



Girls Circle Facilitator Training Course Outline

2 Days, 13 Hours of Instruction, 13 CEU's, 1 College Credit Offered

Course Subject Matter: Initial training workshop that provides a comprehensive course on the Girls Circle model for participants of all experience levels and solidly sets the foundation for implementing dynamic female responsive programming via Girls Circle support groups. *Workshop facilitators use an experiential model of learning to include lecture, demonstration, group discussion, case studies, simulation, small group interaction, and brainstorming to stimulate participants' learning.*

The subject matter relates to the scope of practice of correctional staff in its particular attention to girls' developmental stages and needs, building staff skills on how to promote girls' critical thinking in regard to their behavior and choices, offers an approach that increases positive connections as they pertain to girls' healthy relationships with adults, peers, and community for the purpose of helping girls to take full advantage of their talents, academic interests, career pursuits, and potential for healthy relationships.

DAY ONE – GIRLS CIRCLE TRAINING

Title	Description and Objectives
Opening	Welcome and Introcution, Agenda, Group Icebreaker Creation of Training Community Guidelines Trainers will role model the relational and strengths-based approach and develop guidelines with participants as a “training community” – guidelines will be implemented, reviewed, and discussed throughout the training.
Philosophy & Rationale of Girls Circles	Current research and relational issues affecting girls – the need for a “safe space.” Explanation of “resiliency” and “relational” models and how it applies to the context of a girls’ circle support group, “circle” versus “ordinary” communication, developmental stages of adolescent girls.
Six-Step Circle Format – How and Why It Works	Presentation of the Six Step Basic Circle Format to create safety and bonding; combining verbal and creative activities. The format will be practiced and experienced by all participants in small groups followed by a de-briefing session to capture the participants’ feedback and response.

The Primary Role of the Facilitator	Defining and clarifying the role of the facilitator, legal and ethical considerations, confidentiality and its limitations, preventions and interventions to respond to harmful and high-risk situations. <i>An interactive “game” will be conducted.</i>
Principles of Group Communication	Principles used to establish bonding, trust, and group cohesion; how to present the guidelines, using a strengths-based approach, methods to establish commitment and adherence to these principles.
Methods for Handling Challenging Group Dynamics	Effective strengths-based strategies to manage group dynamics, minimize disruptions, and maximize cohesion; stages of group development, conflict resolution A video of a Girls Circle with common group dynamics will be shown followed by review and debrief of relational, strengths-based approaches.
DAY TWO – GIRLS CIRCLE TRAINING	
Opening	Opening, Agenda, Announcements, De-Brief of Day One
Research Outcomes and Evaluation	Research outcomes on the Girls Circle model from 2004 to present, general guidelines for collaborating on research, introduction of the Girls Circle Survey tool.
Effective Facilitation Skills	The “Art of Facilitation,” setting expectations and objectives, question/answer techniques to encourage critical thinking, behavior choices, and decision making; effective listening skills, motivational interviewing strategies, modeling effective group behavior, and pitfalls to avoid.
How to Shape and Hold Lively Group Discussions	Presentation of the Girls Circle Association “Group Discussion Model,” open, structured and experiential models of discussion, advantages of group discussion, preparation to lead a discussion, and techniques for making discussions engaging and lively to promote critical thinking in girls’ lives.
Effective Group Facilitation Skills Practice	Each participant practices the “group discussion model” by leading a small group discussion followed by constructive feedback from the facilitators and their peers. (To be continued after break.)
Review	Review and debrief of Group Discussion model, question and answer.
Closing	De-brief and Large Group Closing Activity - Application of learning to setting. Evaluations and Certificates.



The Council Facilitator Training Course Outline

2 Days, 13 Hours of Instruction, 13 CEU's Offered, 1.5 College Credits Offered

Course Subject Matter: The workshop provides a comprehensive course on The Council model for participants of all experience levels and solidly sets the foundation for implementing a dynamic strengths-based group approach to promote boys' and young men's safe, strong and healthy passage through pre-teen and adolescent years. The training incorporates a relational-cultural framework and masculinity research practices to help staff build on boys' abilities and create opportunities for resilient actions and relationships in boys and young men's lives. *Workshop facilitators use an experiential model of learning to include lecture, demonstration, group discussion, case studies, simulation, small group interaction, and brainstorming to stimulate participants' learning.*

The subject matter relates to the scope of practice in community based settings and juvenile justice in its particular attention to boys' developmental stages and needs, building staff skills to meet a core developmental need in boys for strong, positive relationships. The Council recognizes boys' strengths and capacities, challenges stereotypes, questions unsafe attitudes about masculinity, and encourages solidarity through personal and collective responsibility. Staff will learn how to create a healthy and structured environment whereby boys and young men can gain the vital opportunity to address masculine definitions and behaviors and build their capacities to find their innate value and create good lives, individually and collectively.

