

TAKING ACTION
FOR HARD-TO-REACH,
ISOLATED FAMILIES

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2

A FACILITATOR'S GUIDE TO THE **CONSTELLATION** APPROACH



Intended for organizations that wish to
reflect as a team on how to improve their
practices so they can effectively engage
with hard-to-reach, isolated families.

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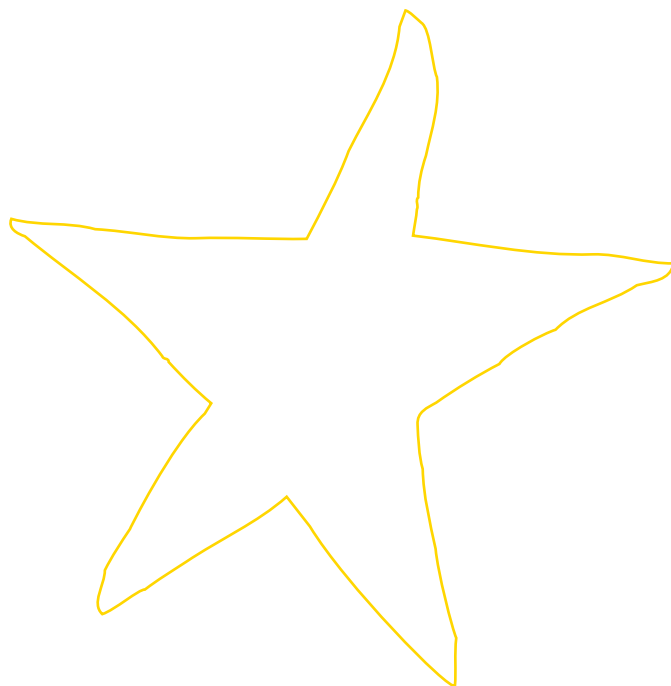
A PROJECT:



MADE POSSIBLE WITH THE GENEROUS SUPPORT
AND FINANCIAL ASSISTANCE OF:



AVENIR D'ENFANTS
DES COMMUNAUTÉS ENGAGÉES



Produced by Horizon 0-5
as part of the Constellation Project:
*Taking action for hard-to-reach,
isolated families*

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Whenever possible, inclusive gender references have been used throughout the
text. Any specific references in the masculine form are intended to be inclusive.

This document can be accessed on the Constellation Project website
(www.projetconstellation.com).

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AN OVERVIEW OF THE CONSTELLATION PROJECT

Would you like to know your organization's strengths and weaknesses so you can more effectively engage with hard-to-reach, isolated families in your territory? Do you want to mobilize the members of your team, harness their experience and equip them with practices that have proven effective? Then this is the right approach for you!

A BRIEF HISTORY

Approach grew out of a project **initiated by Horizon 0-5**, a regional early childhood development partnership group based on the island of Montréal. Horizon 0-5 came into being as the result of the school readiness summits held in 2009. The Project sought to address the concerns of Montreal-based early childhood development actors who had voiced their desire to more effectively engage with hard-to-reach, **isolated families** with young children. The Project aimed to advance the well-being and educational achievement of Montreal children aged 0 to 5 by reinforcing their empowerment and taking concerted action at the regional level in collaboration with local communities.

During the first phase of the Project, 34 **strategies** for engaging with hard-to-reach, isolated families were collected with the participation of community organizations, institutions, daycare centres and partnership groups. Since the realities of individual organizations can greatly vary, a second project phase was added. This led to the identification of eleven success factors that can be adapted to different contexts.

The **success factors** were grouped into three distinct components: intervention, learning processes and organizational culture. The three components are nevertheless interconnected, meaning that acting on one can also have an effect on the others. Moreover, to gain a comprehensive overview of the recommended practices, it is crucial to reflect on all three component categories simultaneously.

The **Constellation Approach** that you are about to discover concerns itself with the adaptation of approaches and practices. You will be able to pinpoint your strengths and weaknesses in relation to the success factors, which have been proven effective by numerous organizations to date. You don't need to be an expert to be able to adopt the Constellation Approach. Essentially, it is a collective approach to reflecting on your practices!

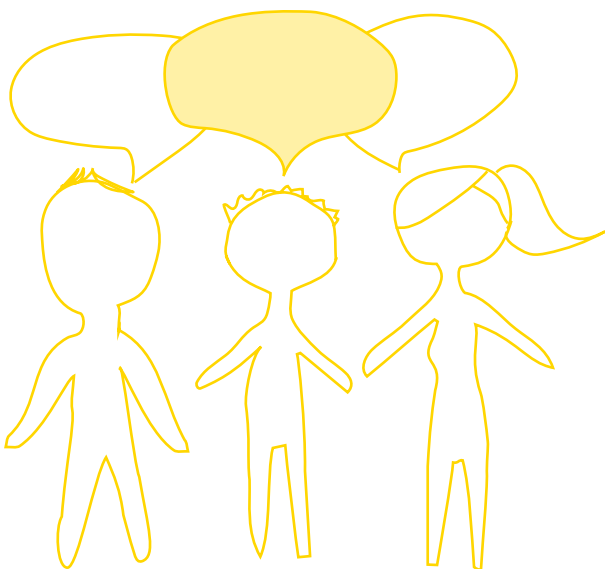
THE CONSTELLATION APPROACH

ADAPTABLE STEPS

The *Constellation* Approach is structured into a logical sequence of activities that are explained in the activity sheets. Each one takes approximately two hours to do but may also be carried out in smaller sections spread over several meetings or in the course of an entire day. It is up to you to choose the pace best suited to your team and organization. A snapshot of the Approach is introduced on the next page.

The **activities** are designed for groups of 6 to 12 individuals. You are nevertheless free to make slight changes and adapt them for a smaller work team, for example by omitting the sub-group stage.

The **living document**, which serves as a collective logbook, will allow you to track your progress. If possible, attach it to the wall for the duration of the process so it can stimulate further reflection.



RECOMMENDED APPROACH: SHARED LEADERSHIP

Since organizations often lack time and in view of the size of the task at hand, we suggest you set up a **steering committee to lighten the workload**. It should consist of two or three individuals and may include employees, management staff or members of the board of directors.

The committee's main tasks are to plan the meetings, present the Approach to the team, and find suitable individuals to assume the following roles:

- ➔ Facilitation
- ➔ Time management
- ➔ Living document
- ➔ Materials preparation

