

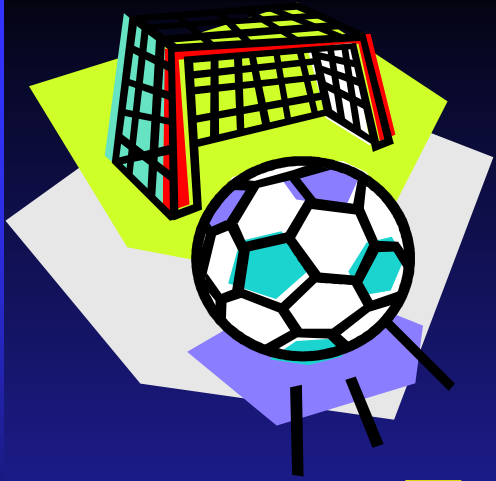
# 19 Skills for the Facilitator's Toolbox



with Nicholas R. Martin, MA  
THE CENTER FOR ACCORD, INC.  
Plano, Texas  
[www.4accord.com](http://www.4accord.com)

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# Workshop Objectives

To learn how to help  
IEP teams succeed.



# IDEA: Foundation of the IEP Team

requires public schools to make  
available to all eligible children:

a free appropriate public education  
in the least restrictive environment  
appropriate to their individual needs.

**FAPE**

**LRE**

**IEP**

# What helps people reach consensus?

1. remembering common goals
2. remaining calm and respectful
3. listening well
4. communicating well
5. exploring underlying interests
6. avoiding demonizing
7. trusting the process

*This* is what facilitators facilitate:

# Philosophies of Helping

## Facilitator Styles

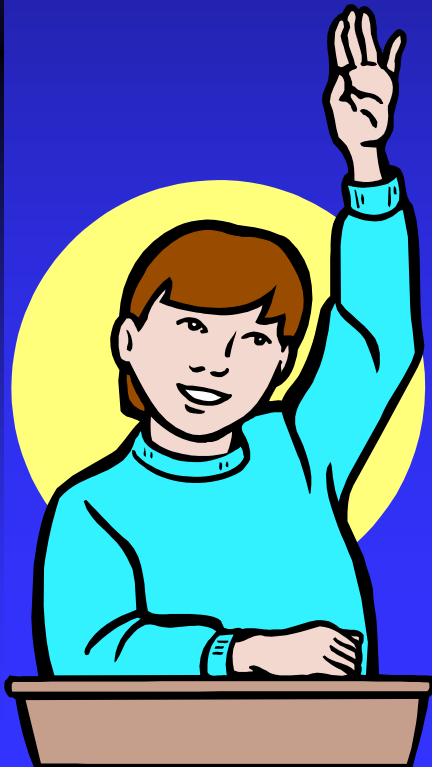


# Philosophies of Helping

Evaluative	Facilitative	Transformative
directive	supportive	reflective
leads	guides	follows
forecasts	probes/queries with purpose	asks without direction
instructs	proposes “what if...?”	does not propose
provides options	helps generate options	doesn't generate options
powerful, is an authority	a part of the team (today)	powerless
goal: settlement	goal: productive dialogue	goal: empowerment & recognition

## Exercises:

1a. identify the style represented



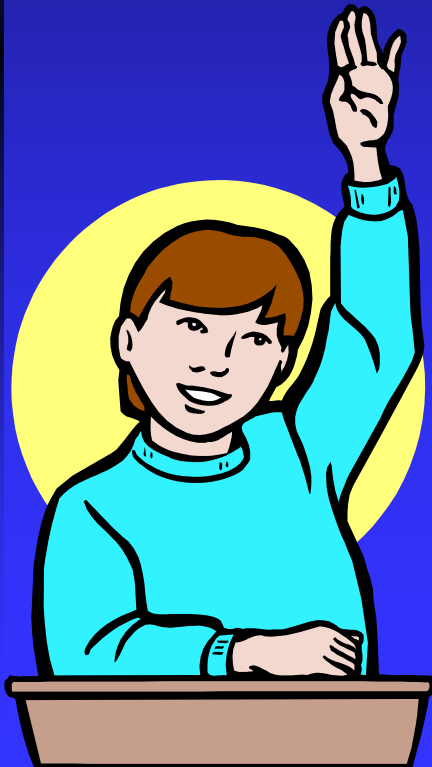
“Please remember  
your ground rules and  
let’s stay on task.”