DAY ONE – THE COUNCIL FOR BOYS AND YOUNG MEN TRAINING

Title	Description and Objectives
Opening	Welcome and Introduction, Agenda, Group Icebreaker Creation of Training Community Guidelines <i>Trainers will role model the relational and strengths-based approach and develop guidelines with participants as a “training community” – guidelines will be implemented, reviewed, and discussed throughout the training</i>
Theoretical Framework of The Council	Masculinity theory research and practices, building on boys abilities for resiliency, the relational-cultural framework of working with boys, young men's identity formation with a perspective on socio-cultural and ethnic identity, brain development, rites of passage, traumatic experience, and gender-specific development. Strategies address “what works with boys.”
The Council Model	Presentation of the overall structure and framework of The Council, including the Seven Step Council Format to create structure, security, and boys' connection; combining verbal, creative, and physical activities to encourage boy's self-expression, help boys to identify and normalize a full range of emotions and perspectives, and make decisions in a respectful, nonjudgmental community. Recommendations for specific age levels and strategies for developmentally matched strategies. <i>The format will be practiced and experienced by all participants in small groups followed by a de-briefing session to capture the participants' feedback and response.</i>

The Primary Role of the Facilitator	Defining and clarifying the role of the facilitator regarding legal and ethical considerations, confidentiality and its limitations; responding to high risk situations. Recognizing group stages of development and understanding the facilitator's role and tasks to promote healthy interactions and functioning at each stage of group development.
The Council Agreements: Promoting Respect in the Group	Foundational principles and group agreements used to promote pro-social behaviors and values, helping boys to become allies with one another and within all of their relationships, building trust, and group cohesion; how to engage boys and young men to develop group agreements using a strengths-based approach, methods to establish commitment and ownership of the agreements.
Challenging Behaviors: Anticipating, Reducing and Responding Effectively	Effective strengths-based methods to manage common difficult group dynamics, preventions and interventions to meet the different demands and behaviors of boys; promoting safe and healthy behaviors, minimizing disruptions and maximizing cohesion. <i>Participants and facilitators will role-play challenging group dynamics and practice resolving difficult behaviors within a group setting.</i>
DAY TWO – THE COUNCIL FOR BOYS AND YOUNG MEN TRAINING	
Opening	Opening, Announcements, De-Brief of Day One
Preliminary Outcomes and Participating in The Council Research and Evaluation	Presentation of pilot study outcomes. How to participate in a national study of The Council programs in conjunction with Portland State University, administrative procedures, research protocol, measuring boys' attitudes and behaviors - especially related to risk and protective behaviors associated with violence prevention, substance abuse prevention, and interpersonal skills.
Effective Facilitation Skills	The “Art of Facilitation,” setting expectations and objectives, question/answer techniques to encourage critical thinking, behavior choices, and decision making; effective listening skills, motivational interviewing strategies, modeling effective group behavior, and pitfalls to avoid.
Promoting Dialogue and Discussion	Engaging and promoting dialogue and reflective discussion with boys and young men, presentation of the “Experiential Group Discussion Model,” open, structured and experiential models of discussion, advantages of group discussion, preparation to lead a experiential activity and reflective discussion, and techniques for making discussions engaging and lively to promote critical thinking in boys’ lives.
Effective Group Facilitation Skills Practice	Each participant practices the “experiential group discussion model” by leading a small group activity and reflective discussion followed by constructive feedback from the facilitators and their peers.* <i>Experiential practice is continued throughout most of Day 2 followed by de-brief.</i>
Review	Review and debrief of Experiential Model, question and answer.
Closing	De-brief and Large Group Closing Activity.



Advanced Girls Circle Facilitator Training Course Outline

2 Days, 13 Hours of Instruction, 13 CEU's, 1 College Credit Offered

Course Subject Matter: The Girls Circle Advanced Training workshop offers advanced facilitator skills and techniques in managing dynamics, influencing change, and motivational interviewing. The training is a 2-day workshop that includes “experiential,” interactive activities and role-playing opportunities to provide participants with the necessary skills to confidently and competently facilitate and run effective programming for girls. *Workshop facilitators use an experiential model of learning to include lecture, demonstration, group discussion, case studies, role-plays, small group interaction, and brainstorming to stimulate participants’ learning.*

The subject matter relates to the scope of practice of correctional staff in its particular attention to girls’ misbehavior and faulty unconscious beliefs, the goals of misbehavior, and builds staff skills on how to identify personal barriers to effectiveness, and practice strengths-based approaches to handling difficult misbehavior and group dynamic challenges. Day Two covers the “Stages of Change” and its cyclical nature, advanced listening techniques, motivational interviewing theory to promote girls’ critical thinking in regard to their behavior and choices.

