

Module 2
Collaborative Teaming and Longitudinal Planning

Participant Workbook 2

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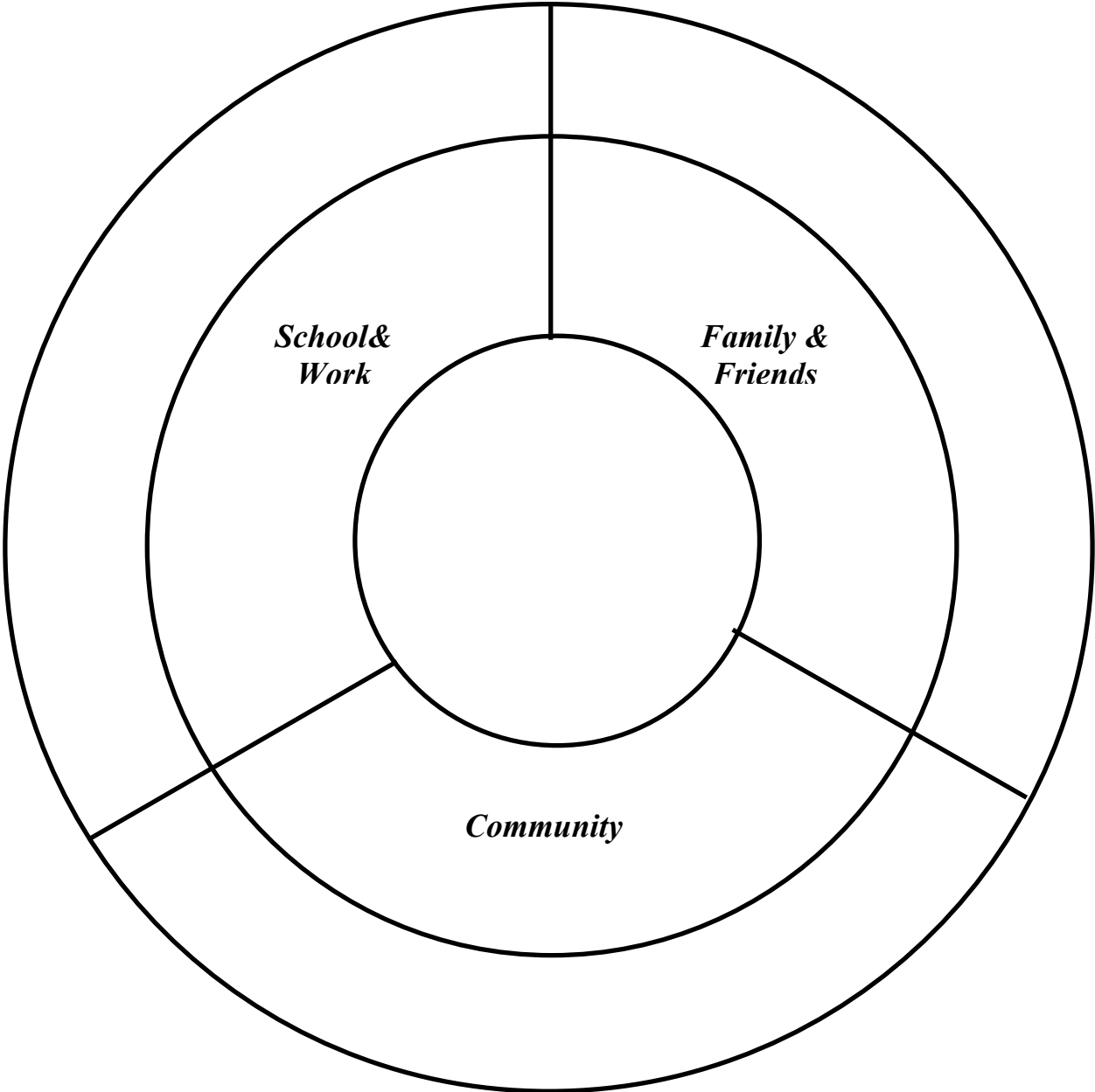
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Support Team Members

Identify who will participate on the team, what functions they will perform, and the contributions they may be able to make in the assessment and intervention process. Consider the involvement of core and extended members.

Core (daily, direct involvement)

<u>Name of Person</u>	<u>Relationship to Individual</u>	<u>Roles & Responsibilities</u>

Extended (participates in aspects of support)

<u>Name of Person</u>	<u>Relationship to Individual</u>	<u>Roles & Responsibilities</u>

Ground Rules

As a team, create a list of ground rules that you agree will enhance your team's productivity and collaboration. All support team members should provide input and reach consensus on rules.

1.

2.

3.

4.

5.

