

**Administration on Community Living (ACL) No Wrong Door System
Person-Centered Counseling (PCC) Training Program**

Course Title: Person-Centered Thinking and Practices

**Lesson Number & Title: 10 Further Exploration of Everyday Learning
Approaches**

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Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 10 Further Exploration of Everyday Learning Approaches

Page No: 1

Narration:

Welcome to the lesson on Further Exploration of Everyday Learning Approaches. This lesson is part of the course on Person-Centered Thinking and Practices in the in the Person-Centered Counseling Training Program. Please review the information on this screen and go to the next page when you are ready.

Text:

Welcome!

Here is a description of the lesson you are starting:

Everyday learning skills are an essential part of person-centered thinking. They support learning about a good “to/for balance.” They can also be used to document learning, problem-solve, define common agendas, and negotiate solutions as needed. There are three different tools presented in this lesson: 4 +1 questions, what’s working/what’s not working, and the learning log. As with all approaches taught in this course, they are optional and not required. They may be used formally or informally. They are only used formally with people’s willingness and permission. These tools may be used by the professional alone, in groups with co-workers, with a person, or with others. They may be used for a variety of reasons beyond direct contact

with people seeking services (for example, to problem-solve a policy or practice issue). However, nothing about a person is placed in any formal record or used in anyway without their participation and approval. Practice with these tools can enhance the Person-Centered Counseling (PCC) professional's skills in helping people weigh pros and cons of their options (decision support).

Learning Objective

After completing this lesson:

You will be able to describe the three everyday learning tools used in this course and how they might influence practice.

To view course information, including On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click Lesson Information.

This course is one of the six foundational courses in the No Wrong Door System Person-Centered Counseling (PCC) Training Program meant to provide basic skill and knowledge related to the identified competencies for a PCC professional. Click on the box below to learn about how person-centered thinking approaches are infused throughout these courses.

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 10 Further Exploration of Everyday Learning Approaches

Page No: 2

Narration:

A key part of person-centered counseling to support people who must make decisions. Often these decision are made at a point of crisis. Providing information is part of this support. Engaging in discovery first helps clarify what is most important to the person. However, a process of evaluating and organizing what has been learned and what makes sense is often needed. These processes make next steps clearer. Everyday learning tools can support professional skills in these areas. Remember, as with all person-centered approaches, it is the person's view that will direct the outcome of decision-making. Please review the information on the page. When you are ready, go to the next page.

Text:

Everyday Learning Tools

Everyday learning tools are optional, but they may be helpful. They are meant to enhance your skills in problem-solving and learning. They help identify where things are now. They support the ability to organize and use what's you've learned. Like all the tools, you must use them in appropriate ways. People can be invited to participate but should not have to participate in any of these processes. You may use these processes informally in your everyday conversations with people, or you may work on your own to problem-solve or organize your thinking. However you need to check with people about the accuracy of any assumptions you make before acting. You first reviewed these tools in the lesson on An Overview of Person-Centered

Thinking Skills and Tools. A basics description was provided there.

Activity: A Review of Tools

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Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 10 Further Exploration of Everyday Learning Approaches

Page No: 3

Narration:

What's working and what's not working is a useful approach for getting a snapshot of where things are today. Whether done formally or informally, the Person-Centered Counseling professional may consider what words work best to elicit the information that will be most helpful. For example, using the words like: "What makes sense about this?" as opposed to "what's working?" can be a softer approach for some. Use words you feel will have the most meaning in considering how things are going. Please review the information on the page. When you are ready, go to the next page.

Text:

What's Working/Not Working

The what's working/not working tool is often used informally. A professional may simply ask: "Tell me more about that. What's making sense about that? Is there anything that doesn't make sense?" This approach can ensure that things that are working well are recognized and maintained. It also supports identification of areas that aren't working well and need to change. Used formally and with more than one person, the skill also helps you sort out points that may need to be clarified between people. As with other problem-solving tools, this can be used with people supported. However, it may also be used as a tool within the organization to identify and negotiate things that are working or not working.

Reflection Activity: Working/Not Working

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 10 Further Exploration of Everyday Learning Approaches

Page No: 4

Narration:

A working/not working approach may illuminate disagreements between people. It may require clarification or negotiation as necessary. When working with families you can view each individual in a family as a separate person you are supporting. They each have their own needs and desires. This process is voluntary on all parts. Disagreements do not always have to be resolved together. The process of gaining information and reviewing and selecting from options may help resolve some of these naturally. Your role is never to decide what's best. Your role is to listen, provide information, and help individuals refine their choices. People must solve their own problems in the ways they feel are best. Please review the information on the page. When you are ready, go to the next page.

Text:

Negotiation and Clarifying Disagreements

A great use of this approach is to gain more information about a situation. This is sometimes called “peeling the onion.” Start with careful clarification when there appears to be a disagreement. Simply clarifying perspectives can help people recognize or resolve issues. When using the working/not working tool formally, the following ground rules must be observed to make it effective.

<bullet> Facilitators must be able to reflect back each person's perspectives accurately, and everyone must feel heard.

- <bullet> Facilitators start the exercise on a common ground by pointing out what has already been agreed upon.
- <bullet> Facilitators help all participants remain unconditionally constructive. The goal is clear, fair communication about the issues, so avoid disparaging remarks or blaming.
- <bullet> Facilitators get everyone in the group to work in partnership and agree to keep the goal in mind.

You may also work with groups to develop their own ground rules about how they will treat each other when discussing issues they don't agree about. Posting these can be helpful to keep people on track. The working/not working approach is a way to make sure people are heard. It helps clarify what people agree upon and what they need to work on. It can't solve major issues of conflict. You will need other tools or strategies. Professional mediation, anger management, or conflict resolution support may be options.

