

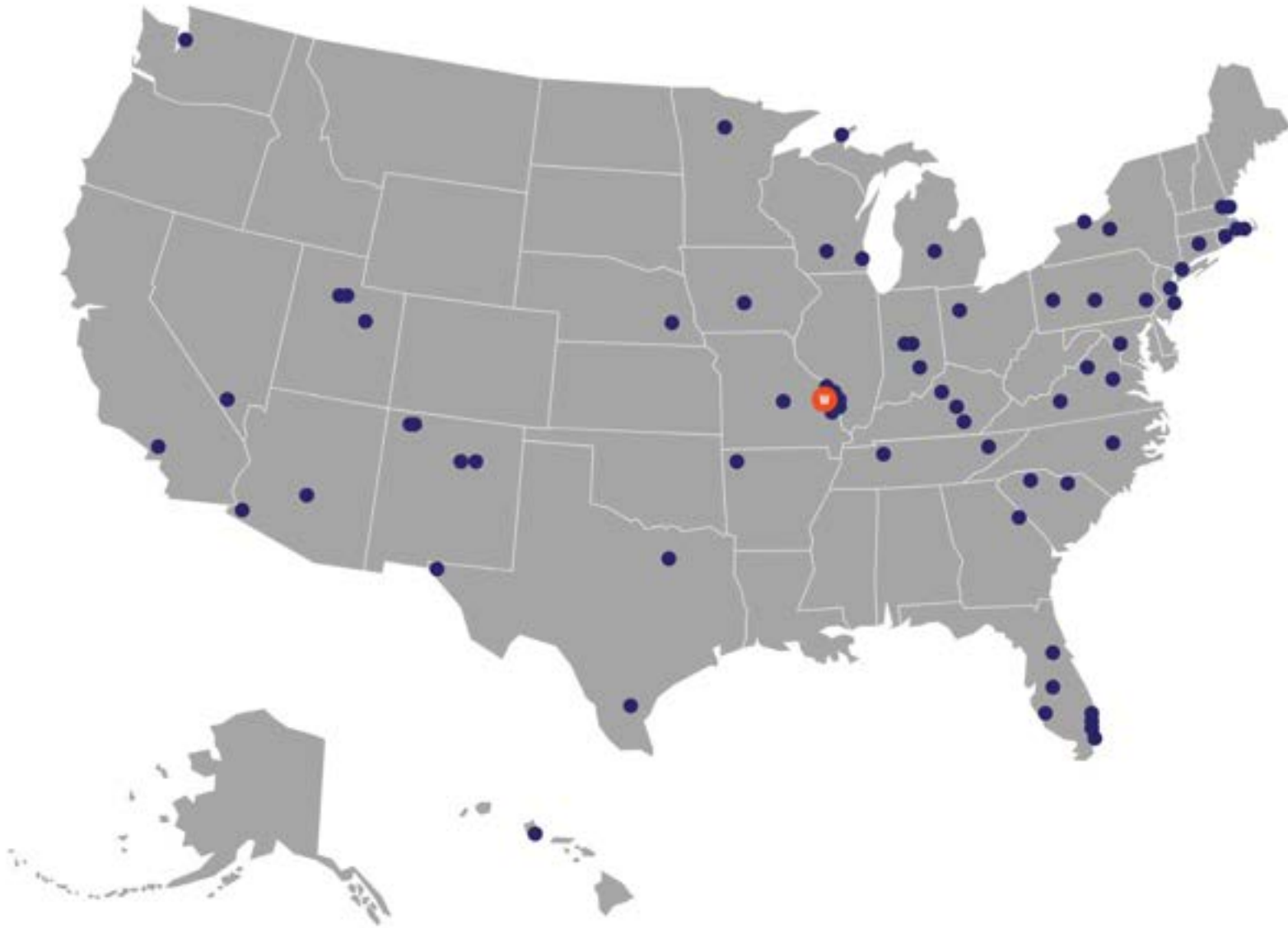
W Y M A N

High Quality Facilitation: Intentional Staff Practices for Program Success

February 25, 2026



Wyman National Network



Introductions & Icebreaker

Share:

- › Name & Pronouns
- › What organization are you with?
- › How long did it take you to get to this conference?
- › How did you travel to get here?
(Plane? Train? Automobile? Etc...)



What is your commitment to...

Safety?

Learning?

Engagement?



Agenda

- High Quality Facilitation
 - Defining HQF
 - Intentional Techniques
 - Experiential Learning Cycle
 - Multiple Intelligence Theory
- ...and some fun!

Time for an Activity!





FPAAA Regulations

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Time for an Activity!



Intentional Staff Practices

- Intentional and responsive staff practices provide high quality learning experiences that support young people's development of social and emotional skills and competencies.



High Quality Facilitation



High Quality Facilitation

- **Caring, responsive and knowledgeable staff build strong, supportive relationships with youth** and create engaging and empowering program experiences.



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HQF is Intentionally Meeting the Needs of Youth