[directive/evaluative]



## Exercise:

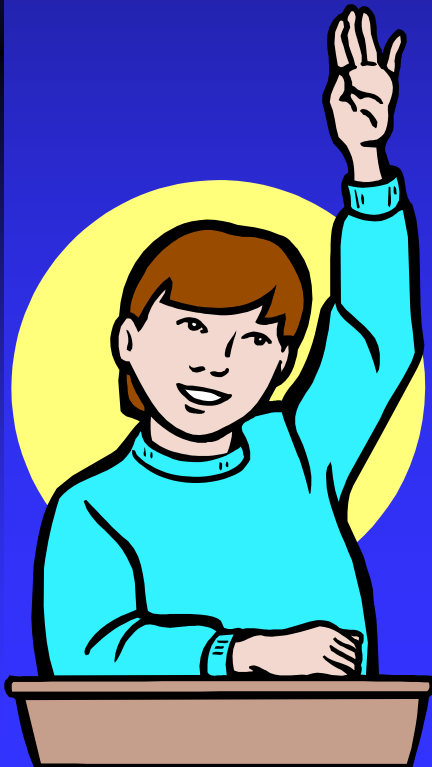
1b. translate to facilitative style:



“Please remember  
your ground rules and  
let’s stay on task.”

## Exercise:

1c. translated to facilitative style:

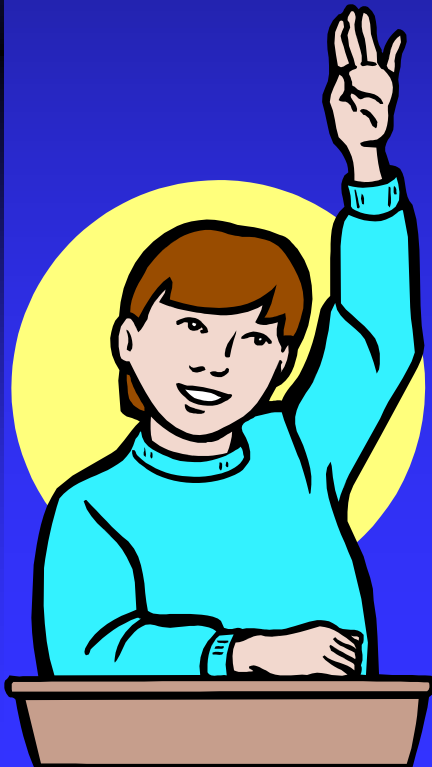


“How are we doing with our ground rule about staying on task?”

[probing with purpose]

## Exercise:

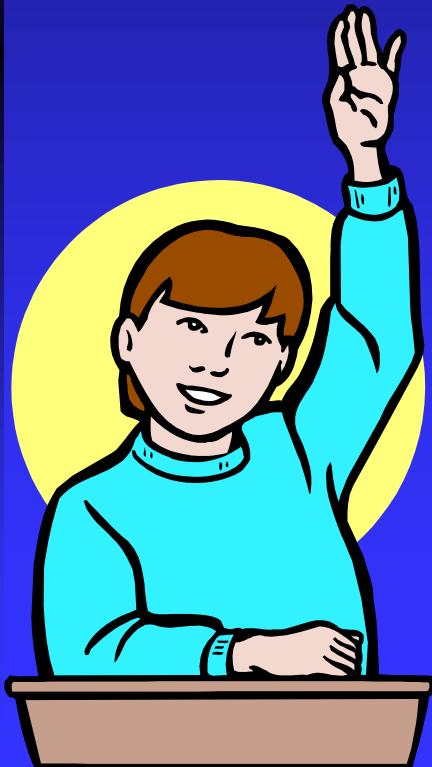
1d. translate to transformative style:



“How are we doing with our ground rule about staying on task?”

## Exercise:

1e. translated to transformative style:

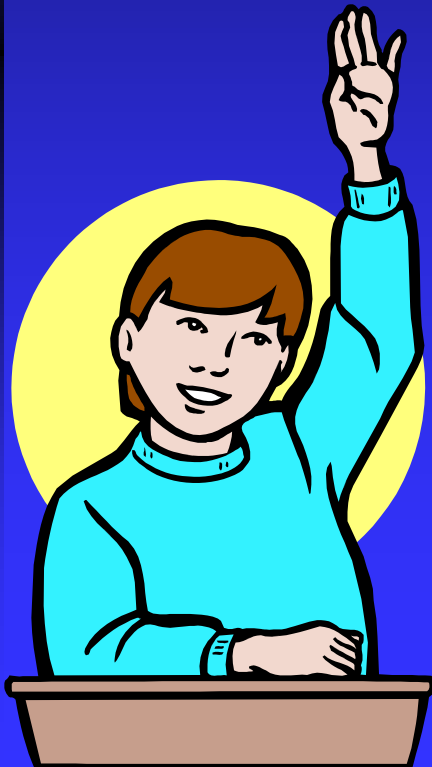


“It seems that you all  
are talking about what  
happened two years  
ago now.”