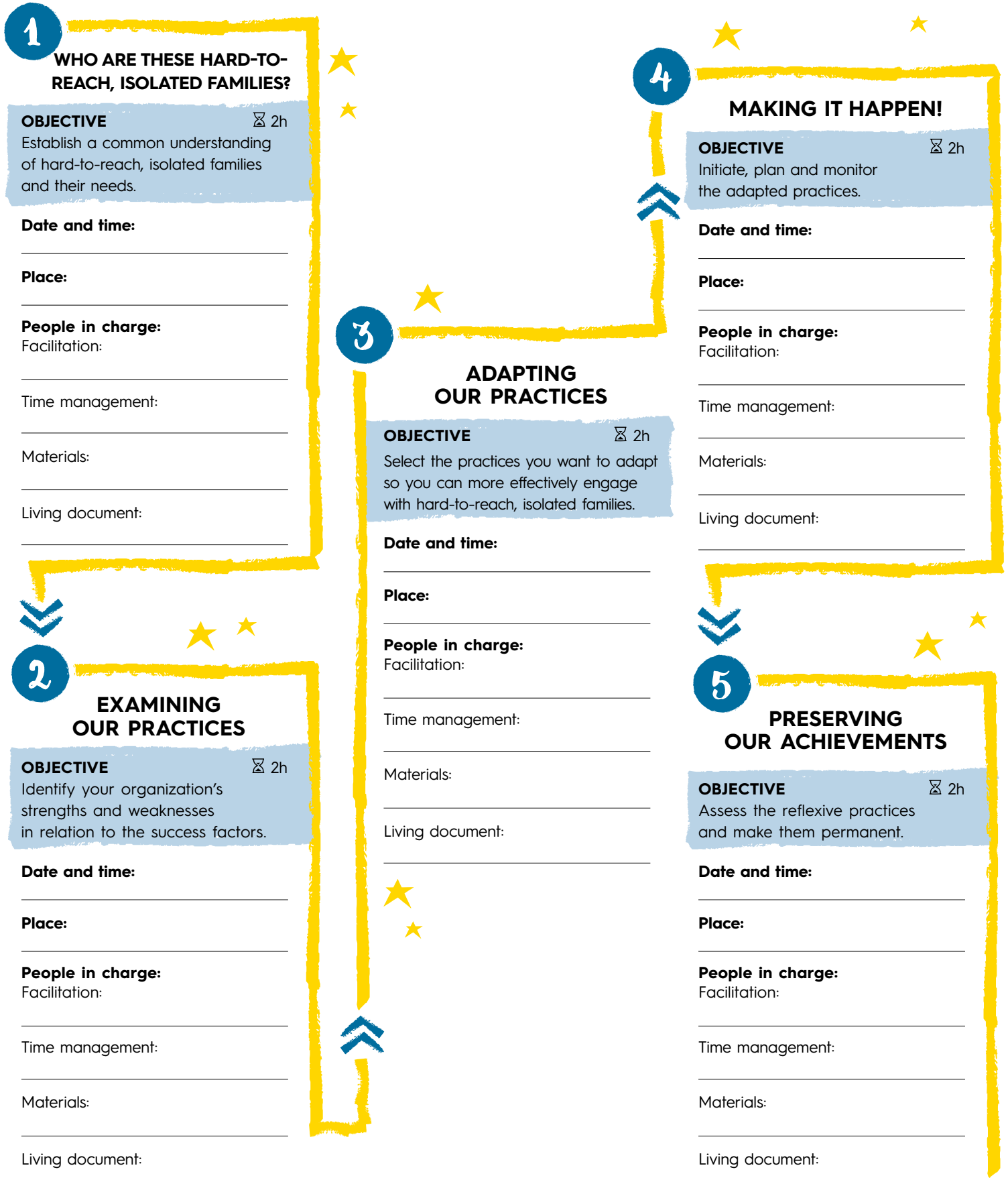
The *Constellation* Approach focuses on teamwork and on collective intelligence—right down to the division of tasks! This shared leadership model is a good way to engage and showcase your team members' various skills as the process gets underway. To help you plan the process, please refer to page 6 – A Snapshot of the Constellation Approach.

CLARIFYING THE FACILITATOR'S ROLE

It will be easier for the facilitator to fully assume his/her role if it is made clear right from the start what that role is. It consists mostly of facilitating the group work and moderating the discussions. The facilitator is not meant to be an expert on the *Constellation* Approach or the success factors. S/he is there to encourage discussion among the participants, ask the group questions, establish connections between different points of view, etc.

As the facilitator risks not being able to contribute as much to the discussions, it is a good idea to rotate the facilitator's role with each new activity so that everyone can have a chance to share their point of view.

A SNAPSHOT OF THE **CONSTELLATION APPROACH**



WINNING CONDITIONS

HERE ARE SOME HINTS AND TIPS TO MAKE SURE THE CONSTELLATION APPROACH IS A SUCCESS!

WINNING CONDITIONS

A FEW TIPS

PITFALLS

OBLIGATE AND MOTIVATE YOUR TEAM

- ➔ Take the time to introduce the entire process and its purpose.
- ➔ Explain that everyone's point of view will be given consideration.
- ➔ Encourage the participants to voice their expectations and needs.
- ➔ Invite members of the board of directors, volunteers and parents to participate in the process.

- ➔ Expecting that all the participants will be equally motivated by the process.
- ➔ Wanting to meet everyone's expectations at all costs.
- ➔ Waiting for all members of the team to be fully available.

CHOOSE THE RIGHT MOMENT

- ➔ Designate a specific time slot devoted to the process, for example, during a team meeting or on a program review day, or as part of your strategic planning.

- ➔ Putting off the process, claiming it isn't the "right moment" for it.
- ➔ Rushing the process rather than doing it thoroughly.

CHOOSE AN APPROPRIATE SPACE

- ➔ Choose a space that is big enough to comfortably accommodate everyone.
- ➔ Focus on a space that is neutral and conducive to discussion and where everyone can see each other (e.g. sitting in a circle).

- ➔ Choosing a space where you risk being disturbed.
- ➔ Trying to find the "perfect place."

ENSURE AN ATMOSPHERE THAT IS BASED ON TRUST AND OPEN-MINDEDNESS

- ➔ As a team, agree on the fundamental principles to guide the collaboration or group work.
- ➔ Encourage the group or the participants to voice what they feel.

- ➔ Failure to recognize false consensus.
- ➔ Trying to maintain group harmony at all costs.

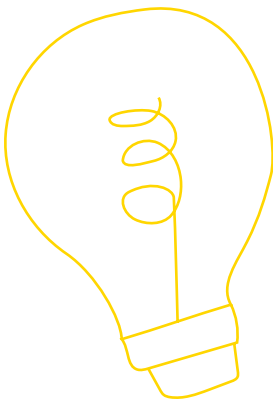
THE FACILITATOR'S ROLE

BEGINNING A MEETING...

- ➔ Thoughtfully welcome the participants.
- ➔ Ask the participants to voice their expectations and needs.
- ➔ Explain the objective of the meeting and how it will proceed.
- ➔ Establish a common basis for all participants by reviewing the notes from the previous meeting.
- ➔ Remind the participants of the fundamental guiding principles and procedures that the group agreed upon, including the decision-making process and the unfolding of the meetings.

CONCLUDING A MEETING...

- ➔ Ask the group to review the meeting based on the notes in the living document: What did we learn? What did we like? What didn't we like? What could we improve? Can you sum up the meeting in three words?
- ➔ Refer to the snapshot document to remind the participants of their assigned roles in the next meeting.
- ➔ End on a positive note and thank the participants.



THE TASKS OF THE FACILITATOR

CLARIFICATION (content)

- ➔ Encourage the flow of ideas, making sure everyone hears clearly and understands what is being said.
- ➔ Ask questions, dig deeper for more information and further elaborations to help clarify opinions and thoughts.
- ➔ Establish connections between the ideas, reformulate, recap, summarize.

ORGANIZATION (procedures)

- ➔ Go around the table or have participants raise their hands: Enforce the procedural rules agreed upon by the group.
- ➔ Tactfully encourage the silent ones to participate and rein in those who talk too much.
- ➔ Pay attention to any non-verbal cues and signs indicating that a participant would like to say something, disagrees, etc.

FACILITATION (atmosphere)

- ➔ Establish an atmosphere that is conducive to discussion: Humour is permitted, even when the topic is serious, as it can take the heat out of the debate!
- ➔ In the event an uncomfortable situation or conflict comes up, it should be pointed out and talked about: What is happening, how is this perceived, how do we feel about it?
- ➔ Does the group want to take a break? Why not! Breaks can also be arranged to coincide with a transition point, for example, between two activities.

SEVERAL OF THE CONSTELLATION APPROACH ACTIVITIES HAVE BEEN ADAPTED FROM THE FOLLOWING ACTIVITY TOOLS AVAILABLE ON THE COMMUNAGIR POUR EMPORTER WEBSITE.

- "Buller" (*Description of hard-to-reach, isolated families*, p. 9-10)
- "1-2-4-All" (*Speed-thinking*, p. 16-17)
- "La formule défi" (*Motivational questions*, p. 18-19)
- "Les 3C: Conserver-Cesser-Créer" (*Preserving our achievements*, p. 25)



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★ WHO ARE THESE HARD-TO-REACH, ISOLATED FAMILIES?

Motivated by a shared desire to engage with hard-to-reach, isolated families, here you all are ready to embark on the Constellation Approach. By conducting the two sub-group-based activities and reviewing them as a group, the team can focus on establishing a common understanding of the concept of hard-to-reach, isolated families, the main obstacles these families face, and their main needs. This is a crucial first step in the process of adapting practices now underway!

★ OBJECTIVE

Establish a common understanding of the territory's hard-to-reach, isolated families and their needs.

PREREQUISITES

➔ The *Constellation Approach* has been explained to the team.

