

MAP facilitators guide

(Snow, Forest & O'Brian)



A guide for facilitators:

Listen to the story, elicit dreams and nightmares, explore identity, gifts and needs, enrolment and action planning

Welcome and Radical Hospitality

Setting a good tone means getting the welcome right.

Work hard on creating a comfortable horseshoe of chairs, a friendly atmosphere and plenty of drinks and snacks for everyone. Think what it takes to ensure the person at the heart of this feels as comfortable as possible. What or who will they need to be present?

Make sure you are in the most inclusive, least ‘special’ location. Who hosts is likely to have most ownership of the outcomes. This is a tool for inclusion.

Begin with introductions or by the group milling around and meeting – ask each participant – ‘who are you in relation to the person whose MAP we are creating?’

Use props to create a non-judgmental, jargon-free atmosphere where we try to let the past stay behind us. Judges wig, Ball and chain and Squeaky chicken should help.

What is a MAP?

This first question warms up the group. Ask people to think of words or images to describe a good map. The answers they come up with are all recorded on the graphic. Ideas such as 'colourful' or 'show more than one route' or 'helps people see where they are now and where they need to go', sum up the essence of the meeting and what our MAP should achieve.

MAP facilitators guide *continued*



1 What is the 'Story'?

Start with the person – what story do they tell?

This step allows the person and those who have known them a long time to describe what has happened to them in the past. The past can be a surprise or shock to others at the meeting and can sometimes help make sense of the present. Other people may become more aware of how much loss the person has suffered in their life, or perhaps how much of her life has been spent in segregated settings.

Always go back as far as possible – to birth or even pregnancy to really get the long view. Ask for both happy and sad events. Work through the years bringing in group members as they became naturally involved in the person's life story. Try and get most people to say something.

The graphic facilitator should summarise the story for the group and then a 'therapeutic line' should be named and drawn around the past. 'You choose what you take into the future'.

2 The Dream

Dreaming is central to the MAP process.

Use visualisation or prompts to help 'cook' the dream – what does the group imagine the future will look like if everything is on track for the person. Ask the person to describe personal dreams for the future. Guide the person to thinking about people, places and activities in the future. What would you love to see happening?

The graphic facilitator draws this information on the paper as the person talks, respecting respecting their words and images. Involve the rest of the group, starting with those who love the person most but always check back with the person. Sometimes people will choose to dream metaphorically. Whichever way the dreams are expressed they should be listened to, accepted and never judged or analysed. The dream guides and gives direction to the rest of the process. Graphic facilitator gives feedback what is noticed. What do they notice about the dream? What is happening in the room?

MAP facilitators guide *continued*

3 The Nightmare

This section can generate as much energy as dreaming but should be much briefer – 5 minutes is plenty. Just as dreaming gives the group something to work towards, naming the nightmares gives the group something to push away from. Although this step can be difficult for people, it is useful in allowing the group and the individual to express their worst fears and have them acknowledged. It may become clear that the person is living their nightmare now. Parents often carry deep fears of their child being segregated or imprisoned for life. This is about giving permission to be as negative as possible about the future. Make sure the elephant in the room is named! Do not discuss any of this – just name it and record it.

4 Values

Listen out for core values while people talk about the dream and write them in bricks at the bottom right hand side of the graphic.

The graphic facilitator can summaries these after the dream and nightmare sections.

5 Exploring identity/Who is the person?

Ask people to give words or metaphors, or analogies, which occur to them when they think of the person – words which sum up her character. ‘She is like a lioness!’ ‘He is like the sun shining through on a cloudy day.’ This is often a very affirming process for the person and her family. This can be done as an activity with post it notes – each written individually then read back. The process facilitator can then ask the group to stick their notes up on the graphic in this section.

6 What are their gifts, strengths and talents?

Ask the group to describe times when the person is really at their best. Ask them what draws them to the person. List the person's gifts, strengths, interests and talents. This step reverses the usual process of focusing on the person's problems and instead looks for the positive things that can be built on in the action plan. If you are working with a team / service you can regroup into a spiral shape and take their views one at a time - writing it up as a spiral shape on the graphic. you can also create a relaxing atmosphere by playing gentle music during this step.

7 What does the team need?

To achieve the dream and avoid the nightmare

Help people think about the people and resources needed to help the person move towards the dream and away from the nightmare. List the needs – being realistic as you go; this not dreaming. The graphic facilitator should should recap these for the group to help inform the action planning.

Be careful that this does not become a list of medical model needs for the person (e.g. 10 hours teaching assistant time).

MAP facilitators guide *continued*

Remind people to that this is the work of the team. Ask what can the wider team do individually or collectively to propel the person towards the dream, making use of the capacity named earlier. Offers can be collected and refined here as well as helping the group be really clear what it will take for real progress to a better life will take.

8 Action Plan and First Steps

The facilitator has to be clear and assertive in these steps. Ask the group to name specific actions they are going to take over next 7–10 days. No good intentions or actions for someone else. Prompt people to be specific – where, when – with whom.

The person is asked to name one or two first small steps that she will take in the next 5 days.

Review: Agree a date for a follow up meeting e.g. 6 months time.

Final Reflections

Ask everyone who can to stand and to form a standing horseshoe in front of the MAP.

Summarise the highlights of the MAP in a few positive sentences then ask each person to share one word or a short phrases as to 'what does the MAP mean to you?'

Roll up the MAP and present to the person! Job done

