more on iel.org/protocols)
 - Inner circle/outer circle for community building or information building
 - External or internal site visits
 - Speak Outs to provide information and ways for participants to interact
 - World Café or CarouselNote: Be sure you to use the actual protocols for these activities.
5. Ways for gathering the information as the VR LL proceeds so that the evidence of what is learned is not lost.
6. Many VR Learning Labs have site visits; these can be onsite or offsite -- bringing an organization to the VR LL or going to the site.
7. Planning time for continuing the work: How do participants continue this work in our context?
8. Debrief / Feedback (**See Appendix B: Four Square Debrief**)
9. Commitments and/or Closing Circle

The agenda should include:

- Closing and opening circles to establish helpful interactions (these can be designed as inner circle/outer circle if large numbers of participants — see iel.org/protocols) or to voice commitments.
- Specific activities related to gracious space as an element of creating effective conditions for the LL.

- Inclusion of Trauma Informed Methods of Engagement for each section
- Discussion of Gracious Space principles (See <http://www.washington.edu/admin/hr/publications/email/pod/convio/leadingedge/au17/gracious-space.html>; <https://vimeo.com/7526683>)
- Poetry or other art forms that inspire and stimulate the creative side of the brain. Writing emulation poems is detailed on iel.org/protocols
- Dynamic mindfulness at the beginning of different sections (See <https://www.niroga.org/training/dm/>)
- Praxis (reflection to action) sessions change the typical breakout sessions to focus on a specific sub-topic of the inquiry but engage in reflection and action as a critical piece of the session.

FACILITATING VR LEARNING LABS

See **Appendix C: Guidelines for Facilitation** for useful hints about preparation for and engaging in facilitation.

If you have not facilitated a VR Learning lab or individual protocols used in the VR Learning Lab previously, it takes a bit of a leap of faith to trust the process and protocols as a stronger way of learning and doing. We know in this work that if we maintain hierarchical methods of presenting with a powerpoint, we are actually reinforcing norms of social reproduction and ways of learning and acting that do not change normative structures in our organizations and do not draw on the wisdom of the people closest to the work. That means a bit of risk-taking on everyone's part as facilitators and participants to trust the processes.

For new facilitators, you can prepare a facilitator agenda with more complete directions for yourself about what to do and how to do it. You cannot anticipate everything, but you can write scripts for yourself that help you in the process. Secondly, the agenda timing, while rarely is it exactly what happens, is useful to the facilitators because you can adjust the time or activities as you proceed.

PLANNING FORWARD

See **Appendix E: Planning Tool**

Allow time for groups or individuals, depending on the needs of the VR Learning Lab participants, to plan how they intend to use individual protocols, the VR Learning Lab process, or the content of what they learned in their respective schools, organizations or projects. Participants do not have to plan a VR Learning Lab at this point; they need to plan to do something doable in their organization based on what they have learned during the lab.

Again, customize the planning tool for your VR Learning Lab based on **Appendix D: Planning Tool**. If there is sufficient time (perhaps if you have a two-day VR Learning Lab), participants can share their proposals with each other using the tools in Appendix F and G.

GETTING FEEDBACK ON YOUR PLAN

See Appendix E: Gallery Walk

See Appendix F: Equity-Centered Critical Friend Process

Getting feedback from other participants on your plan for using your learning from the VR Learning Lab supports your work and that of your colleagues. Time may not be sufficient for a complete plan in the case of a half-day VR Learning Lab, and you may decide to only have commitments from each person as a closing. However, in a one or two-day VR Learning Lab, allow sufficient time for individual or team planning.

Feedback from other participants who may ask questions or have ideas about the plan can be useful. Two processes are useful: a gallery walk or a formal tuning (improving) protocol.

FEEDBACK/EVALUATION/COMMITMENTS & AFFIRMATIONS

You will want to know how participants experienced the VR Learning Lab. The process can take various forms: four square feedback tool (**See Appendix B**) which you can have participants complete individually or make a large four square on a poster paper and have the participants use post-it notes. You can construct a short survey about how usefulness the information on content and process was. Or, if you have a set of evaluation questions that are necessary for a funded project, you may want to consider how to gather information for those questions.

End with commitments — you want participants to leave the session with an idea about how to do their work differently.

