

Person-Centered Thinking and Practices

10 Further Exploration of Everyday Learning
Approaches



Introduction

These slides contain content adapted from the Administration for Community Living's Person Centered Counseling Training Program. The content includes text and narration from online courses. To view original content or for more information, please visit nwd.acl.gov or contact NoWrongDoor@acl.hhs.gov.

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Welcome! (1/3)

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.

Welcome! (2/3)

These tools 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).

Welcome! (3/3)

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.

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.

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.

Negotiation and Clarifying Disagreements (1/3)

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.

- Facilitators must be able to reflect back each person’s perspectives accurately, and everyone must feel heard.
- Facilitators start the exercise on a common ground by pointing out what has already been agreed upon.

Negotiation and Clarifying Disagreements

(2/3)

- Facilitators help all participants remain unconditionally constructive. The goal is clear, fair communication about the issues, so avoid disparaging remarks or blaming.
- Facilitators get everyone in the group to work in partnership and agree to keep the goal in mind.

Negotiation and Clarifying Disagreements (3/3)

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.

The 4 + 1 Questions (1/3)

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.

The 4 + 1 Questions (2/3)

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?

The 4 + 1 Questions (3/3)

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.

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.

Conclusion and Lesson Review (1/3)

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. Decision support often includes education. But it can also include problem-solving and negotiating.

Conclusion and Lesson Review (2/3)

Three tools were reviewed that can help the Person-Centered Counseling (PCC) professional hone their skills in this area include:

- 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.
- 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.
- 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.

Conclusion and Lesson Review (3/3)

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.

Reflection on Learning Objective

Directions: Review the objective(s) on this page. 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?