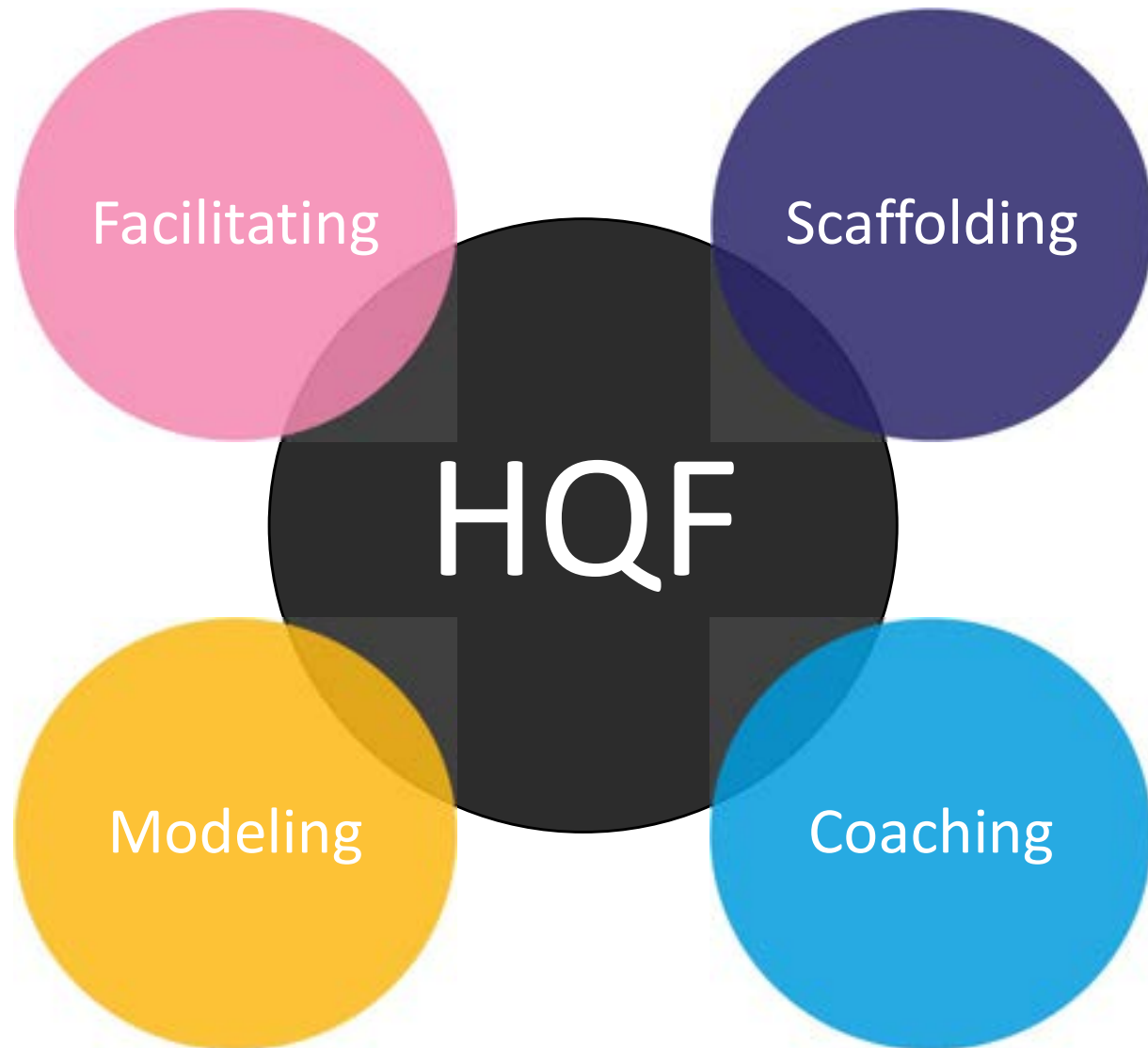
- Build Connections & Relationships
- Create Safe Space
- Provide Structure & Intentional Planning
- Be a Resource for Youth
- Model Inclusivity
- Acknowledge History & Current Experience of Racism & Oppression



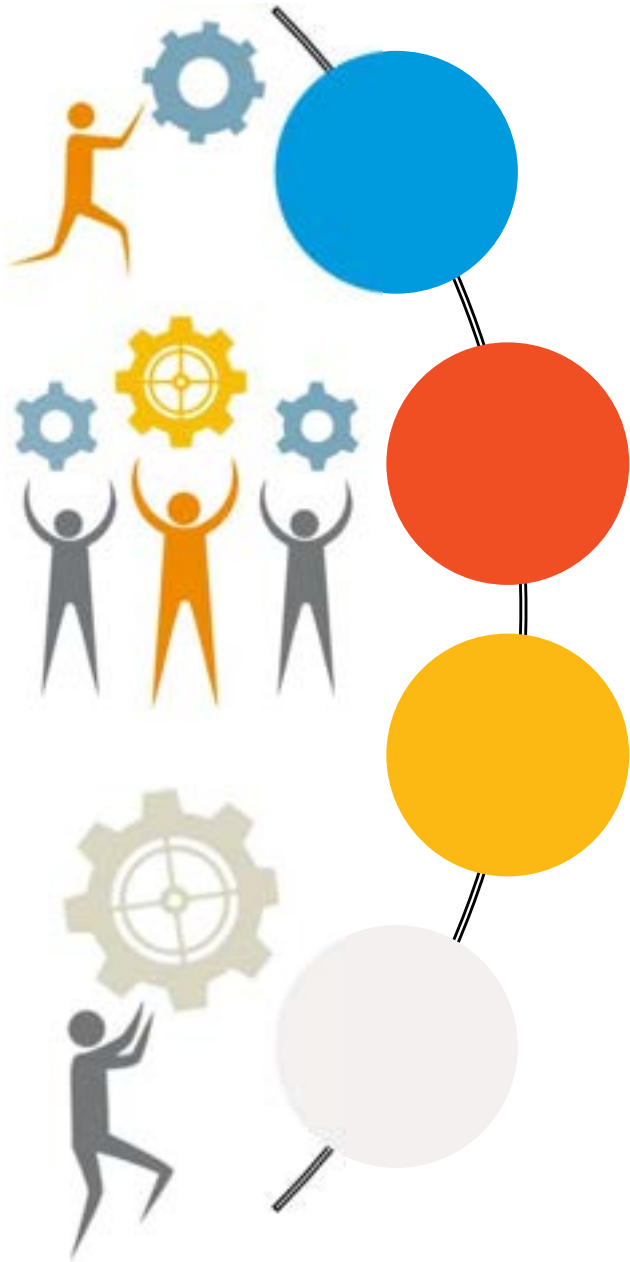
Implementation of High Quality Facilitation

- Youth should have meaningful voice & choice in activities
- Youth should engage in Active Learning
- Program Activities should include all parts of the Experiential Learning Cycle
- Facilitators should regularly incorporate multiple intelligences into activities
- Facilitating, Modeling, Coaching & Scaffolding should be an intentional part of all program delivery

Techniques for High Quality Facilitation



Facilitating



Foster and sustain
youth-led
dynamics and
successful
collaboration.