[following/mirroring]

## Exercise:

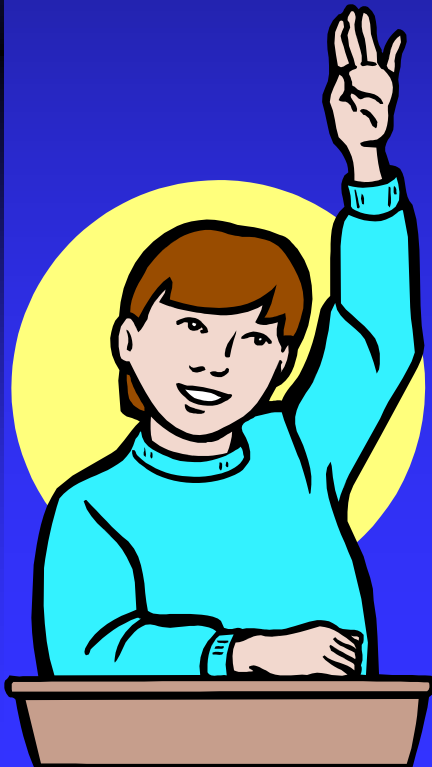
2a. identify the style represented



“IDEA doesn’t require the *best* education – only ‘reasonable educational benefit.’”

## Exercise:

2b. translate to facilitative style:

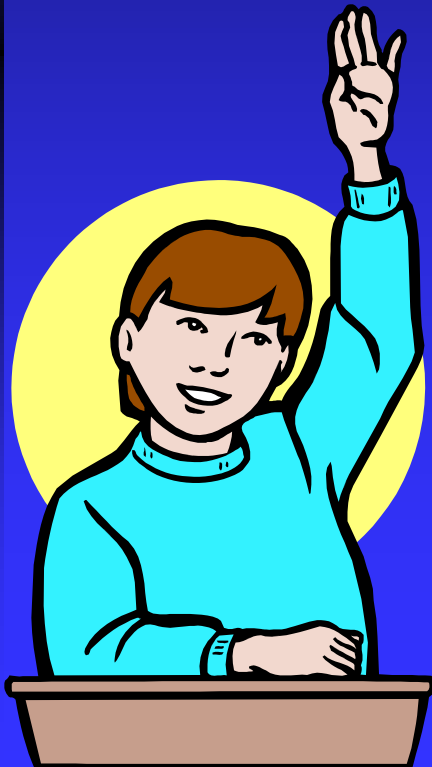


“IDEA doesn’t require the *best* education – only ‘reasonable educational benefit.’”

## Exercise:

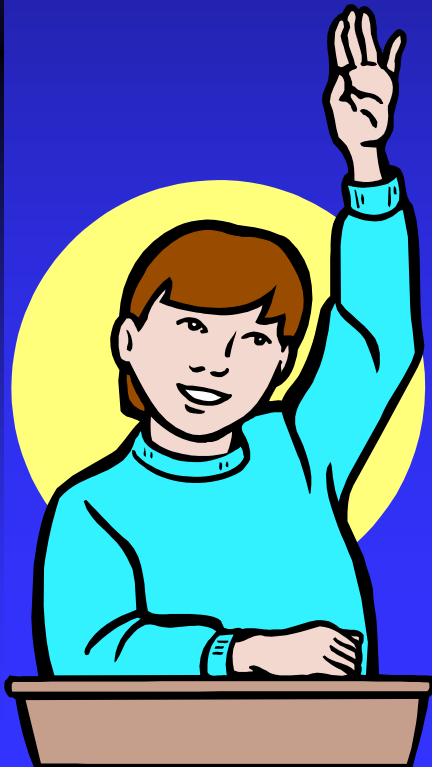
2c. translated to facilitative style:

“Does IDEA require the *best* education – anyone have any ideas about that?”