DAY ONE – ADVANCED GIRLS CIRCLE TRAINING

Title	Description and Objectives
Opening	Welcome and Introduction/Group Icebreaker
Theory of Misbehavior in Groups	Understanding the theory of misbehavior, faulty unconscious beliefs of girls, avoiding facilitator emotional responses. How to remain neutral and effective in order to enforce guidelines, establish respect and trust.
Four Main Goals of Misbehavior	Four main goals of adolescent misbehavior: Attention, Power, Revenge and Display of Inadequacy. Understanding of Girls’ mistaken beliefs, practice in utilizing practical and positive, effective “preventions” “and interventions” when faced with misbehavior.
Facilitator Role-Plays of Group Dynamics	Facilitators role-play common group dynamics that portray girls seeking Attention, Power, Revenge and Display of Inadequacy. Role-plays are analyzed, behaviors are identified, and methods of prevention and interventions are discussed.
Preparation for Participant Role-Plays	Identification of each participant’s specific, personal challenges and barriers to effectiveness, identifying facilitator emotional responses, “goals” of girls’ behavior, and prepare role-plays to practice preventions and interventions.
Participant Role-Plays in Small Groups	Role-plays will be conducted in small groups. Each participant will be required to practice strengths-based preventions and interventions followed by trainer and peer feedback.
Wrap up and Closing	Summarize key training points of Day One and Closing Circle.

DAY TWO – ADVANCED GIRLS CIRCLE TRAINING

Opening	Opening Reading, Announcements, De-Brief of Day One
Advanced Listening and Reflective Listening Techniques	<p>Reflective listening skills vital to a facilitator’s success in motivating change and leading girls through critical thinking and self-motivation to change. Types of reflective listening techniques, and understanding the roadblocks to listening.</p> <p><i>Participants will practice listening skills in small groups to include simple reflection, paraphrasing, double-sided reflection, exaggerated reflection and reflecting intention.</i></p>
The Six Stages of Change	Understanding the Six Stages of Change: Contemplation, Determination, Action, Maintenance, and Relapse. Knowledge of the cyclical nature of change in human behavior, how a facilitator’s characteristics and behavior can be influential through the change process.
Motivational Interviewing Theory	Understanding motivational interviewing theory in the context of support groups. Outline of opening strategies, exploring and defining ambivalence to change, exploring the motivation to change, and defining self-change statements; when and how to help with decision making. Trainers will role-play all strategies.
Facilitator Role-Plays	Trainers will role-play Motivational Interviewing strategies.
De-Brief	De-Brief of Role Plays
Large Group Practice	Two large groups with one trainer in each group will practice utilizing M.I. Techniques
Participant Practice in Small Groups – M.I. Strategies	Participant role plays using advanced reflective listening techniques, opening strategies, exploring ambivalence, identifying motivation to change, and recognition of self-change statements in order to support decision making. Trainer and peer evaluation and feedback.
De-Brief	De-brief small group work.
Closing	Closing Comments, Wrap Up, Evaluations, and Certificates



Mother-Daughter Circle Training Course Outline

1 Day, 6.5 Hours of instruction, 6.5 CEU's Offered

Course Subject Matter: This workshop prepares facilitators to offer a Mother-Daughter Circle program for mothers or female caregivers and girls 11 – 18 years of age in their communities, utilizing the program, *Heart of the Matter*. The training prepares facilitators intellectually, emotionally, experientially, and logistically to provide a quality prevention or intervention program to strengthen bonds between girls or young women and their mothers or female caregivers during the transitional adolescent years.

The workshop follows the 8-Week curriculum that integrates the Girls Circle model and best practice parenting approaches. Participants will understand the tasks and develop the skills to promote empathy, positive female identity, healthy responses to stress, quality communication skills, and effective parental limit setting. Participants will prepare to utilize demonstrations and role plays, trust activities, discussions, reflective listening, affirmations, I messages, open ended questions, and application of the 5 S.T.E.P.S.[™] for navigating the relationship through the challenges and changes of the mother-daughter relationship during adolescence. *The workshop incorporates a variety of learning methods including large group presentations and discussions, small group activities, trainer demonstrations, role play, small group skills practice.*

MOTHER-DAUGHTER CIRCLE TRAINING

Opening	Welcome, Introductions and Icebreaker Community Expectations and Objectives
Presentation of Training Objectives	<ul style="list-style-type: none"> • To understand the purpose, goals, and strengths-based approaches of the Mother Daughter Circle • To prepare participants to effectively facilitate the Mother-Daughter Circle curriculum: <i>Heart of the Matter</i> • To recognize and understand the powerful connection to the mother-daughter bond, its' many variations and experiences, and how these experiences influence facilitator effectiveness as well as potential circle participant experiences • To understand and develop specific facilitator skills for application in the Mother-Daughter Circle
Mother-Daughter Themes, Stories	<ul style="list-style-type: none"> • Identifying beliefs and behaviors associated with the relationship. • Telling facilitators' own stories; commonalities and differences; female role expectations and intergenerational messages; • Understanding the impact of the relationship; understanding barriers and supports to the relationship; • Preparing to support and recognize mothers/female caregivers/and girls with their emotional experiences.