DURATION

120 minutes

GROUP SIZE

6-12 participants

MATERIALS

Flip-chart paper
Large pieces of cardboard
Felt-tip pens
Living document

PEOPLE IN CHARGE

Facilitation: _____

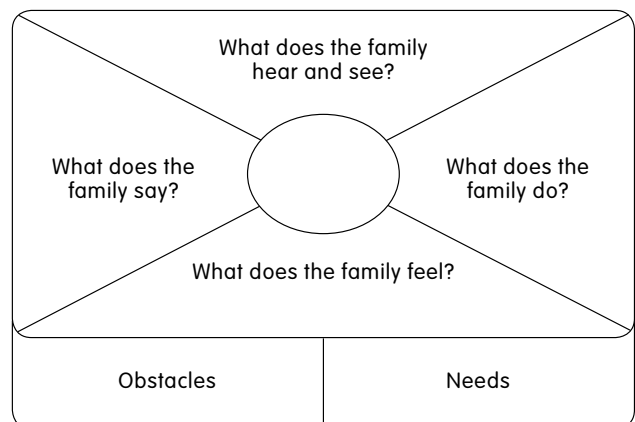
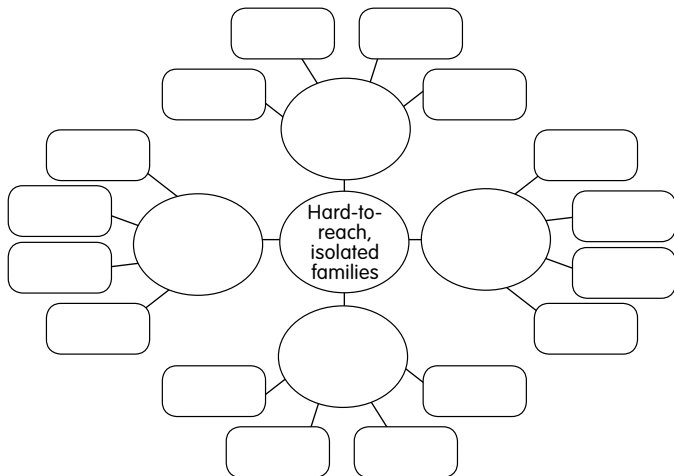
Materials: _____

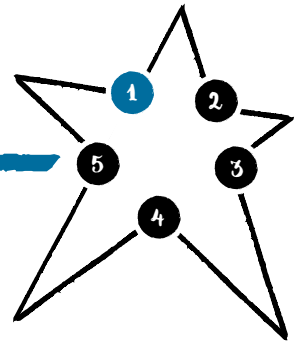
Time management: _____

Living document: _____

★ PREPARATION

1. Print and attach the entire Living document to the wall.
2. Reproduce the diagram illustrated below on flip-chart paper. You will need one sheet for each sub-group of 3 to 4 individuals.
3. Reproduce the empathy map illustrated below on the board or on flip-chart paper. If using flip-chart paper, attach the sheet to the wall.





★ PROCEDURE:

PART ONE:

DESCRIPTION OF HARD-TO-REACH, ISOLATED FAMILIES



SUB-GROUP WORKSHOP (20 MINUTES)

Ask the group to split into sub-groups of 3 to 4 individuals each.

Each sub-group must **agree on four words that describe hard-to-reach, isolated families in your territory** and write them down in the bubbles on the flip-chart paper.

Next the sub-group must agree on **4 words to define each of the 4 words they have entered** in the bubbles.



SHARING AND DISCUSSING (20 MINUTES)

Ask **each sub-group to take turns presenting their work** to the others.

Guide a group **discussion on the results.**

- ➔ Which words elicit a debate?
- ➔ Which words elicit agreement?



SUMMARY (10 MINUTES)

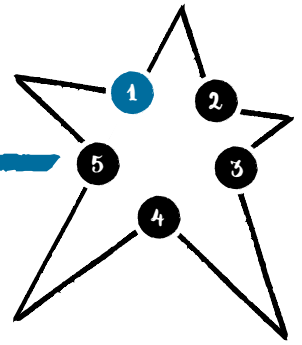
Based on the current discussion, propose to the group what appears to be the common understanding of hard-to-reach, isolated families in the territory:

"The elements we all seem to agree on are..."

Present the Living document to the group and explain that it will serve as a collective logbook.

Together **complete the** Description of hard-to-reach, isolated families **section in the Living document**





★ PROCEDURE:

PART TWO:

IDENTIFYING THE NEEDS AND OBSTACLES



SUB-GROUP WORKSHOP (30 MINUTES)

Ask the group to once again split into sub-groups of 3 to 4 individuals each. If possible, the sub-groups should be composed of different individuals this time.

Based on the model drawn on the board (or on flip-chart paper), **the sub-groups have to reproduce the empathy map** on a piece of cardboard and **draw a hard-to-reach, isolated family** in the centre. The representation of the hard-to-reach family may vary between the sub-groups. Next they have to **try and imagine themselves in the family's situation and complete the different sections of the map accordingly**.

After approximately **20 minutes**, go around to each of the sub-groups. Make sure that everyone completed the **Needs and Obstacles** sections.



SHARING AND DISCUSSING (30 MINUTES)

Ask **the sub-groups to take turns presenting their work** to the others. As each sub-group does their presentation, **write the needs and obstacles named on the board**.

Guide the group in **completing** the information collected:

- ➔ If you look at the previous exercise, which families and situations haven't been represented in the empathy maps?
- ➔ What needs and obstacles should be added to the list?
- ➔ What are the needs and obstacles perceived by the intervention workers, and what are those voiced by the families?



SUMMARY (10 MINUTES)

Together **complete** the following sections in the **Living document**:

- ➔ Needs and obstacles of hard-to-reach, isolated families
- ➔ Activity review



★ EXAMINING OUR PRACTICES

The success factors are comprised of a range of practices that have proven effective for engaging with hard-to-reach, isolated families and responding to their needs. By completing the questionnaire individually and then compiling the results of your group, you will be able to note the strengths and weaknesses of your organization. The subsequent sub-group reflexive activity as well as the group discussion will give you a chance to single out the success factors that you would like to improve first and foremost.

★ OBJECTIVE

Identify your organization's strengths and weaknesses in relation to the success factors.

PREREQUISITES	DURATION	MATERIALS
<ul style="list-style-type: none"> ➔ The team must have a common understanding of the territory's hard-to-reach, isolated families and their needs. ➔ Each participant has individually completed the questionnaire (30 minutes). 	120 minutes	Completed questionnaires 11 sheets of white paper Black, green, and yellow felt-tip pens Sticky tack Whiteboard and markers or flip-chart paper Success factors handbook Living document
	GROUP SIZE	
	6-12 participants	

PEOPLE IN CHARGE

Facilitation: _____

Time management: _____

Materials: _____

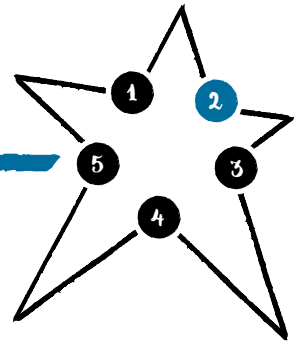
Living document: _____

★ PREPARATION

1. Make sure that all participants individually complete the questionnaire as well as the results compilation tool and bring them to the activity. If necessary, allow for 30 additional minutes to complete the questionnaire before starting.
2. Print out the Success factors handbook available on the Constellation website. You will need one copy for each sub-group of 3 to 4 individuals.
3. Use a black felt-tip pen to write down each success factor on a separate sheet of white paper. Attach the sheets to the wall in a circle shape resembling the one pictured in the results compilation tool at the end of the questionnaire.

ACTIVITY SHEET

2



★ PROCEDURE:



COMPILING THE RESULTS (10 MINUTES)

Ask **each participant to enter the results from his/her questionnaire on the sheets attached to the wall** by adding a **green, yellow or red check mark** next to each success factor, depending on the points scored:

- ✓ green check = 11 to 15 points
- ✓ yellow check = 6 to 10 points
- ✓ red check = 0 to 5 points



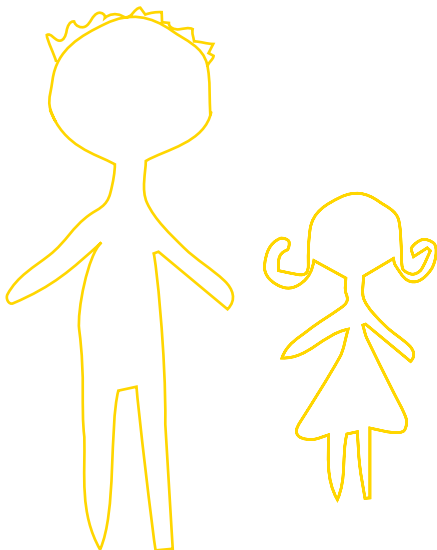
DISCUSSING (20 MINUTES)

Ask questions to get the group to discuss the results.

