



Wisconsin Department of  
Children and Families

# Helping Children and Families Thrive

Root Virtual *Learning Map*<sup>®</sup> Experience

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# Facilitator Overview

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## Introduction for Facilitator

When we have open dialogue about our current business challenges and our perceptions about those challenges, we can better understand the powerful impact of our own actions and accept changes as part of our company's growth.

The more we bring our concerns to the table, the easier it is to “buy in” to change. The virtual *Learning Map*<sup>®</sup> module you're about to facilitate is a very different kind of learning.

- It's interactive. Participants don't just sit and listen.
- There are no participant guides or presentation slides – the focus is an illustration that helps tell a story.
- Participants share ideas and opinions by exploring information as a group.
- It's fun!

As a facilitator, you'll help people learn by supporting and leading your group's virtual *Learning Map*<sup>®</sup> session.

On the following pages, you'll find:

- A description of the facilitator's role
- The basics of the virtual *Learning Map*<sup>®</sup> process
- Tips and techniques to help you facilitate effectively
- The objectives the session is designed to address
- A list of materials you'll need
- Step-by-step instructions that will guide you through the session and help you conduct activities
- Timing suggestions for each section
- Notes to help you with particular questions or exercises

# The Facilitator's Role

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## The Virtual *Learning Map*<sup>®</sup> Module





The virtual *Learning Map*<sup>®</sup> module is designed to promote dialogue and understanding among participants in separate and remote locations. It takes roughly two hours to complete, though you may finish in less time. A facilitator – that's you – leads the conversation. All participants will access the same visual and content from their respective locations.

As the facilitator, think of yourself as a guide on a learning journey. You won't be filling the role of teacher or business expert. In fact, once the session begins, you'll be doing very little talking. Unlike in face-to-face sessions, the facilitator can't always see the participants, so you may need to use some different techniques. You should periodically call on participants by name to ensure they're all seeing the same thing and are actively engaged.

Throughout the session, your main duties will be to:

- Create a comfortable learning environment and bridge the geographic and technical divide through introductions
- Verify that the on-screen images are clear and that everyone is seeing the same screen
- Ensure the group stays focused on the current topic of discussion
- Encourage people to participate honestly and openly
- Ask probing questions to increase understanding and discussion
- Manage the time

## Elements of the Virtual *Learning Map*<sup>®</sup> Module

Element	Description
 The visual	An illustrated metaphor represents aspects of business issues. The image establishes a common ground of understanding for participants.
 Dialogue	A series of questions located at the bottom of each screen to lead participants through the exercises and to their own conclusions.
 Virtual cards	Activities that introduce information and increase the interactive and collaborative nature of the experience.
 Facilitation	Guides the discussion and encourages participants to discover the information themselves.

# Tips and Techniques for Effective Facilitation

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These tips and techniques will take you through the facilitation experience from preparation to completion.

## A Few Days Before the Session

### 1. Review the materials.

Review all materials and conduct a practice run of the session. This will make facilitation easier for you and more effective for participants.

Even the most experienced virtual facilitators agree that practicing using the technology before the session significantly boosts their confidence and improves their ability to serve in this role.

### 2. Print a copy of the facilitator guide and a list of participants who will attend the session. Review the program to practice navigating and facilitating.

Printing your facilitator guide is essential, as you won't be able to easily access it on your computer while you're sharing your screen. Having a printed copy will help you guide the participants through the experience.

Having a printed list of participants' names will help you take attendance at the beginning of the session and allow you to call on them by name during the experience.

Feel free to make notes in your printed guide to help you facilitate.

### 3. Arrange a quiet place to conduct the session and a telephone with a headset, if possible.

Facilitators benefit from using a landline phone with a headset. Cell phones may "cut out" when more than one person speaks, and facilitators must be able to hear everything all the time. While speakerphones allow for hands-free audio, they also pick up a lot of background noise, such as turning pages or typing.

## As the Session Begins

### 1. Introduce the session and set the context.

You will begin by introducing expectations on screen 1. Speaking notes for this screen begin on page 12 of this guide. As you introduce the session, make sure participants understand the context of the learning experience and why they need to fully engage in it before you move on.

Participants should understand:

- Why this learning experience was created
- How long the session will take
- The ground rules, such as turning off or silencing mobile phones, avoiding distractions, etc.

**2. Ensure participants are connected to your web meeting and can see your shared screen.**

Participants should follow along on their own device. This is not a presentation. All participants should use their own screen and should be dialed in on their own phone line to optimize this experience. Participants *should not* share screens or phones.

