



BUILDING RELATIONSHIPS THROUGH EFFECTIVE ENGAGEMENT & PLANNING

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Effective Engagement

Effective engagement can result from the implementation of a variety of practices and tools. For this workshop, we will focus on Reflective Listening from the Wraparound Planning Process and Affective Questioning from Restorative Practice.

1. Reflective Listening

Listening is both an art and a skill...we all want to jump to solutions, as we want to help the person deal with the issue or the crisis they are in

Have you ever heard a person say, "*You don't understand!*"...this is an indication that they haven't felt heard.

There are four parts to **Reflective Listening**:

- a) **SOLAR** – Straight-On-Looking-At-Responsive
- b) Writing down what they have to say and sorting the information you hear
- c) Using a series of **Open and Closed questions** to help them clarify what is going on
- d) **Reflecting back** what you have heard so that the person knows they have been heard and can correct anything you don't have right from their perspective

"**Reflective Listening**" has been excerpted from "The Canadian WrapAround Facilitator's Training Manual" with permission from the author (Debicki & Wrap Canada, 2012).

2. Affective Questioning from the Restorative Practice Movement & Using Circles

The term **Restorative Practices** refers to a number of concepts and practices that were developed based on the evolution of "restorative justice" in the criminal justice field.

The word "restorative" as it is used in this context refers to the belief that decisions are best made and that conflicts are best resolved by those people most directly involved with them.

The vision of the **Restorative Practices Movement** is to assist people of all ages to develop good relationships and to restore a sense of community in an increasingly disconnected world. These practices have been applied in all kinds of situations that exist in our world including within faith communities.

Affective Questions can be used to help the person you are meeting with to move beyond what happened to how it affected them; or to put it differently, it helps the person to express their feelings.

Affective questions that help the person talk about their own behaviour

- What happened?
- Who has been affected and in what ways?
- What has been the hardest thing for you?
- What needs to happen to make things right?

Affective Questions from the Restorative Practices Movement is based on material covered in the Introduction and Chapter 1 of “The Restorative Practices Handbook” by Costello, Wachtel and Wachtel (2009).

Using Restorative Circles - A Meeting Circle

Opening (2-5 min)

Brings the group together. It can include, e.g., a brief prayer followed or preceded by a ritual, poem, and/or a song.

Check-in (30 min)

A time for each participant to share and for the rest of the group to listen. This is *not* a discussion time. A talking piece can be used to ensure that no one interrupts the speaker. The question could be as simple as, “How are you this evening?”

Spiritual Practice (15-30 min)

A group practice such as lectio divina or a group reflection on scripture to build community.

Meeting Focus (60 min)

During the meeting you can use basic restorative questions to carry out the discussion:

- What’s been happening?
- Who’s affected and in what ways?
- What’s the hardest thing?
- What needs to happen to move ahead?

Check-out (5-10 min)

A *brief* time for participants to reflect on what happened during the meeting. The Facilitator may ask what has been a learning for people or a hope or a blessing to be shared with the group.

Closing (2-5 min)

A closing prayer followed or preceded by a ritual, poem, or a song.

LECTIO DIVINA

Choose a passage: 1-6 verses

Choose 3 readers

Choose a facilitator to:

- Keep time and initiate sharing
- Maintain a prayerful atmosphere
- Discourage discussion

Read: First reader reads the passage

Silence: 1 minute

“Listen”: for a word, phrase or image from the passage that comes to mind

Share: one by one (go around to the left)

Read: Second reader reads the passage

Silence: 3 minutes

“Listen”: How does the passage speak to your life?

Share: One by one (go around to the left)

Read: Third reader reads the passage

Silence: 3-5 minutes

“Listen”: What do you need to do?
How do you need to change, act or not act?

Share: One by one (go around to the left)

Pray: One by one each person prays aloud for the person sitting on the right. (go around to the left)

End with the Lord’s Prayer

Guidelines:

- NO** discussion
- Complete confidentiality
- Participants may pass

A Planning Method to Develop an Immediate Action Plan Around a Key Concern

The planning process outlined on the next page can be used with people to help them develop an initial plan around one key concern. It can also be used to develop a number of plans for individual concerns that can then be integrated into a larger, long-term plan to help the person who needs to deal with multiple concerns.

If you ascertain that the level of complexity of their concerns goes beyond what you are able to provide, you then could refer to other services such as those offered by Shalem that could help. For example, you could suggest:

- Counselling through the Congregational Assistance Plan
- Restorative Practitioner
- Wraparound Facilitator
- Art therapy

THE PLANNING PROCESS

Thinking of the main problem that you are dealing with right now, list the two or three big concerns within that problem that you would like help with immediately:

- 1.
- 2.
- 3.

Looking at the list, circle the one that is your top concern right now. Use this top concern for the remainder of the exercise

Write a one or two sentence statement about how your life will be different when that top concern is addressed

List at least three needs in this area of concern. Start each one with "I need help to...."

- 1.
- 2.
- 3.

Choose the top need, the one you feel is most important to addressing this concern and circle it

List the strengths or resources you have to address this top need or what you have done in the past to successfully address this need or the broader concern

List the one, two or three people who you think would be willing to help you to meet this top need and identify a key strength or resource they have that could help to address this top need:

- 1.
- 2.
- 3.

Brainstorm at least three options or possibilities for addressing this top need that build on your strengths and what has worked for you in the past and that also build upon the strengths or resources that the people who are willing to help you could contribute.

- 1.
- 2.
- 3.

Describe 1 or 2 action steps for carrying out the top option (who, what, when, where, how)