- ➔ Which success factors stand out as strengths (mostly green check marks)?
- ➔ Which success factors stand out as weaknesses (mostly yellow or red check marks)?
- ➔ Which success factors show no consensus (marked contrast, no clear slant either way, etc.)?

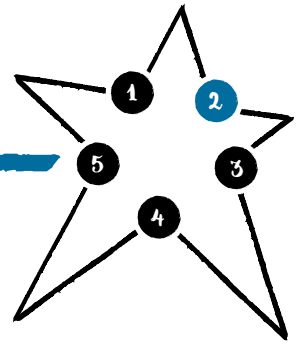
Explain that **at the end of the activity they will have to single out the success factors** that they would like to work on in the course of the Constellation Approach.

For the time being, ask them to **choose a few success factors that they would like to learn more about**. This will help guide the decision-making process at the end of the activity.



ACTIVITY SHEET

2



★ PROCEDURE:



SUB-GROUP KNOWLEDGE ENHANCEMENT (40 MINUTES)

Ask the group to split into sub-groups of 3 to 4 individuals each. **Allocate the work in such a way that each sub-group has a different set of success factors to focus on.**

The members in each sub-group begin by **discussing with each other their respective understanding of the success factors.**

They must then **read the pages in the handbook** dealing with the success factors their sub-group is working on and **discuss the following questions:**

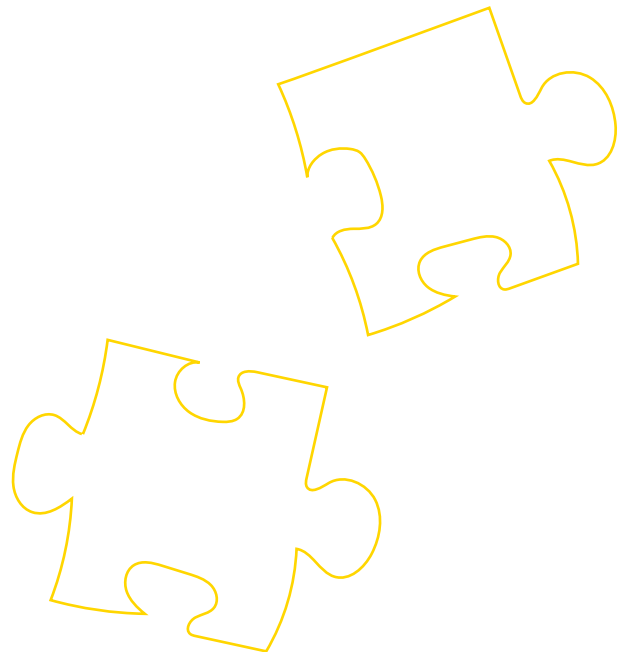
- ➔ What information in the handbook is the most relevant for your reflection?
- ➔ What is already being done in your organization in connection with this success factor? What could be improved further?

A **spokesperson** will present the work to the other sub-groups.



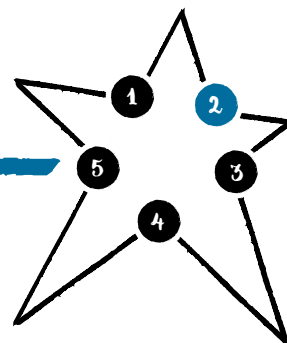
SUB-GROUP PRESENTATIONS (20 MINUTES)

Ask **each sub-group to take turns presenting their work to the others.**



ACTIVITY SHEET

2



★ PROCEDURE:



SHARING AND DISCUSSING (20 MINUTES)

Go around the table and ask each participant to **suggest a success factor they think should be worked on first and to briefly explain why.**

Note the suggestions on the board or on flip-chart paper.

Refer to the Living document to **remind the group of the needs and obstacles of hard-to-reach, isolated families** that they identified in the previous activity.

Go around the table a second time and ask each participant to **choose the three success factors they believe would most effectively reduce the obstacles and/or respond to the needs of hard-to-reach, isolated families.**

Put a **check mark** next to the success factors chosen by each participant.

Let the group know that in the course of the *Constellation* Approach it would be useful to touch upon **at least two different component categories** into which the success factors are organized. You can refer them to the results compilation tool at the end of the questionnaire to see which component category each success factor is associated with.

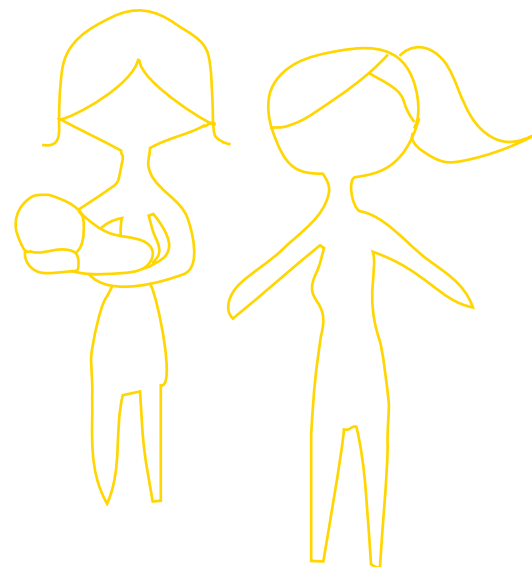
Based on the results, ask the group to choose the **three success factors they would like to improve first.**



SUMMARY (10 MINUTES)

Together **complete** the following sections in the Living document:

- Our organization's strengths and weaknesses
- New learning related to the success factors
- Success factors to improve
- Activity review





★ ADAPTING OUR PRACTICES

As each success factor relates to a set of best practices for more effectively engaging with hard-to-reach, isolated families, it is necessary at this point to get a more specific idea of what you would like to do. With the help of these dynamic and original activities, you will be able to generate many ideas for adapting your practices in connection with the success factors you selected. At the same time, you will have the chance to make the most of your strengths as you focus on how to respond to the needs of hard-to-reach, isolated families!

★ OBJECTIVE

Choose the practices that should be adapted so you can more effectively engage with hard-to-reach, isolated families.

PREREQUISITES	DURATION	GROUP SIZE	MATERIALS
➔ The work team has chosen three success factors to work on first.	120 minutes	6-12 participants	Whiteboard and pens Flip-chart paper Felt-tip pens Living document

PEOPLE IN CHARGE

Facilitation: _____

Time management: _____

Materials: _____

Living document: _____

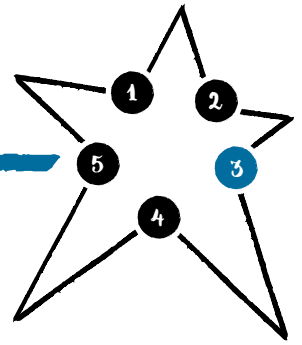
★ PREPARATION

1. Write the following question and instructions on the board or on flip-chart paper:

QUESTION:

What strengths, competencies and skills can we rely on to successfully adapt our practices?

1. Individual time for reflection: 1 minute
2. Generating ideas in pairs: 2 minutes
3. Sharing your ideas in sub-groups of four: 4 minutes
4. Group review



★ PROCEDURE:

PART ONE:

SPEED-THINKING



PRESENTATION OF INSTRUCTIONS (5 MINUTES)

Refer to the question and instructions that you wrote on the board or on flip-chart paper earlier to **explain the purpose and the procedural steps of this speed-thinking activity.**

1. First, there will be a period of **individual thinking in silence**. Each participant will have one minute to reflect on the question and jot down ideas on a sheet of paper.
2. When you hear the signal, you have to pair up with someone, **share your ideas, and come up with new ones**. You will have two minutes to do this.
3. When you hear the next signal, each pair joins another pair to share their reflections. The participants have to **pick out the ideas that follow a similar line of thought, i.e. the dominant ideas that stand out from the rest**. This step will take 4 minutes.
4. This will be followed by a review with the group.



DOING THE SPEED-THINKING ACTIVITY (10 MINUTES)

Perform the different steps in the reflection process: on your own, in pairs, and in sub-groups of four.