**3. Ask participants to introduce themselves.**

For the best engagement, ask participants to introduce themselves at the beginning of the session. Ask them to share their name, location, and role.

**4. Start the session.**

Test the speed of your conferencing tool connection. When clicking through the first few screens, pay attention to how long it takes for participants to see the next screen. If people have slow connections, you may need to adjust your speed to match the visuals.

## During the Session

**1. Control the card exercises.**

Allow participants to discuss answers to the card activities before you move cards to their respective locations. *Remember, your participants cannot move any cards on the screen and have no control of the program functions – you are in full control.*

**2. Maintain a high energy level.**

Bring enthusiasm to the process by keeping a positive and energetic attitude. Your energy sets the tone for the rest of the group.

**3. Verify what learners are seeing.**

Throughout the experience, make sure each learner is seeing the appropriate visual. Ask questions like, “Does everyone see the area labeled *Who We Are Today?*” or “Can everyone see the card?”

#### 4. Be an active listener.

Participants will offer opinions more often when they see you're paying close attention. When someone offers a relevant but brief comment, restate it to encourage the speaker to elaborate. You could also ask, "Why do you think that happens?" or "What leads you to that conclusion?"

#### 5. Keep the group focused.

If the discussion wanders off topic, ask the reader to repeat the question or simply remind the group about the need to stay on schedule.

#### 6. Prompt the readers as needed.

The **Dialogue Reader** is named at the bottom of the screen. This person reads the numbered questions in the white box on each page. You can change the reader by clicking their name and following the prompts. **Card readers** and **Content Readers** are named at the top of the screen. You may need to remind them to read if they do not begin when their name appears.

#### 7. Remember that you are not a teacher or participant.

- Direct compliments to the group, not to a single participant. If you say, "Great point!" to one participant, others may feel that their ideas are not as valid.
- If a question arises, ask participants what they think or repeat the question to the group for their thoughts and answers.
- You may be tempted to jump into a lively discussion, but when the facilitator offers ideas and answers, participants don't take part in their own learning and may feel like students instead of explorers. Avoid becoming a participant – you are the facilitator.

## After the Session

#### 1. Thank your participants for their time and participation.

## Additional Tips

*Keep this page handy for quick reference throughout the session.*



### Do

- Maintain a high energy level – relax and have fun!
- Explain the essentials of the session.
- Clarify your role and the group's role.
- Use participants' names as frequently as possible.
- Keep the group focused.
- Keep track of time.
- Ask questions that draw out opinions.
- Make sure everyone is involved in the discussion.
- Allow time for participants to respond. The magic is in the dialogue and the participants' conversation.
- If participants do not respond to questions or activities within 10 seconds, call on people by name from the participant list.
- If you do not hear participants responding, remind them that they might be on mute.
- Refer to this guide! Being able to do this is one of the advantages of participants not being able to see you.



### Don't

- Share your own opinions.
- Make up answers or give answers that are not in the guide.
- Make teacher-pupil responses like, "Great point!"
- Let one person dominate the conversation.
- Read any materials yourself unless directed to do so.
- Worry about everything looking and flowing perfectly.
- Hesitate to call a short break if the technology is not working and you need time to troubleshoot.

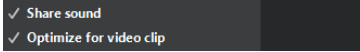


# Technology Overview

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## Facilitator's Overview

Leave yourself at least 30 minutes to complete these technology set-up steps so you can start the session on time.

Step	Action
1.	Load the virtual <i>Learning Map</i> <sup>®</sup> program using the following link: <a href="https://dcf.wisconsin.gov/elearning/wdcf-thrive/index.html">https://dcf.wisconsin.gov/elearning/wdcf-thrive/index.html</a>
2.	Thoroughly review the materials in advance so you are familiar with the visual, dialogue questions, and activities.
3.	Practice navigating through the entire program before your session.
4.	Log into the Zoom meeting using the link provided, and ensure your audio and video capabilities are working.
5.	Once all groups have been moved into breakout rooms, share the virtual <i>Learning Map</i> <sup>®</sup> program with participants over Zoom. (Click the green <b>Share Screen</b> button at the bottom of your screen.)
6.	Ensure you are sharing the program at full screen for participants.
7.	Prior to sharing the video, make sure to select " <b>Share sound</b> " and " <b>Optimize for video clip</b> " from the drop-down menu under "More". 
8.	Make sure to unselect both of these options once the video is done playing.
9.	Facilitate the virtual <i>Learning Map</i> <sup>®</sup> program. (Confirm that participants can see your screen.)
10.	At the end of the session, leave the breakout room and return to the main session room.