## Exercise:

2d. translate to transformative style:



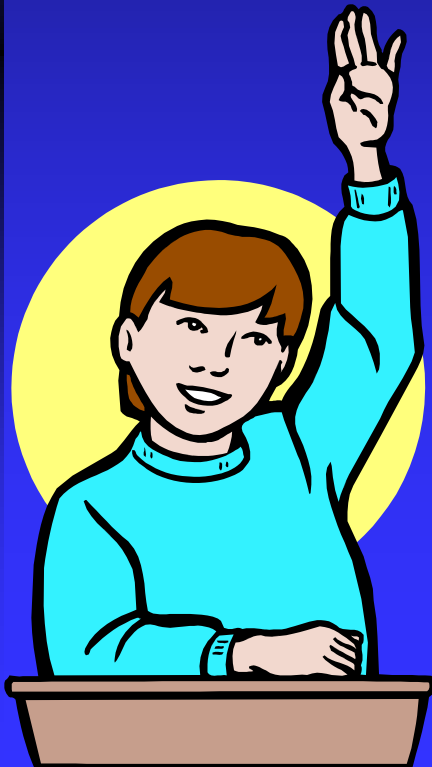
“Does IDEA require the *best* education – anyone have any ideas about that?”



## Exercise:

2e. translated to transformative style:

“You seem to have some differences of opinion around the ‘best education.’”

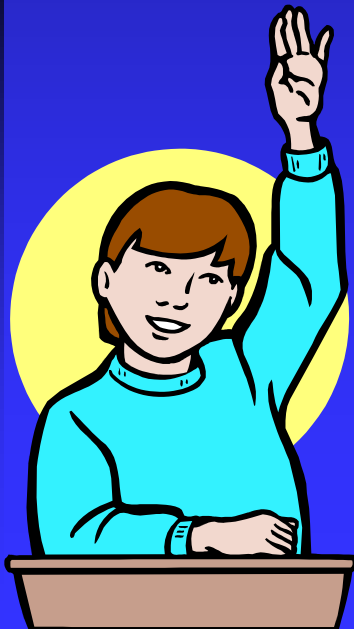


## Exercise:

3a. as an evaluative neutral, how might you respond to a participant asking you:

“Does the district have a policy about that?”

“Yes, the policy is....”

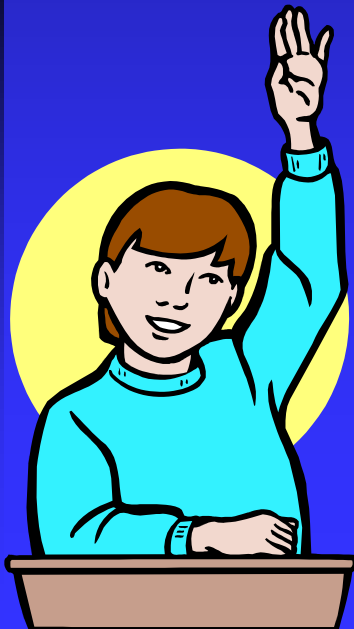


## Exercise:

3b. as a facilitative neutral, how might you respond to a participant asking you:

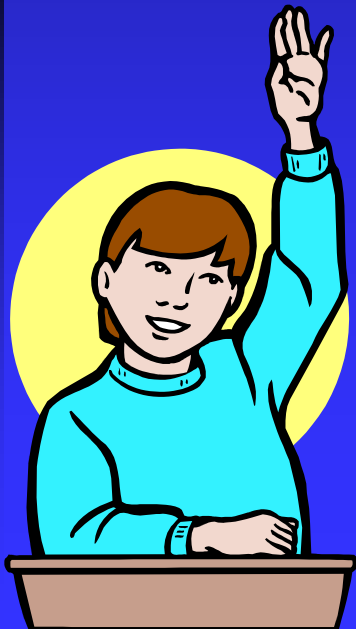
“Does the district have a policy about that?”

“Anyone have any thoughts about this?”



## Exercise:

3c. as a transformative neutral, how might you respond to a participant asking you:



“Does the district have a policy about that?”