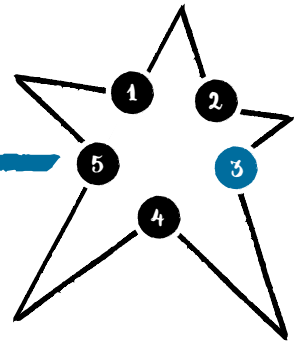
Carefully monitor the time, giving a signal when the participants need to move on to the next step.



GROUP REVIEW (10 MINUTES)

Ask **each of the sub-groups to take turns presenting their best answers.**

Together **complete** the Strengths, competencies, skills section in the **Living document**.



★ PROCEDURE:

PART TWO:

MOTIVATIONAL QUESTIONS



SUB-GROUP WORKSHOP (5 MINUTES)

Refer to the Living document **to remind the participants about the success factors they want to work on first.**

Ask the participants to form **sub-groups that will work on one specific success factor.** The participants may choose the success factor they are most interested in.



FORMULATING THE MOTIVATIONAL QUESTIONS (25 MINUTES)

Ask each sub-group to **formulate their chosen success factor as a question, beginning with "How can we..."**

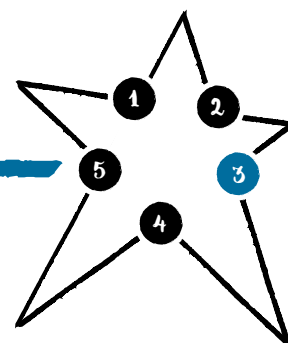
Example: How can we adopt a comprehensive approach?

Next, each sub-group has to flesh out their question into 15 additional questions. The questions should be kept positive and address the subject from various angles. The questions will help guide your choices when deciding which practices to adapt.

Each sub-group **jots down their questions on a sheet of flip-chart paper.** It is absolutely essential to note **at least 15 questions**—because some of the very best ideas often crop up at the end!

Examples:

- ➔ How can we adopt a comprehensive approach?
- ➔ How can we gain a better understanding of the experiences of families who are currently beyond our organization's reach?
- ➔ How can we integrate whole families into our activities?
- ➔ How can we respond to those needs that aren't directly connected to our mission?
- ➔ Etc.



★ PROCEDURE:

PART TWO:

MOTIVATIONAL QUESTIONS



CHOOSING THE MOST INSPIRING QUESTIONS (25 MINUTES)

Each sub-group has **10 minutes to pick out the 5 questions** that they feel are the most inspiring.

Next ask the participants **to switch seats and form new sub-groups so they can work on a different success factor.**

Each new sub-group must choose the **3 questions that they feel offer the most interesting opportunities for adapting** the organization's practices.



SHARING AND DISCUSSING (30 MINUTES)

Write the three questions selected for each success factor on the board or on flip-chart paper.

Together **choose one single question for each success factor.** The questions outlined below offer some guidance:

- ➔ Which one would make the best use of our strengths, competencies and skills?
- ➔ Which one would give us the best chance to effectively respond to the needs of hard-to-reach, isolated families?
- ➔ Which one is the most realistic or feasible?



SUMMARY (10 MINUTES)

Together **complete** the following sections in the **Living document**:

- ➔ Chosen motivational questions
- ➔ Main reasons for this choice
- ➔ Activity review



★ MAKING IT HAPPEN

To follow up on the numerous reflections and new learning accomplished in the previous activities, the time has come to take action! In this activity, you will choose the specific measures you want to implement and also begin planning some first steps and follow-up procedures. Over the coming months, you will be stepping in to take the lead and devise your very own working tools. Even so, over the short term, you should already begin looking into concrete ways to reshape and adjust your practices!

★ OBJECTIVE

Initiate, plan and monitor the adapted practices.

PREREQUISITES	DURATION	GROUP SIZE	MATERIALS
➔ The work team has chosen one motivating question for each of the three success factors to improve.	120 minutes	6-12 participants	Whiteboard and pens Flip-chart paper Felt-tip pens Living document

PEOPLE IN CHARGE

Facilitation: _____

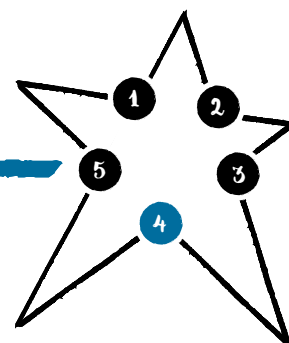
Time management: _____

Materials: _____

Living document: _____

★ PREPARATION

1. Refer to the Living document and write the three motivational questions on the board or on flip-chart paper.



★ PROCEDURE:



IDENTIFYING THE MEASURES (40 MINUTES)

Refer to the Living document **to remind the group of the three motivational questions associated with the practices they want to adapt. Explain the main reasons for this choice.**

Ask the group to answer the questions by proposing **simple and concrete measures**. Write the ideas on the board or on flip-chart paper.

Refer to the Living document and ask the group to **validate whether each measure makes it possible to effectively respond to the needs of hard-to-reach, isolated families.**

Choose the **measures that you would like to implement over the next month**. These are the short-term measures you will be planning today. It is up to you to decide the number of measures you think is realistic and feasible.

Record all other measures in the Medium- and long-term measures section in the Living document. You now have an idea bank that you can put into action over the coming year!



PLANNING SHORT-TERM MEASURES (40 MINUTES)

Refer to the following questions as you guide the group in **outlining a basic game plan**:

- ➔ What steps need to be taken first so we can implement these measures?
- ➔ How will everyone's individual contributions be determined?

Guide the group in **specifying the work that still needs to be done**:

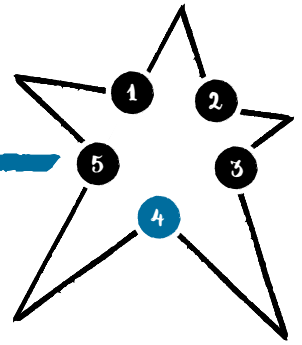
- ➔ What details still need to be sorted out?
- ➔ What external contributions do we need to solicit (the agreement of the board of directors, partnerships, etc.)?

Together complete the following sections in the **Living document**:

- ➔ Short-term measures
- ➔ Game plan
- ➔ Work to do after the meeting

ACTIVITY SHEET

4



★ PROCEDURE:



PLANNING FOLLOW-UP PROCEDURES (30 MINUTES)

Ask the group to **formulate procedures** that will help keep track of **the evolution of the organization's practices**:

- ➔ How are we going to do this?
- ➔ When are we going to do this?
- ➔ Who will be responsible?
- ➔ What possible risks do we need to keep in mind?

Together **complete** the Adapted practices follow-up section in the **Living document**.



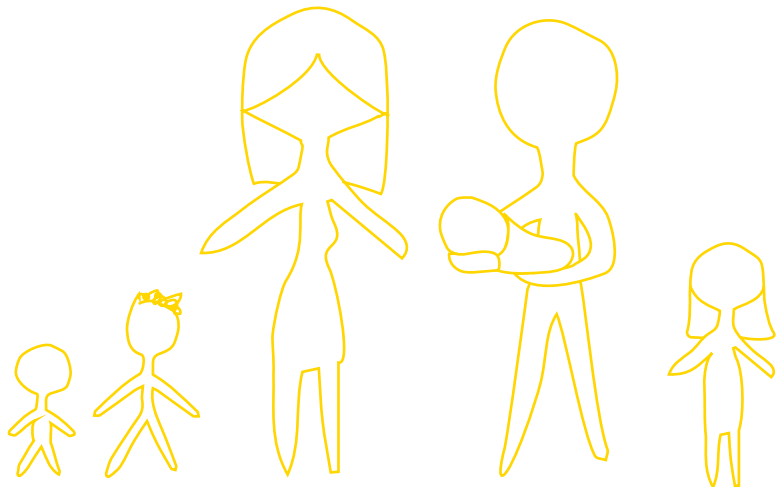
SUMMARY (10 MINUTES)

Refer to the Living document to summarize all the decisions that have just been made.

Go **around the table** and ask the following question:

- ➔ What did you get out of the Constellation Approach so far?

Together **complete** the Activity review section in the **Living document**.





★ PRESERVING OUR ACHIEVEMENTS

If you want to ensure your adapted practices are successful, you need to go beyond isolated measures and maintain these best practices over time. That is why we suggest you perform this activity approximately one year after you initiated the Constellation Approach. In the meantime, it is of course possible to conduct your own assessments, follow up on your measures and make any necessary adjustments. Today, as we ask you to complete the questionnaire once again, you will be able to note which success factors have improved over time. You will also gain an overview of your organization's reflexive practices and can single out the ones you feel ought to continue, based on their effectiveness for engaging with and responding to the needs of hard-to-reach, isolated families!