Requirements of Successful Collaboration

- Desire/commitment
- Adequate knowledge base
- Willingness to learn
- Ego strength!
- Planning skills/organizational ability
- Leadership skills
- Ability to negotiate
- Communication skills
- Flexibility
- Decision-making/problem-solving skills
- Capacity for role release/humility
- Hard work/determination
- Ability to work interdependently
- A focus on the **INDIVIDUAL!**

Twatchman-Cullen & Twatchman, 1996

Conflict Resolution Strategies

- Negotiating
- Compromising
- Taking turns
- Active listening
- Threat-free explanation
- Apologizing
- Soliciting intervention
- Postponing
- Distracting
- Abandoning
- Exaggerating
- Humor
- Chance (e.g., flipping a coin)
- Sharing

Palomares & Logan, 1975

Family Systems Conceptual Framework

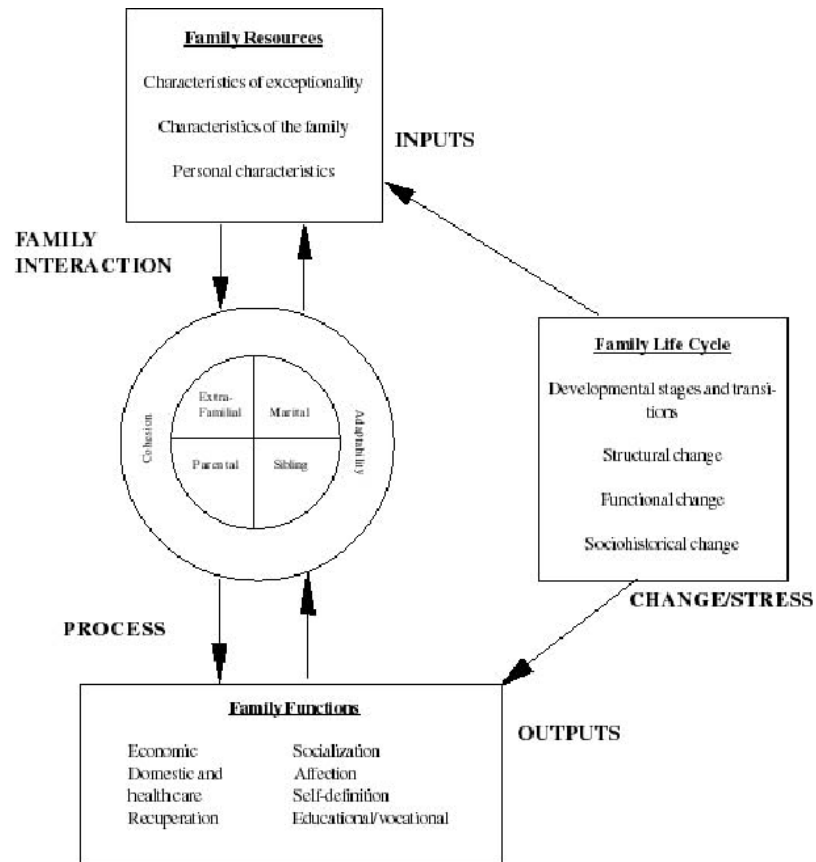


Figure 1-1

Family Systems Conceptual Framework

Note: From Working with Families with Disabled Members: A Family Systems Approach (p. 60) by A. P. Turnbull, J. A. Summers, and M. J. Brotherson, 1984, Lawrence, KS, Kansas University Affiliated Facility, University of Kansas.

Personal Futures Planning

Basic Values and Assumptions

The effectiveness of the Futures Planning Process depends on the underlying assumptions of the planning group. The following section provides an overview of the necessary values as they apply to the Personal Futures Planning process. An effective facilitator develops skills and uses tools that help implement these basic values and assumptions.

Searching for Capacities and Opportunities

Searching for capacities and opportunities is essential to the Personal Futures Planning approach. The facilitator guides the planning group to not only find capacities in the person, but also to find opportunities in the community to help implement the dream. Attention to capacities is often the only thing that will help a planning group endure difficult situations.

The Futures Planning process is an occasion to search for opportunities in the person, in their network, in the community, and in the system. A capacity view helps group members find many ways to take action and make a difference. The facilitator takes a key role in guiding the attention of a group to the opportunities that give people hope.

Developing a Positive Vision for the Future

The five service accomplishments articulated by O'Brien and Lyle provide a set of ideals that help name the dreams we find in people. The seeds of people's desires often reflect one or many of these five ideals, while each personal future is totally different and integrates the unique capacities of a person with the texture of the local community.

Five questions that guide the development of a dream:

1. How can we expand and deepen people's friendships?
2. How can we increase the presence of a person in local community life?
3. How can we help people have more control and choice in life?
4. How can we enhance the reputation people have and increase the number of valued ways people can contribute in community life?
5. How can we assist people to develop competencies?

Profile Plan

Effective behavior support creates positive lifestyle changes for an individual as well as addressing the needs of the support providers. Identify goals for your focus individual (e.g., increasing participation in activities, changing behavior in desired directions) and goals for the team members (e.g., how will assessment and intervention benefit support providers?). Based on the needs of the individual and the support providers, develop goals for the team.

GOALS

Goals/Needs of the Individual

Goals/Needs of the Support Providers

Goals of the Behavior Support Team