Appendices

Appendix A: Agenda Template

Appendix B: Four Square Debrief

Appendix C: Guidelines for Effective Facilitation

Appendix D: Planning Tool

Appendix E: Gallery Walk

Appendix F: Equity-centered Critical Friends Process

Appendix G: Recommended Reading

“Trauma-Informed Methods of Engagement (TIME) for Youth Advocacy”

Appendix A. Agenda Template

The agenda format can be adjusted for length of Learning Lab, which can be half-day, full day or two-days.

_____ VR Learning Lab

Date: _____

Place: _____

Facilitators: _____

Image or Quote/Short Poem

Inquiry Question: _____

Intended Outcomes	Norms or Agreements for Interaction

Note: Put in appropriate breaks for the learning lab. Adjust times and activities to purpose and time allotted for learning lab.

Time	Agenda Item	Protocol	Facilitator
	Welcome and Explanation		
	Opening		
	Personal Narrative		
	[insert] key agenda items for your inquiry evidence gathering to answer your inquiry question; try to include a learning walk of at least 30 minutes with pairs of participants at some point so that they have an opportunity to process the learning.		
	Planning for Use		
	Debrief		
	Commitments Closing (Circle)		

Appendix B: Four Square Debrief

+ = useful Δ = change that might be helpful

<p>Content +/Δ How content are you with content?</p>	<p>Questions ???</p>
<p>Process +/Δ</p>	<p>Affirmations/Appreciations</p>

Appendix C: Guidelines for Effective Facilitation

FACILITATION GUIDE

Originally developed by Carole Robie, Susie Speyer-Boillard and Lynda Tredway. Any suggestions, please email to Lynda at fce@iel.org.

Each meeting, formal or informal, is an opportunity to teach and be taught by those participating. In other words, professional development is not a certain kind of event; it is the daily work of adults doing and thinking about their work (and building relationships among the group members – it is the facilitator’s job to bring people together into the “we” stage if group has no common purpose yet or individual dynamics outrank group purpose (“I” stage) — if the group is already strong and focused, the facilitator’s role becomes more facilitative guide on the side).

The items under each component of **facilitation** offers language for analyzing (naming or coding) and evaluating your role as a facilitator of professional development for adults.

All of these will not be operative in one event, workshop, learning lab or episode; the context will dictate which of the processes might be used.

PLANNING PROCESS

- set clear **goals/outcomes** (rational or content and experiential: this is connected to the identity of the group...the group itself should set goals... facilitator helps providing tools (processes) for group to identify and own group goals)
- assume widest definition of professional learning and plan to reinforce range, being specific about what **type of professional learning** the participants are about to engage in.
- plan carefully for **rituals** and **routines**, including opening (**gracious space**) and debrief, including opening/closing circles, personal narratives, and affirmations
- prepare a doable **agenda** and includes **reflection/interaction** time; send agenda ahead if possible; include a learning walk
- pay attention to **graphic** quality of agendas — for those who it matters for, it matters a lot; for those who it doesn’t, it usually does not interrupt their participation (quotes, white space, clarity of goals, norms)
- anticipate **multiple perspectives**, including cultural and racial (*foster* multiple perspectives - differences in thinking is an asset...when the juicy

questions, comments, doubts etc...come up, that's a great sign for the building of a strong group coherence...facilitator's job is to have those conversations occur in a constructive way and create understanding, using tensions or resistance as a way to consensus... facilitator's job is to surface multiple perspectives and bring the group together around those)

- plan for **universal access** to learning for persons with physical or learning disabilities
- assess possible **resistance**; investigate and prepare for **micro-political issues** that may arise; use **parking lot**; get phrase ready to honor (possible use of "ladder of inference" as tool to decrease tensions or two chart papers to go visual and use "3rd point" with concerns and solutions to defuse tensions and anger)
- organize **resources** and plan for environment (seating, materials, "extras" and introductions); ensure access for persons with physical disabilities
- prepare **materials** that are clear and graphically appealing (different fonts (if writing a list alternate between two different colors but not red), photos, poems, quotations); decide when and how to use
- develop **feedback/evaluation methods** or tools
- plan for **cultural diversity** and **norms** of non-verbal and participation
- if large meeting, practice before you facilitate
- develop meeting "toolkit" for school with buy-in from faculty and common protocols, agenda formats, etc. are used

INFORMATION FLOW

(depending on objective; use facilitation tools/processes, such as mental model, discussion method, after action review, appreciative review, etc... to possibly move group forward)