★ OBJECTIVE

Assess the reflexive practices and make them permanent.

PREREQUISITES	DURATION	MATERIALS
<ul style="list-style-type: none"> ➔ The organization completed the questionnaire approximately one year ago. ➔ Each participant has once again individually completed the questionnaire (30 minutes). 	120 minutes	Completed questionnaires 11 sheets of white paper Black, green, and yellow felt-tip pens Sticky tack White board and markers or flip-chart paper Living document
	GROUP SIZE	
	6-12 participants	

PEOPLE IN CHARGE

Facilitation: _____

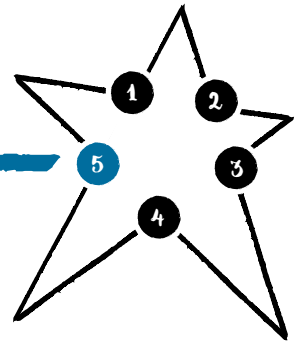
Time management: _____

Materials: _____

Living document: _____

★ PREPARATION

1. Make sure that all participants complete the questionnaire on their own prior to the activity. If necessary, allow for an additional 30 minutes to do this.
2. Use a black felt-tip pen to write each success factor on a separate sheet of paper. Attach the sheets to the wall in a circle shape resembling the one pictured in the results compilation tool at the end of the questionnaire.
3. If applicable, make sure you have the tools on hand that the group devised for following up on the adapted practices. Compile the results beforehand.



★ PROCEDURE:



COMPILING THE RESULTS
(10 MINUTES)

Ask **each participant to enter the results from his/her questionnaire on the sheets attached to the wall** by adding a **green, yellow or red check mark** next to each success factor, depending on the points scored:

- ✓ green check = 11 to 15 points
- ✓ yellow check = 6 to 10 points
- ✓ red check = 0 to 5 points



DISCUSSING
(40 MINUTES)

Refer to the Living document to **remind the group of the organization's strengths and weaknesses identified at the very beginning of the process.**

Ask questions to guide the group in **comparing the current results with the previous ones.**

- ➔ What are your main observations?
- ➔ What does that tell us about ourselves?
- ➔ What effects does the process appear to have produced?

Together complete the Assessing the *Constellation* Approach section in the **Living document**.



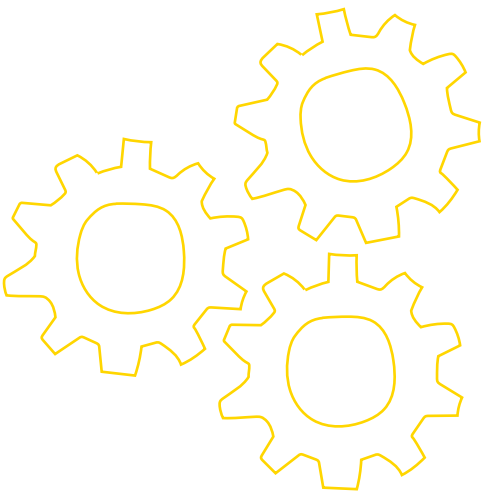
ASSESSING THE MEASURES
(30 MINUTES)

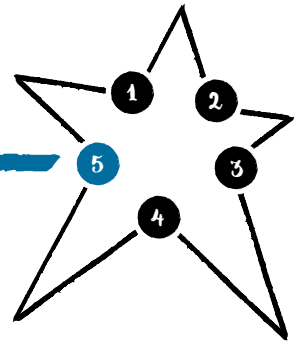
If applicable, present the **compilation of the follow-up data** that you prepared beforehand.

Guide a group discussion around the **main elements that emerged from the follow-up on your adapted practices.**

- ➔ What adjustments did we make to our measures? Why?
- ➔ What does the follow-up tell us about our organization's practices?
- ➔ How are we now more effectively engaging with hard-to-reach, isolated families?

Together **complete** the Assessing the measures section in the **Living document**.





★ PROCEDURE:



MAKING THE REFLEXIVE PRACTICES PERMANENT (35 MINUTES)

Ask the group to draw up a **list of the organization's reflexive practices** (logbook, clinical guidance, post-activity reviews, etc.). Write the answers on the board or on flip-chart paper.

Next write down the words PRESERVE, DISCONTINUE and CREATE. Leave some space beneath each word.

Ask the group to **sort the list** according to the following categories, providing additional information where required.

Preserve, what works well and should continue.

Discontinue, what may have been relevant at the time but isn't really anymore in the new context.

Create, what is currently missing to make the acquired knowledge from the *Constellation Approach* last.

Ask the group to identify the reflexive practices that the organization should **prioritize so it can continue to effectively engage with and respond to the needs of hard-to-reach, isolated families five or ten years from now.**

Together **complete** the Reflexive practices to prioritize section in the **Living document**.



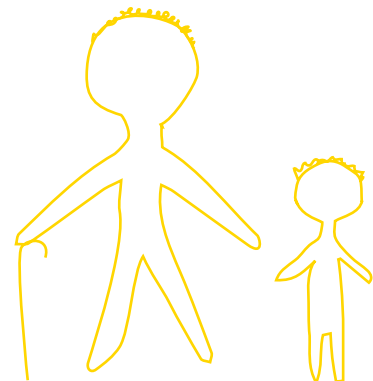
SUMMARY (15 MINUTES)

Refer to the notes in the Living document and draw up a **summary of all the observations** just made.

Go around **the table** and ask the following questions:

- ➔ What are your thoughts on any next steps or future actions? What can we do so we can continue to improve our practices and effectively engage with hard-to-reach, isolated families?

Together **complete** the Activity Review section in the **Living document**.





CONCLUSION

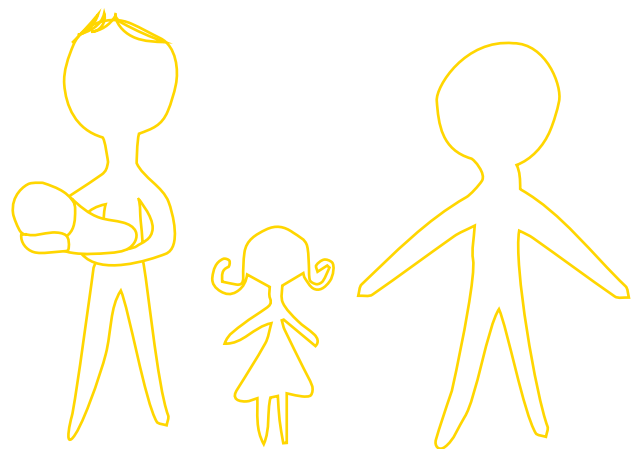


You should now be equipped with the ability to implement a collective reflexive process that can mobilize and positively impact your organization. The shared leadership approach proposed in the Constellation Approach will allow you to share the work in a sensible manner and put the skills of your entire team to good use.

With the help of the various turn-key activities contained in this document, you can become familiar with the best practices for engaging with and responding to the needs of hard-to-reach, isolated families. By prioritizing certain success factors, you will be able to pinpoint the most promising practices in the context of your organization. While you will be able to take action quickly, you can rest assured in the knowledge that no matter the choices that you make, they are all underpinned by a thorough analysis of the winning practices of ten organizations in the field!

Once you have completed the activities, it will be up to you to step up to the challenge, adapt your practices and carefully monitor the measures you put in place! After a certain time has passed, you will be able to assess the outcomes and observe the distance you have travelled.

The ball is in your court!





FURTHER READING

We have put together some additional resources for you so you can deepen your understanding or perfect your facilitation skills.

You can also access a complete **Toolbox** as well as a **Virtual library** on the Constellation Project website: www.projetconstellation.com

To check for news or updates or to find out about upcoming events, please regularly visit the Horizon 0-5 and *Constellation* websites and social media networks.