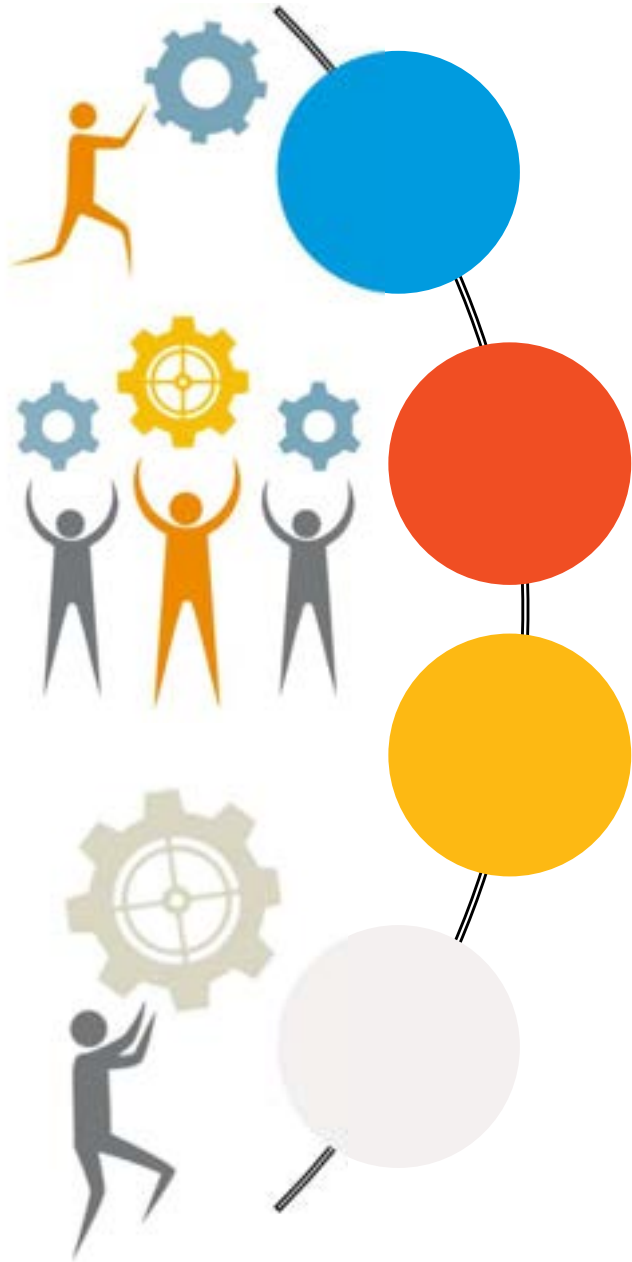
- Youth talking time is higher than facilitator talking time.
- Youth are actively engaged- *doing, discussing, etc.*
- We apply the learning to real life!

Facilitation Questions to Support Group Discussion

- When I say “(insert term),” what comes to mind?
- How would you say this in your own words?
- What have you heard about this?
- What do you think about this?
- How does what we’re talking about apply to real life?
- How is our group working together right now? What could we improve?



Scaffolding



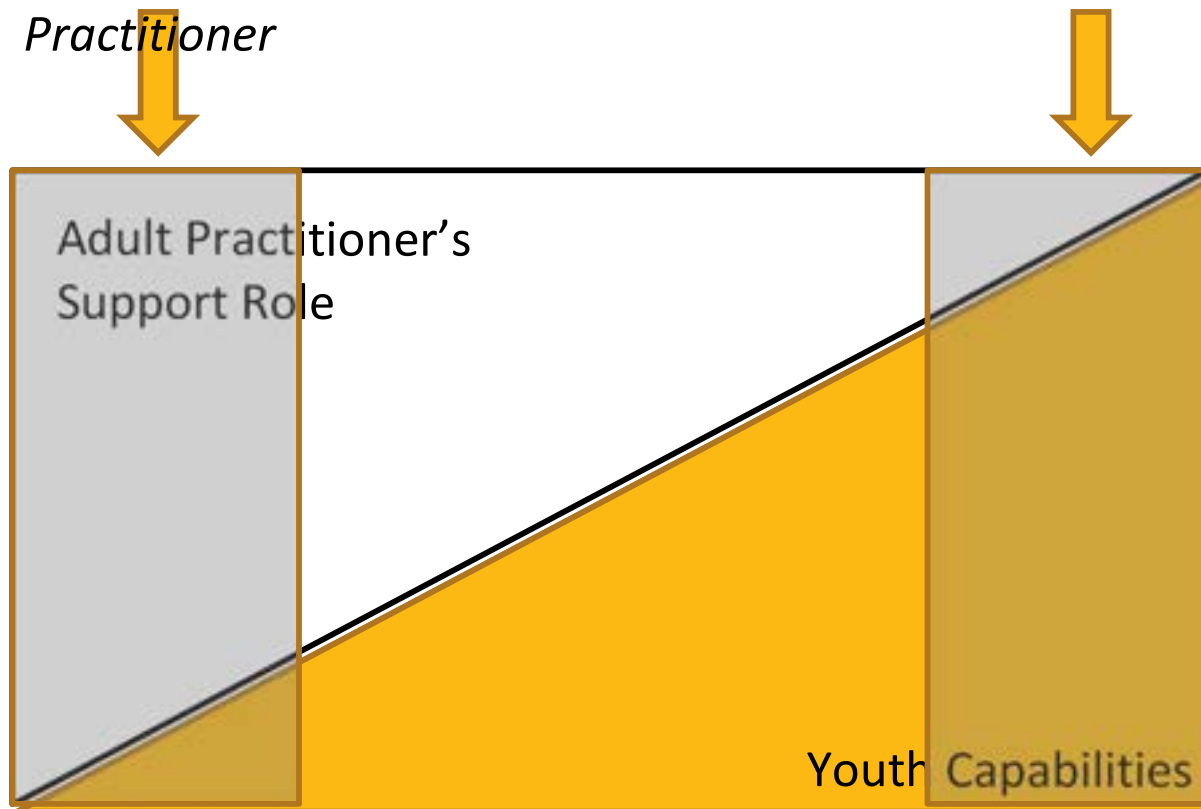
Set up or adapt skill-building opportunities to suit youth's current skill level, interest, or connections, keeping their experiences challenging but possible.