Patterns of Communication and Interaction	<p>Understanding ineffective and effective methods of communication.</p> <ul style="list-style-type: none"> • Role Plays – Identification of Patterns • Review and Group Discussion: Communication Tools – <i>Reflective Listening, I Messages, Affirmations, Open Ended Questions</i> • Coaching families through Conflict with Communication Tools
Promoting Trust through Consistency and Skills Empowerment	<p>Recognizing the need and process for trust development</p> <ul style="list-style-type: none"> • Trust Activity • The 5 S.T.E.P.S. process to set clear expectations, respond effectively, meet developmental and relational needs and demonstration • Small Group Skills Practice • Yoga Posture for Balance
LifeMap Activity	<p>Become familiar with LifeMap activity purpose and application to mother-daughter relationship</p> <ul style="list-style-type: none"> • Modified Activity • Sharing and Exploration of Connection Points • Focus on Bonds, Repairs, Strengths
Implementation Planning	<p>Strategies, guidelines for organizations and individuals to implement the <i>Heart of the Matter</i> program in their communities.</p> <ul style="list-style-type: none"> • Communicating with Parent communities and youth-serving organizations • Strategies for feasibility with busy or tired families • Cultural competencies • Co-facilitation tools
Closing	<p>De-brief, Application, Closing Activity. Evaluations, and Certificates.</p>



Motivational Interviewing Course Outline

2 Days, 13 Hours of Instruction (CEU's not currently offered for this course; in application process)

Course Subject Matter: The workshop provides a comprehensive course on guiding principles, strategies and skills for incorporating motivational interviewing techniques in client-centered work with adolescent males and females with particular focus on creating opportunities for behavior change. Participants of all experience levels are introduced to the foundation, theories and framework for implementing a dynamic strengths-based strategy for reducing risks and enhancing strengths in clients identified with compelling risk factors that may increase risk behaviors or lead them into the criminal justice system. Workshop trainers use an experiential model of learning to include lecture, demonstration, group discussion, case studies, simulation, small group interaction, and brainstorming to stimulate participants' engagement and learning, while increasing capacity and confidence.

The subject matter relates to the scope of practice in community based settings and juvenile justice in its particular attention to various treatment modalities including both individual and group experiences and approaches designed to create opportunities for young people to assume responsibility for their behaviors, establish personal and collective responsibility, and practice restorative principles.

Motivational Interviewing Training is building staff skills to meet a core developmental need to build rapport with clients, engage them in treatment and/or intervention, explore clients' ambivalence, motivate clients towards behavior change, and support efforts to reduce risk behaviors by acknowledging and enhancing natural capacities and assets.

Staff will learn how to engage clients in a healthy relationship, experience modeling of all strategies and skills by the trainer, practice skills and strategies, identify areas of strength and competency, identify areas of challenge and development, and set goals for implementation and practical application within their service delivery model.

DAY ONE – MOVITVATIONAL INTERVIEWING TRAINING

Opening

Welcome, Introductions, Agenda, Group Agreements

Training Objectives

- Establish framework for use of MI approach by agency/program staff
- Promote competent understanding of MI techniques and the rationale for use with tools in assessment, treatment planning, case management, and discharge planning;
- Provide practical learning experiences for skill development in MI strategies and application;
- Model a strengths-based approach in the spirit of MI training and staff coaching.

Spirit of Motivational Interviewing	M.I. Framework, Theory and Principles
Stages of Change	Understanding Stages of Change Trans-theoretical Model and Identifying Stage of Change
Motivational Interviewing Principles	Definition of MI and General Principles (DEARS, RULE)
MI Strategies & Techniques	<ul style="list-style-type: none"> • Open Ended Questions • Affirmations • Reflections • Summarizations • Eliciting Change Talk
DAY TWO	
Spirit of MI	<ul style="list-style-type: none"> • Incorporating the spirit of MI • Strengths-Based Approach & Client Management • Engagement: Exploring & Eliciting Strengths • Use of Scales: Importance, Readiness, Confidence
MI Skills Practice	Individual and Small Group preparation, practice sessions, and reflection.
Elicit Motivational Statements	Commitments to skills application in service delivery.
Closing	Debrief, Closing, Evaluations, and Certificates