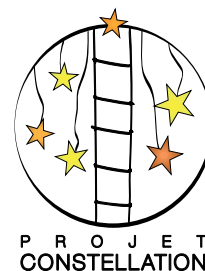
... IF YOU ARE LOOKING FOR MORE INFORMATION:

- Agirtôt.org
<http://agirtot.org/>
- Initiative Perspectives parents
<http://agirtot.org/thematiques/initiative-perspectives-parents/>
- Observatoire des tout-petits
<http://tout-petits.org/>
- Enquête québécoise sur le développement des enfants à la maternelle 2012 et 2017
<http://www.eqdem.stat.gouv.qc.ca/>
- Towards a better understanding of parenting in Québec: An overview based on EQEPE, the Québec survey of the experiences of parents with children aged 0 to 5
agirtot.org/media/489001/ave_17004_synthe-se_de-favo_ang_f.pdf

... IF YOU ARE PREPARING TO FACILITATE AN ACTIVITY OR EVENT:

- Boisvert D. et al. (2011), *Animateur compétent*, Groupes efficaces, Presses Inter Universitaires, Québec, 402 p.
- Communagir pour emporter
<http://pouremporter.communagir.org/>

QUESTIONNAIRE



Name: _____ Date: _____

For each of the following statements, you have to indicate your relative degree of agreement or disagreement by entering into the column the number of points that best reflect how you feel (disagree completely = 0 points, disagree somewhat = 1 point; agree somewhat = 2 points; agree completely = 3 points). Enter the total points for each success factor in the spaces marked "TOTAL".

You must take into consideration all the work carried out in your organization, regardless of the role or position you occupy. You may find yourself hesitating, or you may feel that you are unable to answer a question. If that is the case, you should select the answer that seems the most appropriate to you. Select the "Not applicable" column only as a very last resort! The compilation of the results of all respondents will help determine your organization's strengths and weaknesses.

Off you go!

QUESTIONNAIRE | COMPONENT

1

FAMILIES' NEEDS AT THE HEART DISAGREE OF INTERVENTIONS	DISAGREE COMPLETELY (0 POINT)	DISAGREE SOMEWHAT (1 POINT)	AGREE SOMEWHAT (2 POINTS)	AGREE COMPLETELY (3 POINTS)	NOT APPLICABLE
ADOPT A COMPREHENSIVE APPROACH					
In our intervention work, we take into consideration all family members, including the spouse/partner and siblings.					
In our intervention work, we make use of families' knowledge and experience.					
We plan our activities so that families have a chance to socialize and establish bonds.					
We are sensitive to the different issues families face.					
We involve the families in the choice of intervention and/or solutions to implement.					
					TOTAL:
KNOW YOUR TERRITORY AND AVAILABLE RESOURCES					
We participate in local roundtable discussions.					
We take the time to stay up-to-date on our knowledge of the territory we serve.					
We discuss the reality and the issues of the territory we serve with other organizations.					
We are very familiar with the services and activities offered by other organizations in the territory we serve.					
We participate in events that allow us to gain a better understanding of the families' living conditions and environment.					
					TOTAL:

FAMILIES' NEEDS AT THE HEART OF INTERVENTIONS	DISAGREE COMPLETELY (0 POINT)	DISAGREE SOMEWHAT (1 POINT)	AGREE SOMEWHAT (2 POINTS)	AGREE COMPLETELY (3 POINTS)	NOT APPLICABLE
DIVERSIFY CONTACT OPPORTUNITIES					
We go out to meet families in less formal places (parks, grocery stores, etc.).					
We participate in neighbourhood events (sidewalk sales, neighbourhood parties, neighbourhood festivals, etc.).					
We refer families to other organizations, and other organizations refer families to us.					
We purposefully define our employees' tasks so they have a range of options for trying to establish contact with the families.					
We make use of our partnerships to create opportunities for establishing contact with new families.					
					TOTAL:
CREATE A WELCOMING EXPERIENCE					
We welcome families with small gestures (for example, by offering them coffee).					
We demonstrate an open mind and an attentive ear towards the various requests and needs of families.					
We pay special attention to how we organize and arrange our space so that the families feel comfortable and at ease.					
We are mindful of making first-contact situations friendly and personable.					
We encourage informal interactions between families and intervention workers, whenever families arrive or leave.					
					TOTAL:
BUILD RELATIONSHIPS BASED ON TRUST					
We show empathy and are active listeners.					
We don't let stereotypes and preconceptions influence our interventions.					
We critically examine our role as experts and are inclined to have egalitarian relationships with the families.					
We use clear and respectful language with the families, avoiding technical jargon.					
We regularly use informal interventions in a variety of different situations.					
					TOTAL:

COLLECTIVE LEARNING	DISAGREE COMPLETELY (0 POINT)	DISAGREE SOMEWHAT (1 POINT)	AGREE SOMEWHAT (2 POINTS)	AGREE COMPLETELY (3 POINTS)	NOT APPLICABLE
FOSTER LEARNING OPPORTUNITIES					
We take part in training activities that are relevant to our practice.					
We reserve time to further our knowledge (reading, research, etc.).					
We document our practices (intervention log, roadmap, observation tool, etc.).					
We can try new practices, because trial and error is viewed as a source of learning.					
We encourage formal and informal exchanges of expertise between members of the work team.					
					TOTAL:
TAKE THE TIME TO REFLECT AND WORK AS A TEAM					
We have the opportunity to exchange and reflect as a team (meetings, strategic planning, assessments, etc.).					
We take time to exchange and reflect with other organizations.					
We receive (individual and/or group) support in our practice.					
We seek contributions from the entire team, no matter the role, to guide our decisions.					
We ask for the points of view of families in different ways and on a variety of topics.					
					TOTAL:
PUT LEARNING OUTCOMES INTO PRACTICE					
We adapt our interventions in accordance with what we have learned.					
We review our programs, services and activities in the light of our new knowledge.					
We use what we have learned to find more effective solutions for responding to the needs of families.					
We follow up on assessments and evaluations in order to improve our work with our partners.					
When planning activities, we take into consideration the results of past evaluations and assessments.					
					TOTAL:

COHERENCE: PRACTISE WHAT YOU PREACH	DISAGREE COMPLETELY (0 POINT)	DISAGREE SOMEWHAT (1 POINT)	AGREE SOMEWHAT (2 POINTS)	AGREE COMPLETELY (3 POINTS)	NOT APPLICABLE
DEVELOP A COMMON VISION OF INTERVENTION					
We make sure that employees and families clearly understand our organization's vision, mission and values.					
We invite families to join us for major events and meetings (AGM, strategic planning events, etc.).					
We have a clearly-defined intervention approach.					
We orient our services so they are complementary to the services offered by our partners.					
To ensure a common understanding of our intervention vocabulary, we define it collectively.					
					TOTAL:
CAPITALIZE ON HUMAN RESOURCES					
We clearly define the roles and tasks of everyone (employees, administrators, volunteers, etc.).					
We highlight success stories and show our recognition.					
We trust our employees in the execution of their work.					
We have orientation and integration procedures to accommodate new employees, interns and volunteers.					
We are kept informed about what is happening within the organization in terms of administration, strategies, etc.					
					TOTAL:
ALLOW FOR ORGANIZATIONAL FLEXIBILITY					
We are flexible concerning participation in our activities (admission criteria, absences and lateness, etc.).					
We adapt the services we offer according to families' specific needs (duration, frequency, scheduling, topic, etc.).					
We grant our intervention workers time and leeway to adjust their interventions as required.					
We collaborate with our partners so we can share human and material resources.					
We demonstrate creativity when we deal with challenges (administrative, financial, logistical, etc.).					
					TOTAL:

COMPILATION TOOL

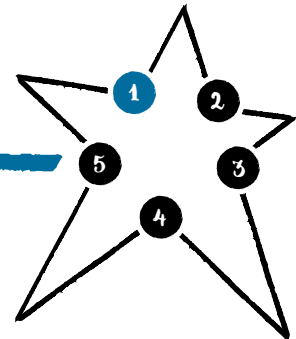
INTERPRETING THE RESULTS:

Enter the total points scored for each success factor into the respective white circles in the diagram.

- ➔ Circles with a score of 11 points or more: Colour them green.
- ➔ Circles with a score of 6 to 10 points: Colour them yellow.
- ➔ Circles with a score of 5 points or less: Colour them red.

Keep this sheet so we can share the results of all respondents.