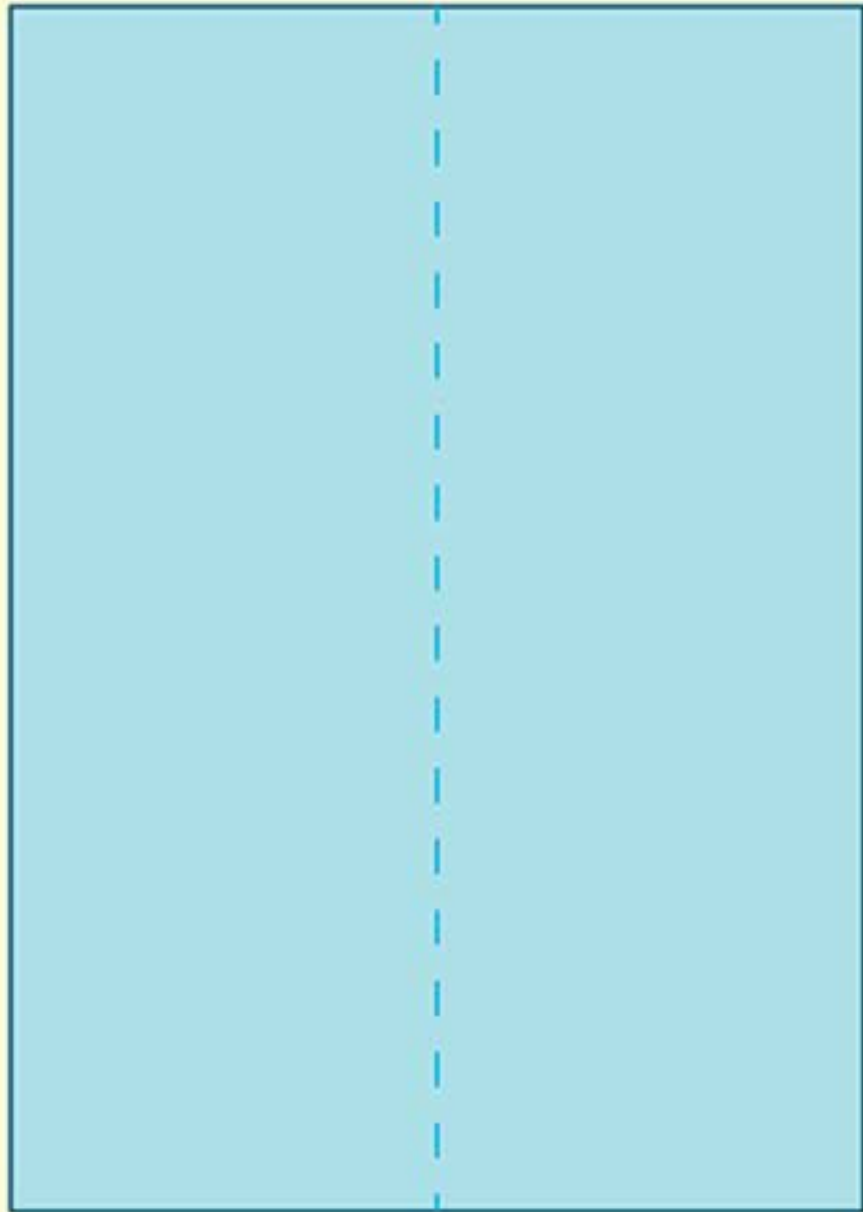
- We're inviting youth into the content- it's relevant, accessible and engaging!
- We're intentional about our structure- ex: large groups vs small groups, free journaling vs providing prompts, etc.
- We're prepared for the unique needs of our group- attention span, impulse control, etc. .
- We're flexible- we can make adjustments as needed.

Scaffolding Experiences for Success

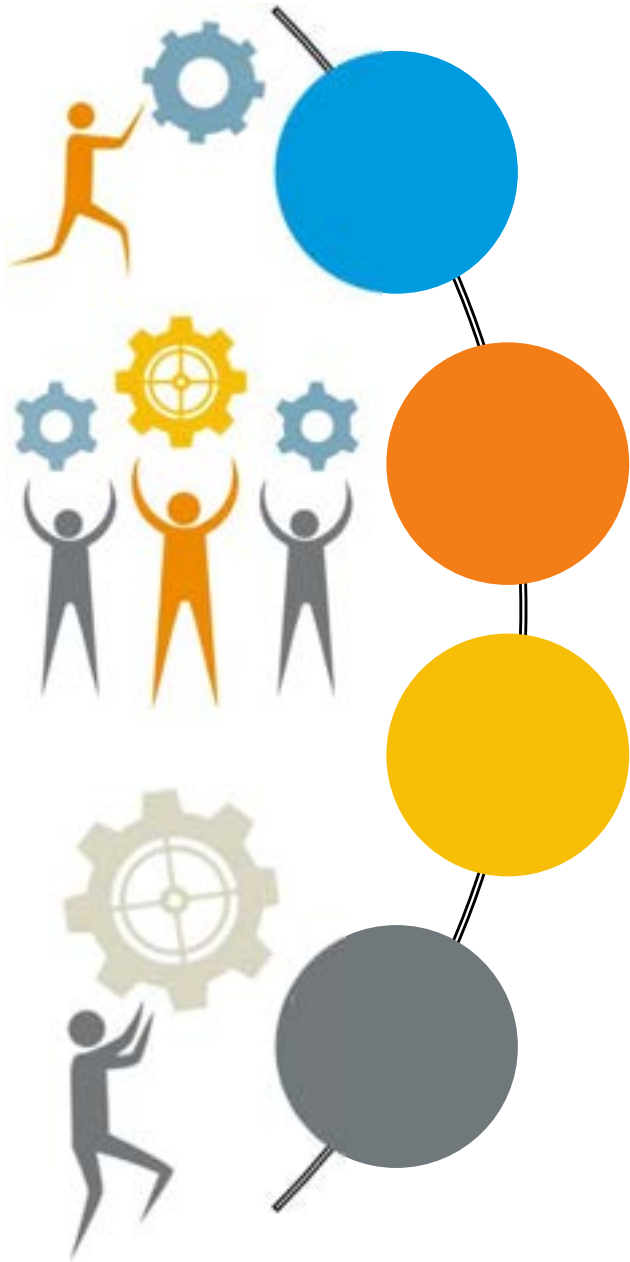
Lower youth capabilities=higher level of support needed from Adult Practitioner

Higher youth capabilities=youth need less support from Adult Practitioner





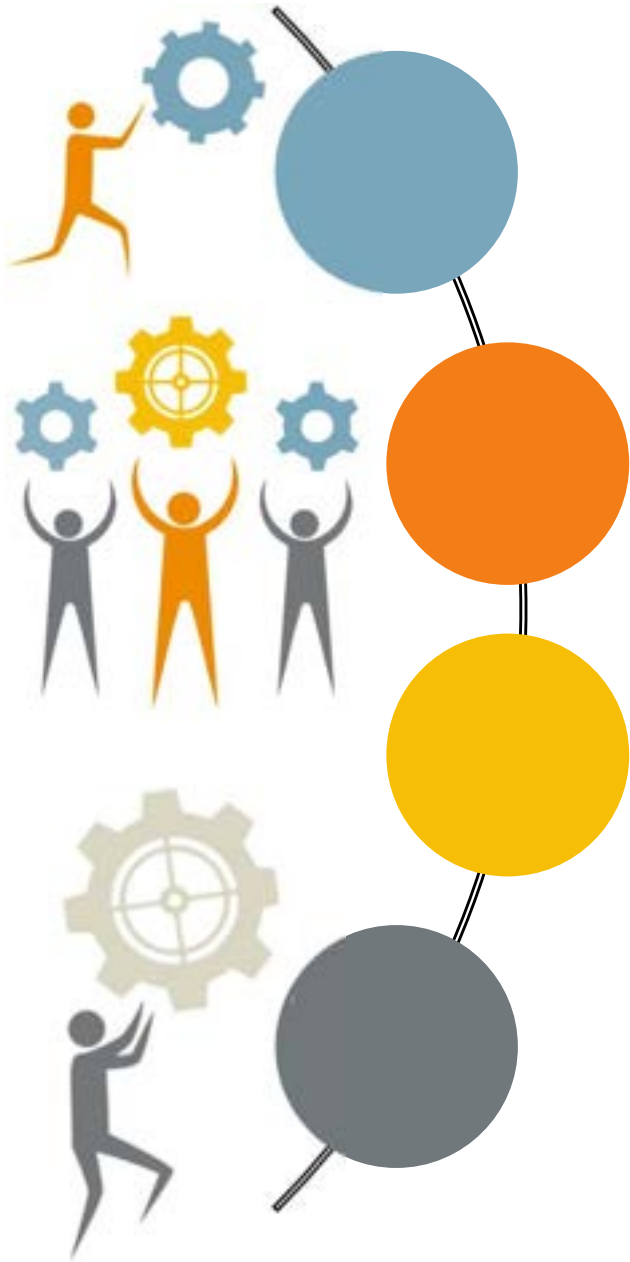
Modeling



Demonstrate or exhibit practices, characteristics, or skills intended for the youth to use or develop.