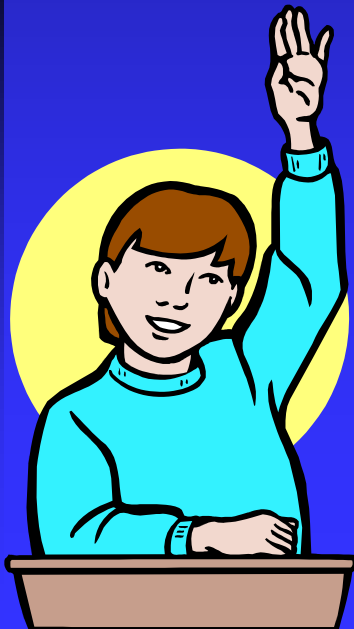
“You’re wondering if there is a policy.”

## Exercise:

4a. as an evaluative neutral, how might you respond to a participant asking you:

“What should we do?”

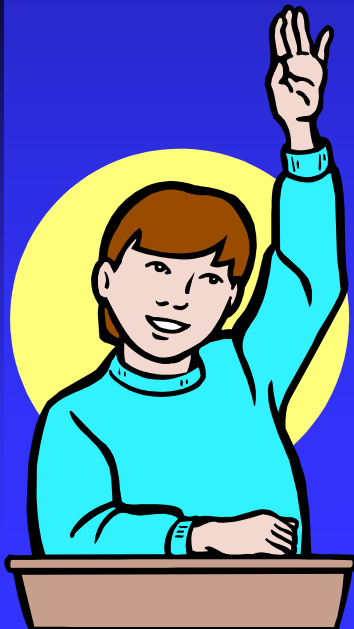
“I think your best option would be to....”



## Exercise:

4b. as a facilitative neutral, how might you respond to a participant asking you:

**“What should we do?”**



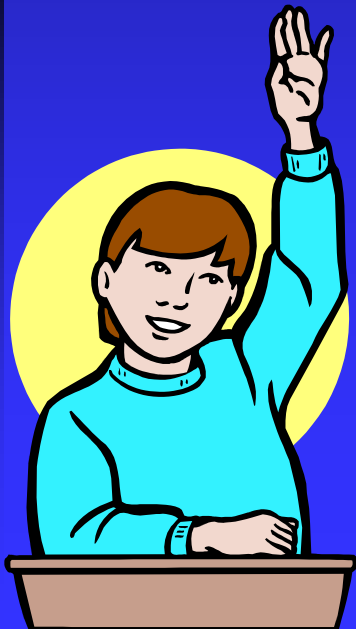
*That depends on the issue  
of **content versus process**  
expertise.*

## CONTENT Expertise:

4b. as a facilitative neutral, how might you respond to a participant asking you:

“What should we do?”

“Would it make sense to maybe try a BIP in the classroom?”

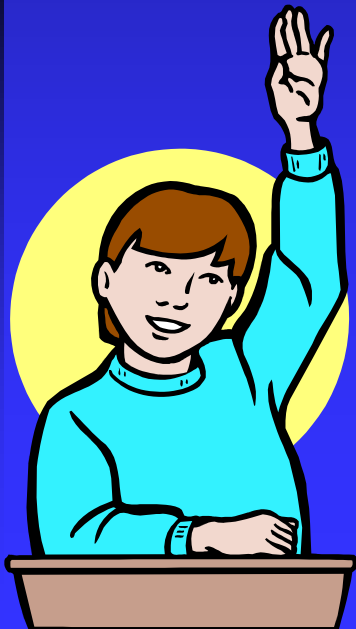


## PROCESS Expertise:

4b. as a facilitative neutral, how might you respond to a participant asking you:

“What should we do?”

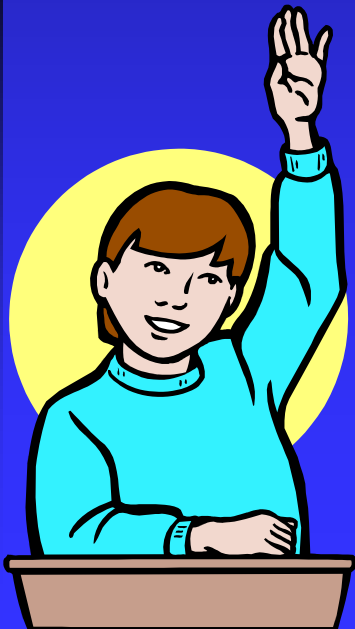
“Who might best provide that information?”





## Exercise:

4c. contrast these two questions:



“What should we do?”