- use coaching questions appropriately: **clarify, summarize, paraphrase**
- restate to **build shared meaning**
- state and **assess learning outcomes**
- balance domains of learning: cognitive, skill and affective
- **chunk information**
- balance role between providing information and engaging the ideas of others
- demonstrate sound pedagogy (e.g., **think pair share; think match;** checking for understanding)

- assess individual input and move conversation in productive ways; use your **“trio brain”**: demonstrate the ability to (a) listen carefully; (b) think quickly, deal with complexity, and (c) connect and use ideas of others;
- balance advocacy with **inquiry**, making your own thinking explicit while asking questions to deepen the thinking of the group
- name and explore **conflicts/disagreements as opportunities** to build deeper understanding
- **resolve conflicts** and **negotiate disagreements** in a collaborative manner (possible use of “ladder of inference” or “crumble and toss” activity to surface issues anonymously if group is trapped in a deadbolt situation)
- participants “take up” responsibility; note how that happens and **praise effort**
- **honor input** and **restate/tether** to your outcomes, bringing the idea to your intended outcome and content
- **paraphrase** using shifting of language and intentionally using **language of practice**

(during the facilitation training our trainer stressed observation skills: notice and understand group dynamics and personal dynamics within the group in order to prevent explosions, silencing of ideas, or individuals dropping out of conversations, etc...)

PROCESS FLOW

- introduce or acknowledge all persons; if familiar meeting, institute check-in or gracious space grounding
- perhaps appoint **timekeeper** and **process checker(s)**
- **facilitate check-ins, gracious space, and feedback**
- establish and use rituals and routines that engage learning from multiple points of view and learning styles
- create and/or communicate **group norms**; perhaps choose a norm on which to focus
- manage time based on **feedback** from timekeeper; monitor and adjust
- assess **audience, tone, climate and resistance** and adjust
- manage **air time** of participants according to norms and feedback from process checkers
- use **parking lot** for questions / issues

- redirect “out of business” issues to parking lot
- use materials effectively (timing of distribution; use)
- facilitate **alliances** (build a “we” group and “task” group identity if absent)
- decide on and use **problem-solving** and **decision-making processes** (use of mental model, discussion method, commitment, etc...)
- opt for depth, not breadth
- know when to move to decision-making mode
- appropriate use of **voice, pace, tone**, etc (too fast?) (breathe deeply when nervous or situation gets tense — will calm the group as well, **mirror gestures** of people you want to engage to establish rapport and trust, credible or approachable mode to establish rapport and trust **This is hard to document, but try to use words that indicate**)
- always **debrief**, no matter how pressed for time

EQUITY AND EFFICACY

- use appropriate **nonverbal and verbal communication** question with equity lens
- **norm the space** for full participation
- draw out **multiple perspectives**
- use **culturally responsive pedagogy** and materials
- use **protocols** that help to ensure equitable participation
- debrief specifically for **equity and culturally and linguistically responsive pedagogy**

INTERPERSONAL INTERACTIONS

- demonstrate ability to focus on big picture and details (**situational awareness**)
- use protocols, including TIME, that establish **trust** (credible versus approachable mode, use second position versus first position)
- do not overlook **affirmations**, celebrations and kudos
- **validate**, listen
- **model openness** to ideas and people
- use appropriate language for situation
- acknowledge **effort, work, risk-taking, and listening**

NONVERBAL COMMUNICATION

- use **eye contact** appropriately
- use nonverbal agreement or interest signals (**nodding, leaning forward, scanning**)
- attend to position and **proximity**
- demonstrate body awareness (**posture; open/closed arms**)
- assess others' reactions; use **mirroring**

FOLLOW-UP

- respond to any questions in emails or personal conversation
- analyze feedback for themes and be clear in next meeting how the feedback and debrief supported adjustments
- send meeting notes promptly
- reflect on meeting and be intentional about steps to follow up in person or by email
- follow up on parking lot items...to postpone is ok but forget is not good in terms of building trust and purpose of issues and questions concerning the group

Appendix D: Planning Tool

Note: All protocols have multiple origins. The strength of a protocol is in the ability of facilitators or planners to adjust/revise for use in your context. The website, <http://www.nsrfharmony.org/free-resources/protocols/a-z> is a good source of multiple protocols for school, district, community, and organizational use.