- We're intentional about our words, actions and nonverbals.
- We show SEL skills in action! (Emotion Management, Communication, Empathy, Problem Solving, etc.)
- When necessary, we own our mistakes and model an apology and/or rebound.

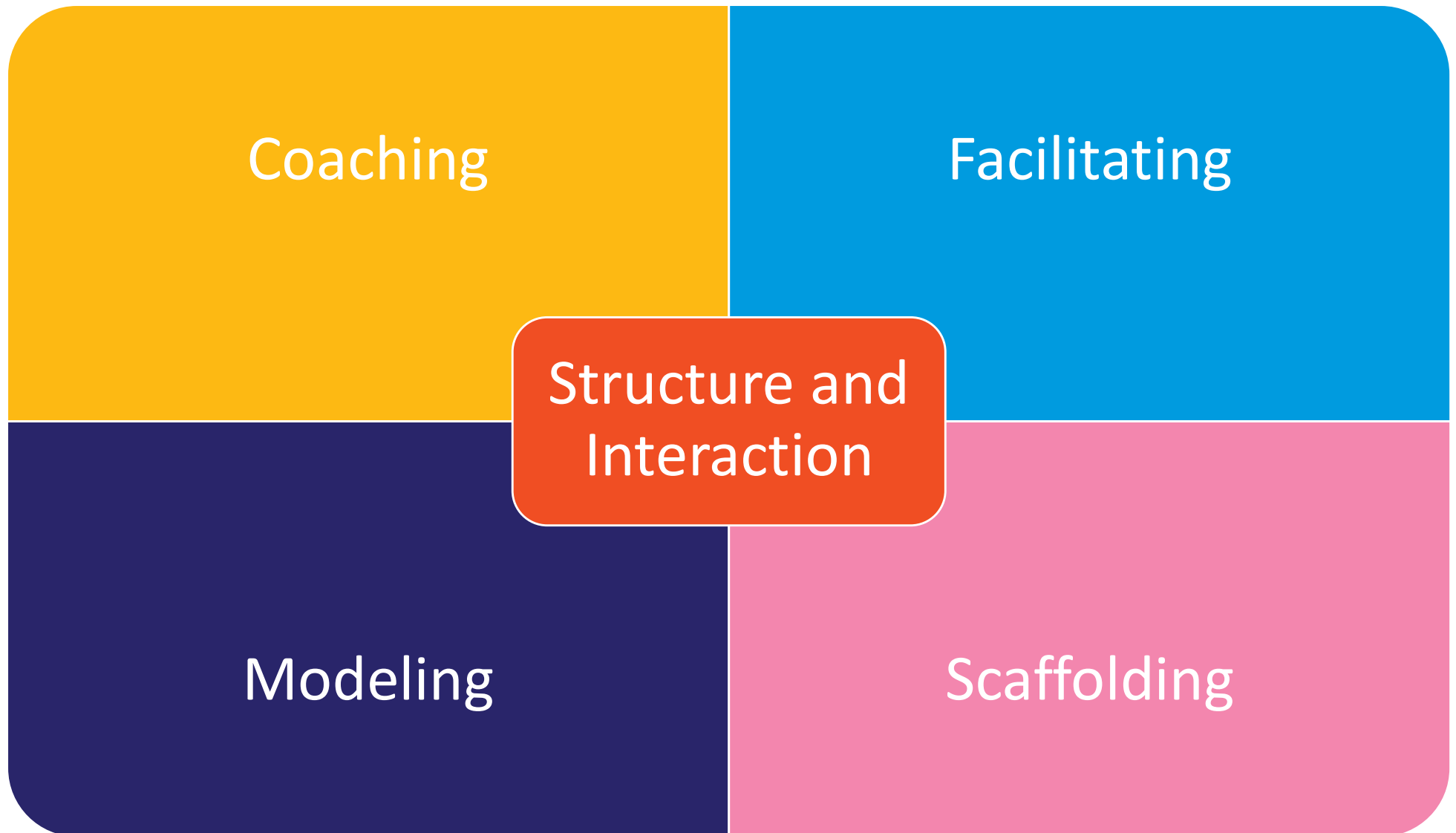
Coaching



Constantly monitor and support youth's learning experience by providing feedback or encouragement.

- We use a strengths-based approach.
- We leverage and build our connection and relationship.
- We provide both positive and constructive coaching.
- We are specific and behavior-based.
 - From “Good job today” to “Today you/we were focused and worked really hard-that’s awesome.”
 - From “Get it together” to “Let’s focus on more listening, less interrupting.”

Youth Experience



Time for an Activity!