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 10 Further Exploration of Everyday Learning Approaches

Page No: 5

Narration:

If more information is needed about an issue, what's working/not working can be broken down further. In fact it usually works best if the issue is more specific than global. However, there are other tools that can help with clarifying and organizing information as well. The 4+1 questions tool is another. Please review the information on the page. When you are ready, go to the next page.

Text:

The 4 + 1 Questions

This tool helps reinforce skills in evaluation and decision-making. It can help clear up what has been helpful and what is left to try. It can be used by individuals to clarify their thinking and plan for next steps. It can be used with planning teams or groups of coworkers as well. Here is the way it works:

Always start with a **specific** question to answer or dilemma to solve. From there ask:

1. What have I/we tried?
2. What have I/we learned?
3. What am I/ are we pleased about?
4. What am I/are we concerned about?

Once all those questions have been fully answered, the final question is answered: *Given your learning, what will you do next?*

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Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 10 Further Exploration of Everyday Learning Approaches

Page No: 6

Narration:

The 4 + 1 questions tool can be used directly with people. It can be a very powerful tool for analyzing approaches. Very often when facing a challenge, people forget all they have already tried. They don't take time to learn from what they have tried. Or they focus only on the things that didn't work or that still worry them. Taking time to go through the 4 + 1 questions can prevent this from happening. It can help clarify positive next steps to take and prevent sluggish progress to issues or need. Please review the information on the page. When you are ready, go to the next page.

Text:

The 4 + 1 Questions

People can get frustrated or be hasty in making decision. The 4 + 1 questions can slow people down. It can help them remember what is working.

Reflection Activity: Practicing the 4 + 1 Questions Exercise

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 10 Further Exploration of Everyday Learning Approaches

Page No: 7

Narration:

Strategies for exploring problems and perspectives such as working/not working and 4 + 1 questions are important. So is active reflection on practice and outcomes of our skills. This is one of the best ways to increase the depth of our skills and the speed of our learning. The learning log is the skill of reflective learning embedded into a form. Please review the information on the page. When you are ready, go to the next page.

Text:

Learning Logs

Much like the matching profile form and the communication chart, the learning log is a tool that may also be useful to providers of direct support. A Person-Centered Counseling (PCC) professional may be in a position to suggest a direct support provider use the learning log. This can help teams learn more about what's important *to* a person and the correct "to/for balance." In addition, a PCC professional may use the form to help with their own learning.

Activity: Practicing the Learning Log

Directions: To learn more about what is captured and its value, click on the learning log graphic to review a learning log. "Click on the "My Notes" icon at the top of the screen to use the electronic journal or use your own notebook to answer the following reflection questions.

1. List out 3-4 things that are important *to* Charlie.
2. List out 2-4 of Charlie's strengths.
3. List 1-2 things the staff plans to change in the future based on what they learned.

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Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 10 Further Exploration of Everyday Learning Approaches

Page No: 8

Narration:

As you can see from the previous page, using a learning log encourages tracking helpful details. It discourages documentation of opinions. It helps people reflect on what is most important to people and how to change their own behavior to make that happen. Learning logs can also be a professional development tool. You can track your own reflective learning on them. Please review the information on the page. When you are ready, go to the next page.

Text: Learning Logs

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 10 Further Exploration of Everyday Learning Approaches

Page No: 9

Narration:

Congratulations! You have now finished the lesson. Let's take a few moments to review the key ideas and learning objectives. Discovery is a very important process. However, organizing and capturing what we have learned helps discovery lead to more valuable outcomes for the person. The everyday learning tools support development of skill in person-centered learning from past experiences. They help us hold on to what's working while refining our approach. They can be used with people seeking services. They can also be used with coworkers or for your own development and problem-solving. They can be done formally or informally. Participation of people seeking services is always voluntary. They maintain choice, control and direction throughout.

Please review the information on this page. You can also review the content as needed by using the "Left Arrow" icon at the bottom of the screen. This will take you back through the lesson. You may take the test now, later, or as requested by your employer. Good luck and thanks for completing the lesson!

Text:

Conclusion and Lesson Review

<bullet> Everyday learning is essential to providing human services. Not

every situation has an immediate or obvious solution. Despite good discovery, there is often more to find out.

<bullet> Decision support often includes education. But it can also include problem-solving and negotiating. Three tools were reviewed that can help the Person-Centered Counseling (PCC) professional hone their skills in this area include the following:

<sub-bullet> The what's working/not working tool is helpful for building common agendas and capturing what's happening now. It can engage multiple views and support negotiation as needed.

<sub-bullet> The 4 + 1 questions provide a way of analyzing past attempts to solve a problem and making informed decisions about next steps. They can be used by individuals or groups.

<sub-bullet> The learning log is a structured and purposeful way of learning from daily interactions and recording learning over time. PCC professionals may use this to track their own learning regarding implementing new skills.

Reflection on Learning Objectives

Directions: Review the objective(s) on this page. When you are done click on the "My Notes" icon at the top of the screen to use the electronic journal or use your own notebook. Write down your answers to the following questions.

1. What did you learn in this lesson that you felt was important?
2. What will you do differently because of the content in this lesson?

Learning Objectives

After completing this lesson, you will be able to describe the three everyday learning tools used in this course and how they might influence practice.

If you are ready to take the test, click on the "Take Test" tab. You can also take the test later: It will be available from your "Personal Page." To access it, click on the "My eLearning Lessons View" button. Choose the lesson title from the list of assignments, and then click on the "Start the Lesson" button at the bottom of the screen. Click the "Take Test" tab to start the test.

We recommend that you complete the On-the-Job Training Assessments and Portfolio Assignments for this lesson. They will help you demonstrate competencies for the ideas presented. To view On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click “Lesson Information.”

Again, congratulations and good luck!

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