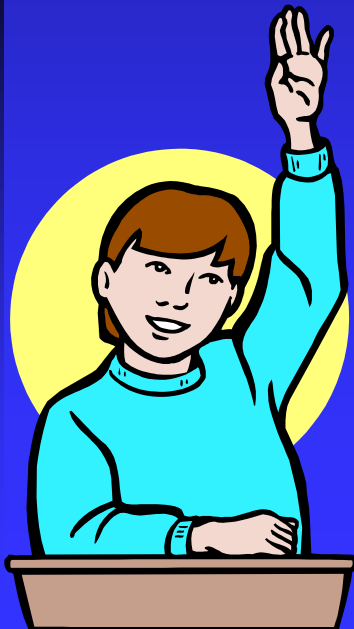
“Would it make sense to maybe try a BIP in the classroom?”

Contrast these two questions:

“Why don’t you try a BIP in the classroom setting?”

“What should we do?”

“Would it make sense to maybe try a BIP in the classroom?”

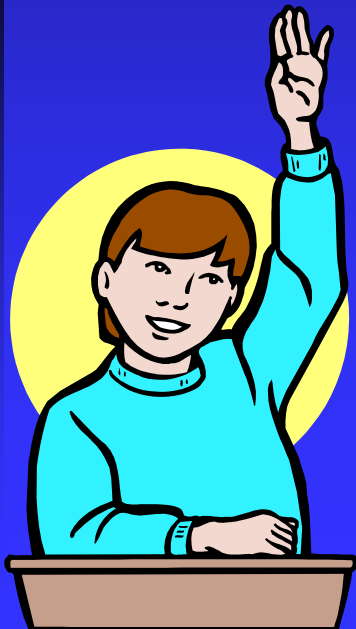


## Exercise:

4d. as a transformative neutral, how might you respond to a participant asking you:

“What should we do?”

“Guess you’re wondering what options you have.”



# Philosophies: pros and cons???

Evaluative	Facilitative	Transformative
directive	supportive	reflective
leads	guides	follows
forecasts	probes/queries with purpose	asks without direction
instructs	proposes “what if...?”	does not propose
provides options	helps generate options	doesn't generate options
powerful, is an authority	a part of the team (today)	powerless
goal: settlement	goal: productive dialogue	goal: empowerment & recognition

# Recommendation:

	Facilitative	Transformative
<p>Avoid evaluative and directive methods.</p> <p>Let <i>others</i> provide advice and authority.</p>	<p>supportive guides</p> <p>probes/queries with purpose</p> <p>proposes “what if...?”</p> <p>helps generate options</p> <p>a part of the team (today)</p> <p>goal: productive dialogue</p>	<p>reflective follows</p> <p>asks without direction</p> <p>does not propose</p> <p>doesn't generate options</p> <p>a powerless mirror</p> <p>empowerment &amp; recognition</p>

**Know  
when  
and why  
to do  
which!**

Empower the team to  
the fullest extent  
possible  
(transformative).

Intervene only when  
they are unable to  
do it on their own  
(facilitative).

~~Evaluative~~

Facilitative

Transformative

Remember:  
Your  
goal  
is not  
settlement!

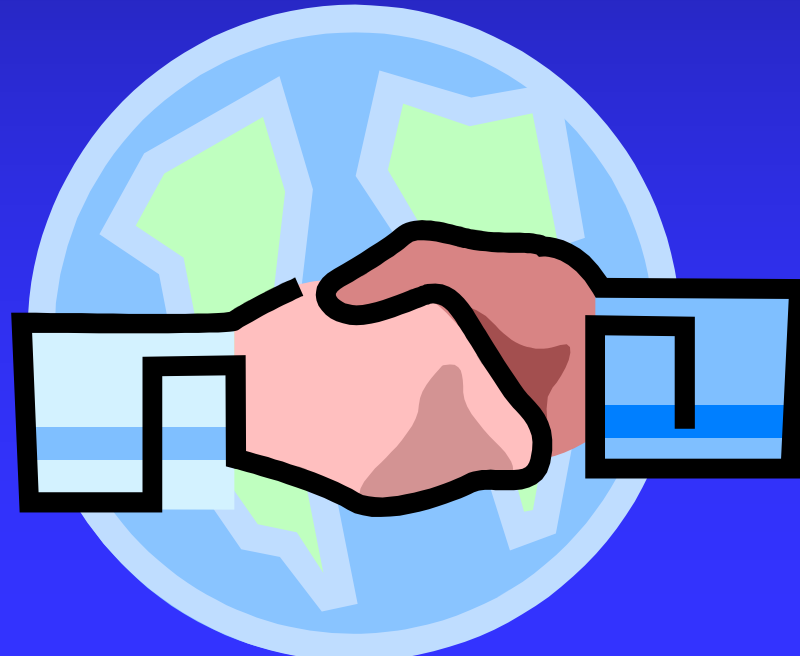
But it might  
be theirs.