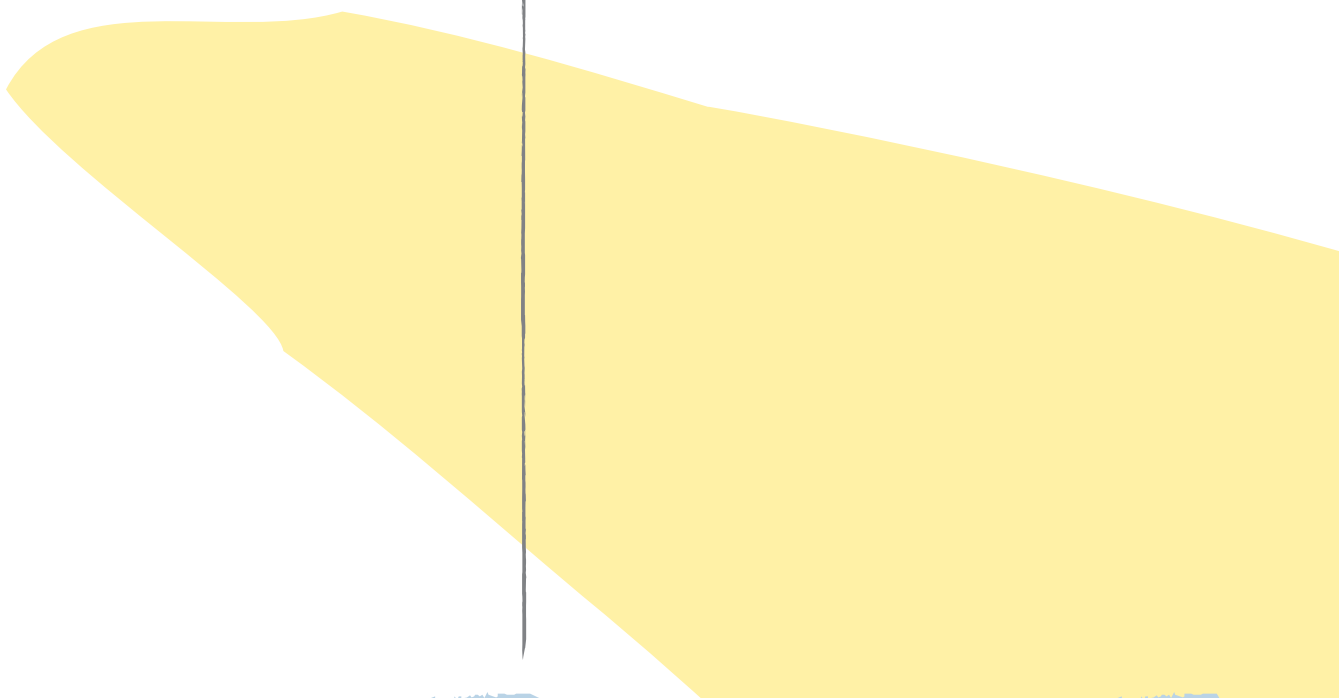




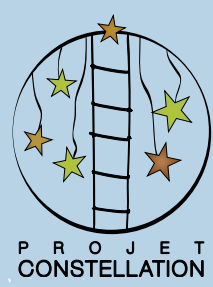
WHO ARE THESE HARD-TO-REACH, ISOLATED FAMILIES?

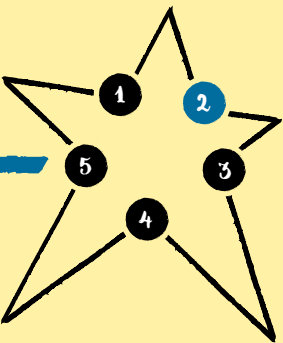
DESCRIPTION OF THE
TERRITORY'S
HARD-TO-REACH,
ISOLATED FAMILIES

NEEDS AND
OBSTACLES OF
HARD-TO-REACH,
ISOLATED FAMILIES



ACTIVITY REVIEW





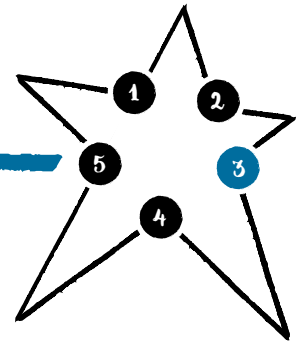
EXAMINING OUR PRACTICES

OUR ORGANIZATION'S
STRENGTHS AND
WEAKNESSES

NEW LEARNING
RELATED TO THE
SUCCESS FACTORS

SUCCESS
FACTORS
TO IMPROVE

ACTIVITY REVIEW



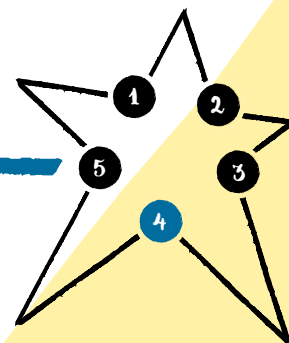
ADAPTING OUR PRACTICES

STRENGTHS,
COMPETENCISS,
SKILLS

MAIN REASONS
FOR THIS CHOICE

CHOSEN
MOTIVATIONAL
QUESTIONS

ACTIVITY REVIEW



MAKING IT HAPPEN!

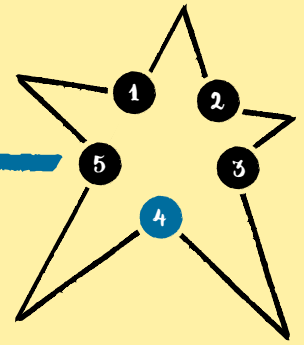
SHORT-TERM
MEASURES

GAME PLAN
(FIRST STEPS,
CONTRIBUTIONS, ETC.)

WORK TO DO AFTER
THE MEETING (DETAILS
TO SORT OUT, EXTERNAL
CONTRIBUTIONS, ETC.).

LIVING DOCUMENT - ACTIVITY

4

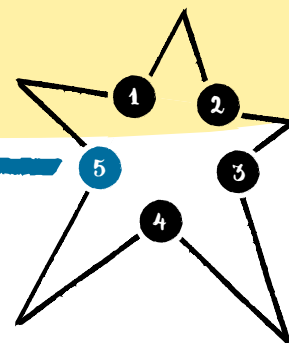


MAKING IT HAPPEN!

ADAPTED PRACTICES
FOLLOW-UP

MEDIUM- AND
LONG-TERM
MEASURES

ACTIVITY REVIEW



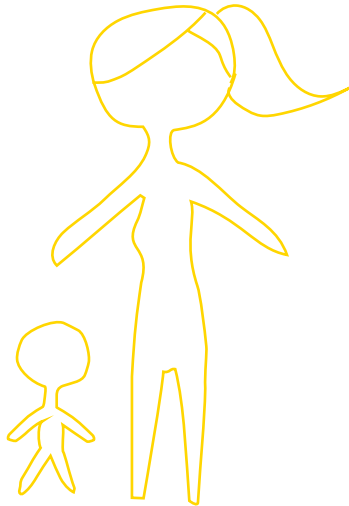
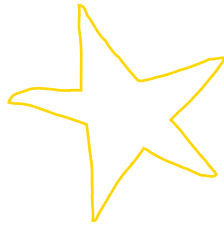
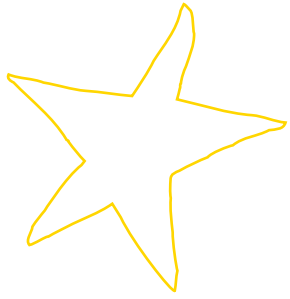
PRESERVING OUR ACHIEVEMENTS

ASSESSING
THE CONSTELLATION
APPROACH

ASSESSING
THE MEASURES

REFLEXIVE
PRACTICES
TO PRIORITIZE

ACTIVITY REVIEW



ACKNOWLEDGMENTS

The *Constellation* Approach was made possible thanks to the participation of organizations based in Montreal and elsewhere in Québec.

HORIZON 0-5 WOULD LIKE TO THANK THE FOLLOWING ORGANIZATIONS FOR THEIR CONTRIBUTIONS:

- Carrefour Familial Hochelaga
- Centre de la petite enfance St-Édouard
- Chantelait
- Comité d'action local Vaudreuil-Soulanges
- Escalier Famille Le Triolet
- Maison de la famille de Brossard
- Table de concertation petite enfance de Dorval-Lachine
- Baobab Familial
- Centre récréatif, culturel et sportif (CRCS) St-Zotique
- Centre Ressources Jardins de familles
- Walkley Centre
- Pour l'enfance j'y vais j'avance
- Regroupement Vers l'avant, 0-5 ans!
- Table de concertation 0-5 ans des Faubourgs
- Table de concertation 0-5 de Cavendish

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