The planning tool can be used to make decisions about what you learned at the Learning Lab — either content or processes that could support your organizational goals/outcomes for moving your work forward. This could include a plan to include the use of certain protocols at every meeting of your organization; it could be planning a Learning Lab for your organization or other persons in your network. The plan should take into consideration your organization, your goals and needs. You can use all steps of this planning process or adjust for your time and needs.

STEP ONE: COMMITMENTS FOR ACTION PRAXIS REFLECTION → RESPONSIBILITY FOR ACTION

The power of the learning exchange (or learning lab) philosophy and protocols is **praxis**: what we do in practice once we have had experiences and time to reflect. While all of us appreciate a time for retreat and reflection, the experience is tied to a **responsibility for action**.

Paolo Freire, the Brazilian educator, said in his famous book *The Pedagogy of the Oppressed*: “It is not enough for people to come together in dialogue in order to gain knowledge of their social reality. They must act together upon their environment in order critically to reflect upon their reality and so transform it through further action and critical reflection.”

He said again in his book *The Pedagogy of Hope*: “The future of which we dream is not inexorable (inevitable). We have to make it, produce it, or it will not come in the form that we would more or less wish it to be. We have to make it...as a project, a dream, for which we struggle.”

You have had experiences to enrich yourself and the people with whom you work; you have told stories, reflected, mapped communities, and thought about what could be different for your schools and communities. In essence, you are poised to **breathe joy and justice into school and community leadership**. Now it is time to reflect and make decisions about action. Again we invoke the power of the narrative to frame what you as an individual and then with your team decide to do: to incorporate the LLE pedagogies in your organization as a way of achieving your organizational goals and fully foster the range of experience and voices in making choices for your organization.

Take ____ minutes to write a narrative that projects you into your future responsibility. You can use a computer if easier. The prompts for this narrative are:

- Now I understand that...
- I commit myself to...

Based on my reflection, I now I understand that:

I commit myself to:

STEP TWO: MAPPING YOUR WAY FORWARD: SHARED COMMITMENTS, TEAM PLANNING AND POSTER

Teams now have the responsibility of making decisions about how the LLE experience, learning, and reflection informs how they as a team or organization engage in their work once they return to their schools and communities.

DISCUSSION

Appoint a notetaker and facilitator so that you document all of your thinking. As a group, discuss these guiding questions:

1. Share your narrative and commitments. Based on the narratives of current understanding and commitments, what are the key ideas you want to share with your team?
2. How did the LLE pedagogies support your reflection and learning?
3. What ideas do you have (large and small) about transforming your organizational reality?
4. Who are critical players (who are not present now) in your change efforts? How will you involve them?
5. How will you do this — what are your action plan steps?

POSTER

After discussion, prepare a poster that offers a diagram, drawing or flow chart of what influenced your reflection and what you intend to do and how you intend to do it (what protocols might you use).

- Decide on a clear outcome or question that guides your action plan
- Decide on protocols that might support your actions
- Include a section in your poster of the kinds of internal and external supports you will need to carry out your action plan and how you will engage those supports.

STEP THREE: EQUITY-CENTERED TUNING PROTOCOL

Acting as a critical (vital or important) friend, your team will meet with another team to engage in a tuning protocol to see how your plan holds up and what you can do to rethink it now before you begin.

See website for Equity-Centered Tuning Protocol

REFLECT ON TUNING FEEDBACK

Back in your home team, discuss all suggestions and questions. What is most helpful to your process? Revise your plan based on input from critical friends.

HOME TEAM RE-COMMITMENT STATEMENTS

Notetaker should make notes and send to all team members. Make a list of specific commitments from each team member and decide on how you will “hold” each other to those commitments. You will share this with your faculty coach and talk once you get home.

Appendix E: Gallery Walk (also referred to as Learning Movement Activity)

Think of being in an art gallery or a museum and wandering and thinking. As you go, something catches your eye and you might stay longer. A museum guard or a docent giving tours might be helpful. In this case, a gallery walk can be interactive in which persons ask questions or offer advice, or it can be silent in which participants leave notes.

A gallery walk in this context offers an opportunity for the observers to offer feedback, affirmations, or ask questions. The individuals or teams construct posters to represent their ideas about next steps as indicated in Appendix D.

If there are sufficient people, one person from a team can be the guide (docent) at the poster. Then others walk around to posters and stop and have conversations OR they can take post-its and make comments on a post-it.