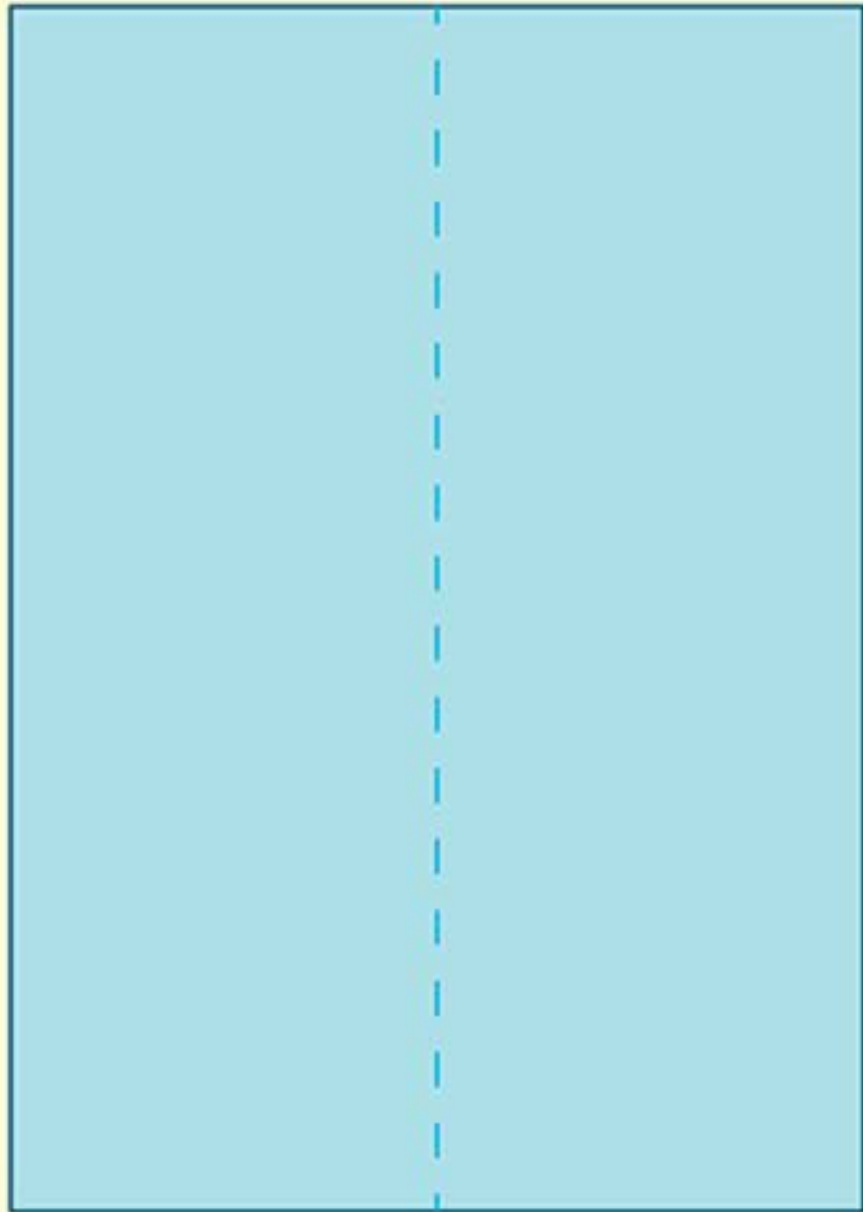


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Time for an Activity!



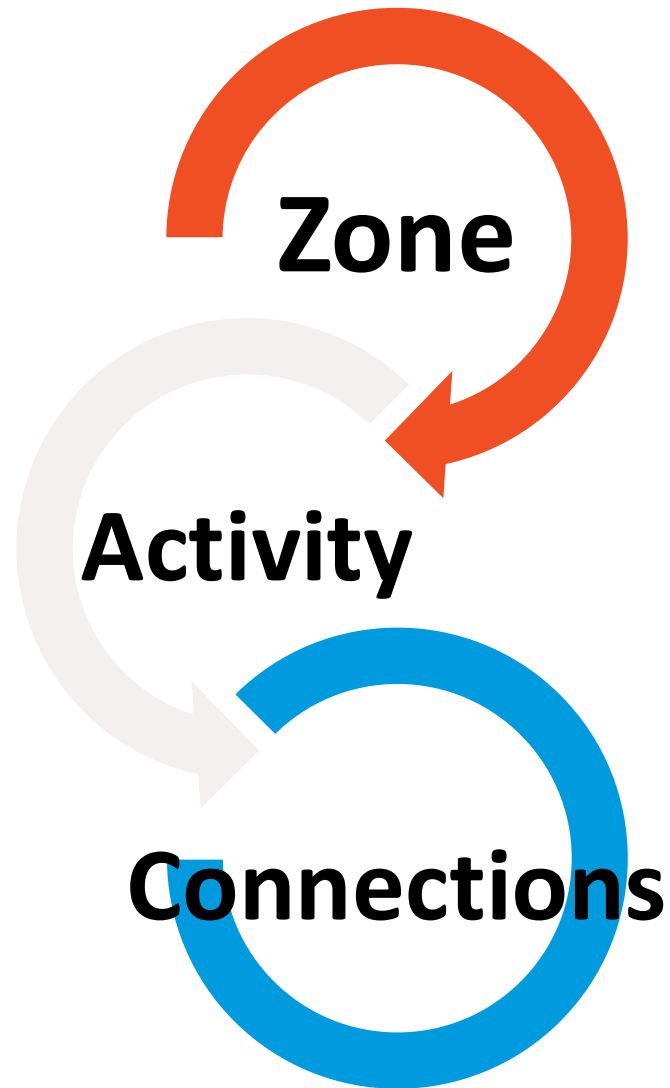


Where did
you see or
experience...

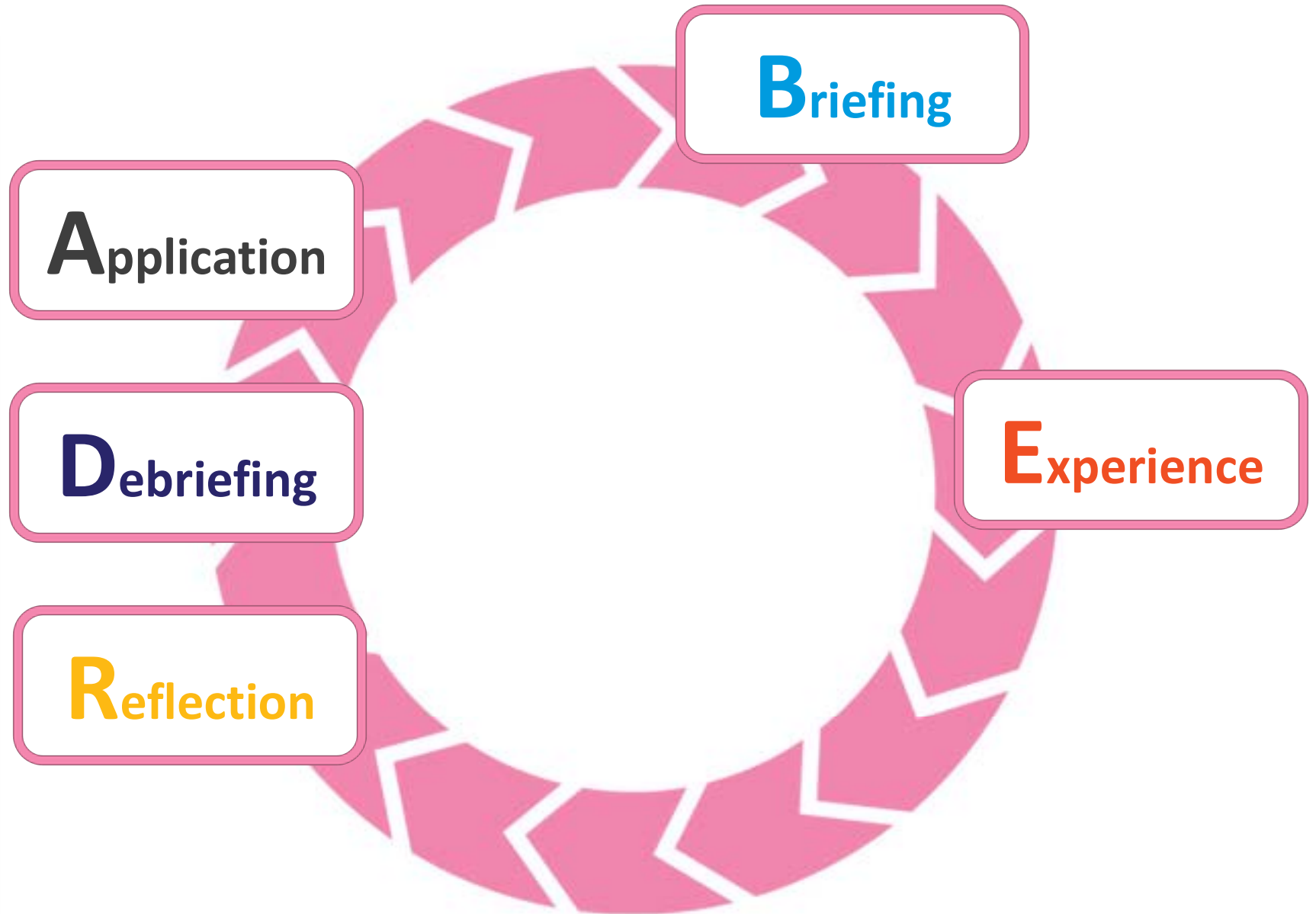
- **Facilitating?**
- **Scaffolding?**
- **Modeling?**
- **Coaching?**