~~goal: settlement~~

goal: productive  
dialogue

goal: empowerment &  
recognition

# 19 Facilitation Interventions see handout





# Identify and Critique, #1

“I think I’m a little lost. When you say ‘he only cares about the money,’ is it that you’re not trusting the real motivation? Can you help me understand what you mean here?”



## Identify and Critique, #2

“There seem to be some strong feelings right now. I hear a lot of interrupting and a few choice words. Anyone else seeing that?”



## Identify and Critique, #3

“Say some more about that.  
This seems to be a very  
important issue for you, and I  
want to be sure I understand  
where you’re coming from.”



## Identify and Critique, #4

“Mr. Smith, I’m not really comfortable with the way that was said. I know you have an important point you’re trying to make. Could you say it again, please, without the swear words?”



## Identify and Critique, #5

“This seems to be really hard for you, so what would you like to do next? Would you like to maybe take a break? Could a break maybe be helpful at this point?”



## Identify and Critique, #6

“Team, I’m sorry to interrupt you. Just wanted to check in and see how we are feeling about our discussions so far. I know I’ve been feeling a little uncomfortable with the tensions, and some of the ground rules are not being followed.”



# REFRAMING

“To you it’s just a job –  
you don’t care about my son.”

Why reframe this?



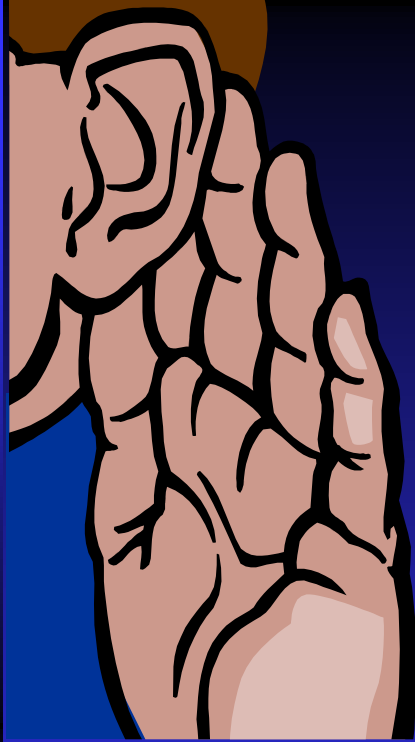
“To you it’s just a job –  
you don’t care about my son.”

How could it be said  
more positively?



“It’s important that the  
team does what’s best  
for the child. Is that  
what you mean?”





# Repeat for Recognition

How?

Simply repeat what you hear being said.

Example:

“Sounds like you see her as ‘always trying to get her way.’”

# How could we positively reframe this???

“I guess it’s important to feel like this process is one of sharing, right?”

Example:

“Sounds like you see her as ‘always trying to get her way.’”



# Steps to Reframing:

1. From negative to positive  
what they don't want to what they do
2. From polarity to unity  
what one wants to what all want