You need to organize this so some people are posted at the poster and other persons are wandering, asking questions or leaving post-its.

The teams or individuals can use the feedback to reconvene and talk about what changes they might make to their plans/commitments.

Appendix F: Equity-Centered Critical Friends Protocol for Tuning Plan

This should be modified as needed to your context and needs. Tuning is a word we use for improving our plans — not fully changing but providing critical or important feedback that can help colleagues improve their ideas or plans.

EQUITY-CENTERED CRITICAL FRIENDS PARTNERS PROTOCOL

- Can be altered for larger group of participants/discussants
- Can be used to discuss dilemmas of practice (consultancy)
- Or used to present and get feedback on a plan, protocol etc. (tuning)

Primary considerations for EC-CFG use:

- Timed segments that may be adjusted if needed
- Presenter does not talk while getting feedback about dilemma
- Discussants (3-4) each choose one probing questions
- Presenter responds to one of the probing questions.

20 minutes per person

Step	Process	Time	Person
1	Presentation of Plan: <i>The presenter(s) describe what their group /team intends to do.</i>	3 min	Presenter CF 1
2	Clarifying Questions <i>The discussants ask clarifying (factual) questions in order to understand the plan</i>	3 min	CF 2 poses to presenter (CFG 1)
3	Reflection: <i>The critical friends set desired outcomes for conversation through reflection (learner) and decisions about probing questions (CF2))</i>	1 min	Reading questions
4	Probing Questions: <i>The critical friends engender deeper reflections by using probing questions that nudge the presenter to think about the plan from multiple perspectives</i> <i>Presenter listens to the 3 probing questions, takes notes (for future reflection) and chooses one for response at this time</i>	5 min	Discussants each ask questions Presenter responds to one probing question in depth

Step	Process	Time	Person
5	Feedback/Discussion: <i>The critical friends provide feedback significant, important, and critical information and what presenter might think about in terms of moving forward or next steps.</i>	4 min	Discussants Presenter listens, sits away from group and takes notes
6	The <i>presenter(s) (CFG 1)</i> say what is most helpful and what he/she intends to do before next meeting	1 min	
7	Debrief: <i>Both participants</i> reflect and/or write on the process	3 min	

Repeat processing reversing roles for CFG 2. Debrief at end of all EC_CFG persons who present a dilemma or a document to be tuned. Adjust questions for context and content.

PROBING QUESTIONS

(Available from www.sfcess.org)

Working From The Inside-Out

- What old fears and concerns does this situation activate for you?
- How do your experiences as a _____ contribute to this dilemma?
- What do you value and believe about students that would help you manage in this situation?

Fear

- How willing are you to be uncomfortable?
- What do you fear will happen if you push?
- What do you fear will happen if you fail?

Skill, Knowledge And Capacity

- From what do you draw to make a decision about this situation?
- What do you still need to learn before you are ready to say what you want to do?
- What is your limit?

Power

- What in this situation do you need to know and be able to do to use your power to respond to students who are not being reached?
- Who makes decisions in this situation?
- To whom do you feel accountable?

Leadership For Equity

- How do your will, skill, capacity and knowledge qualify you to lead for equity?
- What has been your experience in a similar situation when the outcome was uncertain?
- What is the role of making a decision of integrity in knowing how to act in this situation?

Alliances

- What prevents you in this situation from reaching out?
- What keeps you from doing what you should do?
- In what ways are you or something else keeping you from doing what you believe is right?

Emotions

- How do you respond when others become emotional?
- What emotional triggers are present in this situation?
- How can you reframe the emotional content of this dilemma?
- How can you honor emotions without having them completely dominate?

Trust And Safety

- What does this dilemma bring up about trust and/or safety?
- How can you feel safe in taking this dilemma on?
- What would it take to trust in this situation?

Truth

- What will total honesty do in this situation?
- What secret are you holding?
- What are you afraid to say out loud?

Hope

- How does your work in this area contribute to a sense of hope?
- How can you optimize the situation?
- How can you change the language in this situation from distress to challenge?

Appendix G: Recommended Reading

Trauma Informed Methods of Engagement (TIME) for Youth Advocacy.

Written by Debra Cady and Eric Lulow, Substance Abuse and Mental Health Services Administration, Child, Adolescent, and Family Branch. Available online at: <https://www.pathwaysrtc.pdx.edu/pdf/fpS1508.pdf>



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