Engaging & Empowering Experiences

High Quality Facilitation is Structured



Experiential Learning Cycle (ELC)



BRIEFing:
Launches
the
experience

- Group
Guidelines
- Instructions
- Terminology

Experience:
Active
Learning

- Game
- Activity
- Facilitated
Group
Discussion

Reflection,
Debriefing,
Application

- What? So What?
Now What?

RDA

Reflection



“What have we accomplished together?”

Debriefing



What have you learned, what skills have we used?

Application



What are you looking forward to next? How will you use the skills & lessons from our experiences?

What are 3 words you would use to describe our activity today?

How did you like our time together today?

What was your favorite part of what we did today?

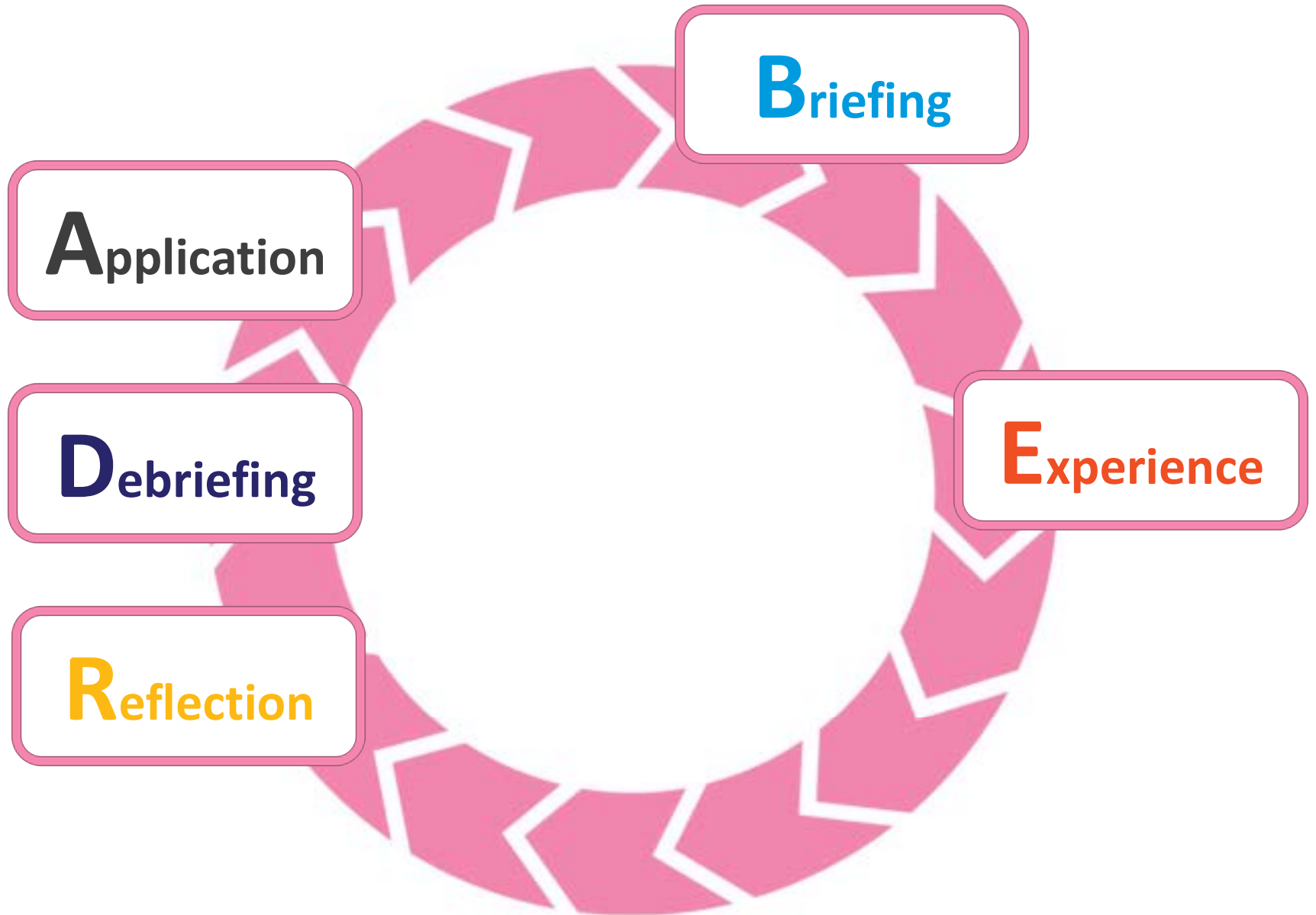
What did you learn today?

Are there any group members we should shout out for their participation today?

How does what we're talking about apply to real life?

How is our group working together?
What could we improve?