# Exercises in Reframing in pairs

**Ex #1:** “The only thing you care about is the money!”



# Exercises in Reframing

**Ex #2:** You all are gonna do what you wanna do no matter what I think.”



# Two-Step Reframing:

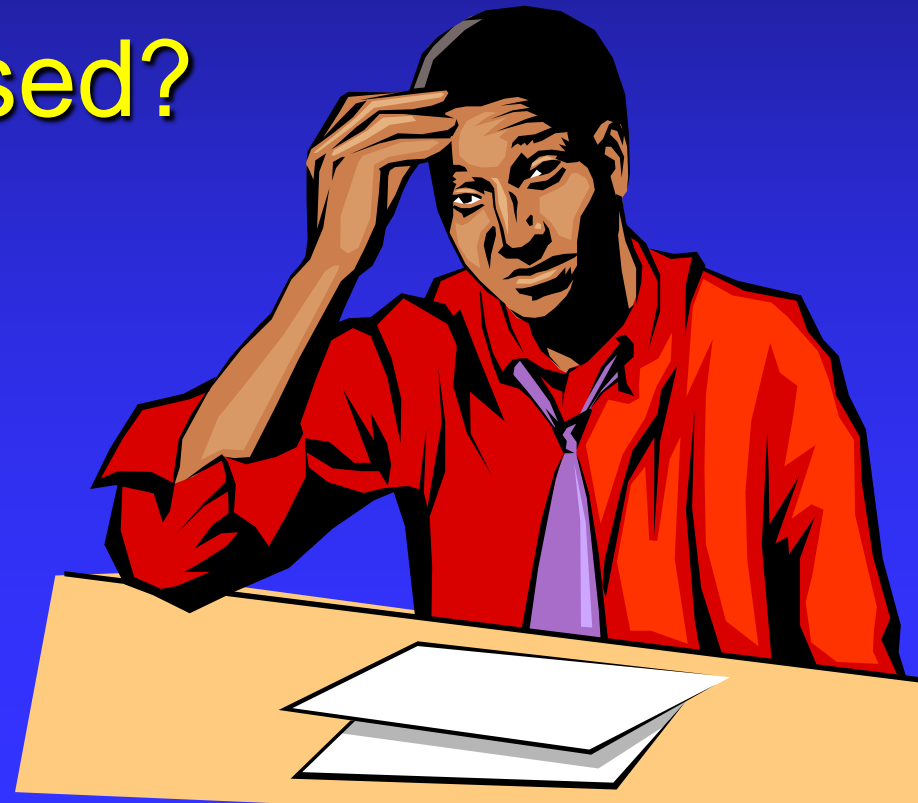
1. Another/ A different / A better way?
2. What would that look like?
3. So, are you saying...?



Note difference  
between one- and  
two-stage reframes.

# Showing Support of Feelings

How might you respond when:  
a participant seems  
confused?



# Showing Support of Feelings

How might you respond when:

a participant  
becomes  
withdrawn?





# Showing Support of Feelings

How might you respond when:  
a participant  
becomes tearful?



# Showing Support of Feelings

How might you respond when:  
a participant becomes  
very angry?



Imagine if you will...

1) As you describe your role as a facilitator, one of the participants say angrily, "I never knew you were coming. Nobody told *me!*"

How will you respond?

Imagine if you will...

2) You see that the team is agreeing to an IEP element that you know is in violation of federal law.

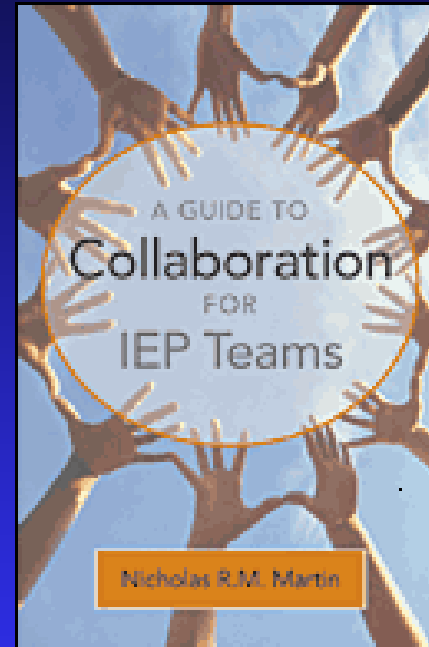
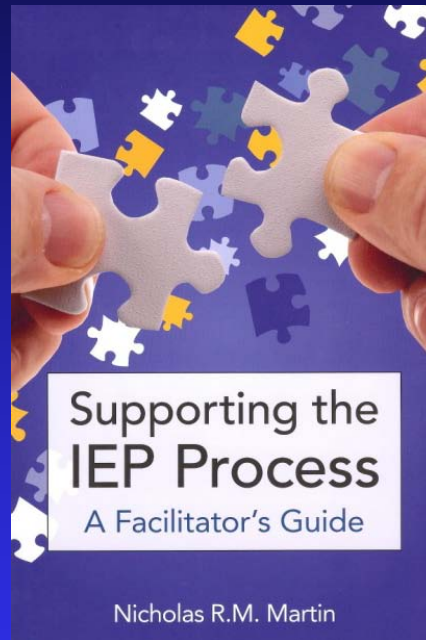
How will you respond?

Imagine if you will...

3) You believe the team is agreeing to an IEP element just to be finished and leave.

How will you respond?

# Suggested Follow Up Reading



Books and articles

Internet research

Others?

## In Conclusion

There are two ways  
of spreading light –  
to be the candle  
or the mirror that reflects it.



Edith Wharton  
*Vesalius in Zante*

# In Conclusion



As facilitators,  
you will do both.