Experiential Learning Cycle (ELC)



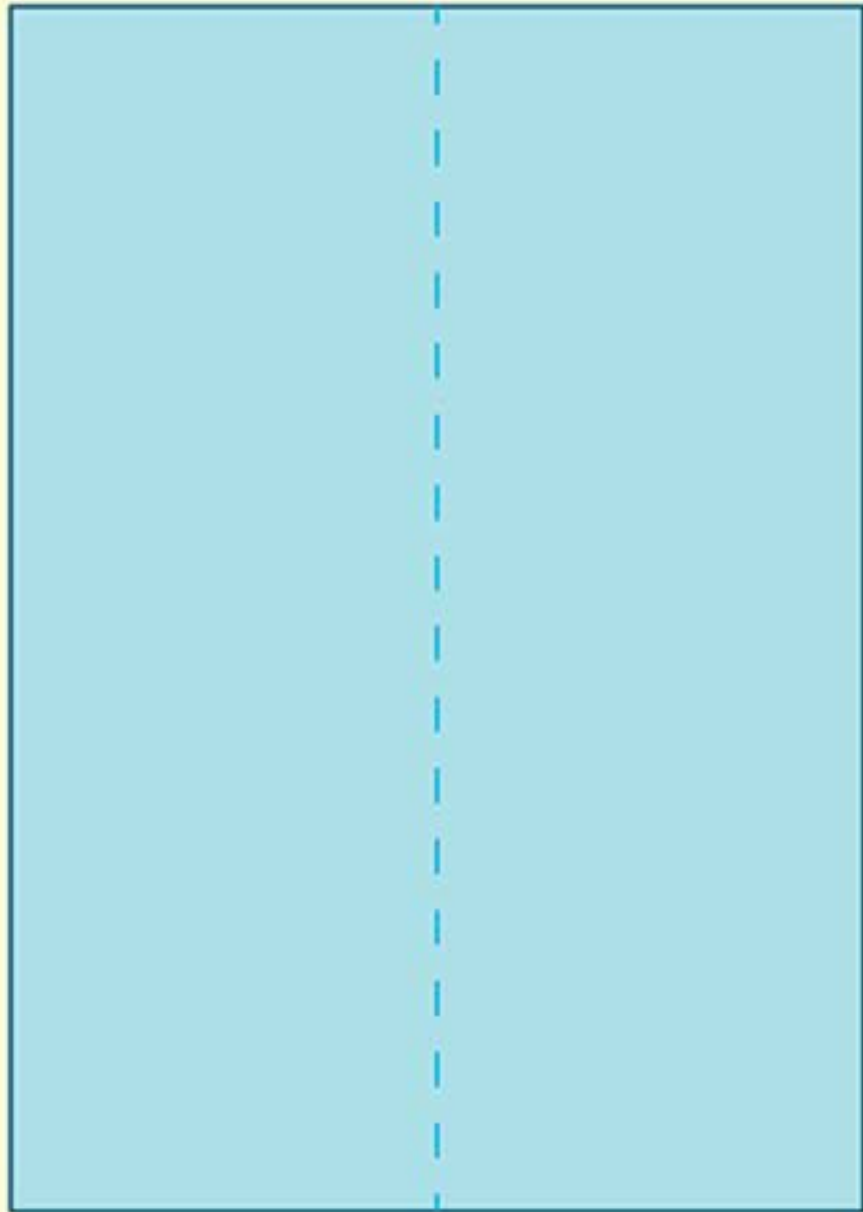
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RDA

Reflection



“What have we accomplished together?”

Debriefing



What have you learned? What skills have you used?

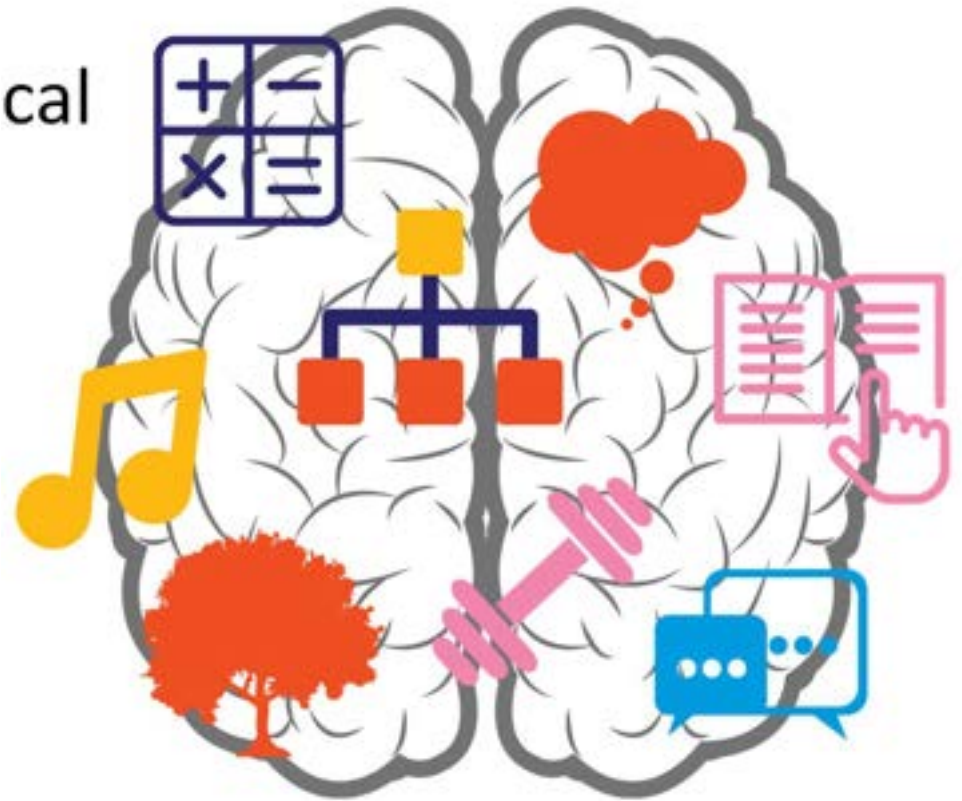
Application



What are you looking forward to next? How will you use the skills & lessons from our experiences?

Multiple Intelligences (MI)

- Body/Kinesthetic
- Logical/Mathematical
- Naturalist
- Intrapersonal
- Verbal/Linguistic
- Interpersonal
- Visual/Spatial
- Musical/Rhythmic





What's coming up for you from our time together today?

- › Questions?
- › Comments?
- › Observations?
- › Feedback?

Beachball Reflection



What are 3 words you would use to describe our time together?



What is one “tool” you are adding to your toolkit based on our time today?



Where can you incorporate the ELC into your work?



Which pieces of information or discussions are you most likely to think about on the way home from the conference?



Which Multiple Intelligences do you rely on most? Which can you work to include?

Contact Us!

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