## Conferencing Tool Set-Up

1. Join the Zoom meeting.
2. Open the **Helping Children and Families Thrive** virtual *Learning Map*<sup>®</sup> program.
3. Select *Share Screen* to share your screen with participants.
4. Confirm that participants can see your screen.
5. Facilitate the session using the step-by-step notes that begin on page 12 of this guide.

**One important note: You should only use the back and forward arrows within the program module itself at the bottom right of the screen. If you click refresh or the back arrow in your browser window, the module will restart.**

## Participants' Overview

Remind your remote participants to allow themselves at least 10 minutes to complete these technology set-up steps so the session can start on time.

Step	Action
1.	Turn on your computer and access the virtual <i>Learning Map</i> <sup>®</sup> module via the Zoom meeting link your calendar invite.
2.	Turn your video on and ensure your audio connection is working.
3.	Participate in the virtual <i>Learning Map</i> <sup>®</sup> session.
4.	At the end of the session, leave the Zoom breakout room.

## How to Access the Conferencing Tool for Participants

1. Connect to the Zoom meeting by clicking the link. You can access the session from the link provided by your facilitator.
2. Turn on your video.
3. You should see the introduction to the session, **Helping Children and Families Thrive**, on the screen.
4. A quiet space is recommended to complete the training.

# Overview

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## Facilitation Materials

- Access to the virtual *Learning Map*<sup>®</sup> program, **Helping Children and Families Thrive**
- Web meeting credentials to host the virtual session
- Network/internet connection
- Computer (laptop or desktop are both okay)
- Headset (recommended)
- Audio access
- A printed list of session participants
- Facilitator guide (this document)

# Helping Children and Families Thrive

## Facilitator Notes

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If you are practicing or reviewing the module before you begin your session, remember to close and restart the program before participants join the session.

Access the Learning Map [here](#).

### Opening Screens

#### Opening Screen



#### SAY:

Today, we'll engage in a unique learning experience that we call a virtual *Learning Map*® module.

There's no teacher or trainer. My role is to keep the conversation on track and on time and to ensure we have a rich discussion.

The virtual *Learning Map*® module includes several components:

- A visual metaphor, which will be the focal point of our discussion
  - The large image that will appear on the screen will serve as a framework that allows us to share a common mental picture.
- Targeted questions and activities related to the visual that will lead us through the experience
- Scenarios and films to help us practice and apply what we've learned throughout the workshop

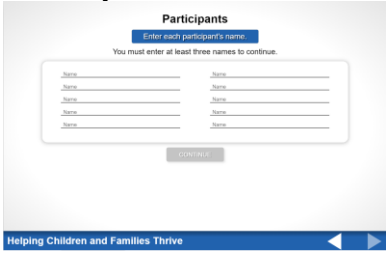
The most important parts of the process are group interaction, collaboration, and total participation. You each bring your own set of ideas and perspectives to the group. We'll learn by listening to each other and forming our own conclusions.

Please keep your log-in information and call-in number handy in case you lose your signal. And if you haven't done so already, please select full-screen mode for optimal viewing.

#### DO:

Pause here to make sure everyone can see what you're sharing on the screen, then click "begin".

### Participant Names



### SAY:

We'll have everyone introduce themselves in a minute, but first I want to enter everyone's names into the system. Can you please let me know if I've missed your name or if you go by something different?.

### DO:

Enter each participant's name into the program so the computer can assign readers throughout the experience. **Do not enter your own name.**

**If two participants have the same name, enter their last names or add numbers after their names.**

Refer to your printed list of participant names, as you may want to call on people by name during the session.

Mark any absences and add any names of people attending the session who are not already on the list.

Once all names are entered, click "continue".

### Welcome

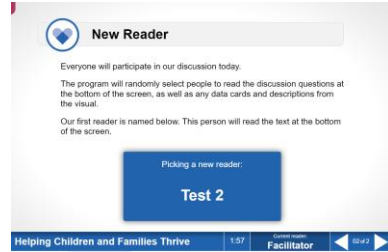


### SAY:

Welcome to DCF's **Helping Children and Families Thrive** virtual *Learning Map*® experience. The purpose of this session is to empower each of us to help all Wisconsin children and youth be safe and loved members of thriving families and communities. We'll use visuals, open-ended questions, card activities, and a short film to talk about optimizing our strategy and adopting new behaviors to strengthen Wisconsin families.

To get started, let's each say our name, role, and favorite activity outside of work. I'll start.

## Name Generator



### SAY:

Everyone will be participating in our discussion today.

During this session, a reader will be preselected to read the text at the bottom of the screen for each section.

Below is the reader who has been selected for Section A.

Let's get started!

### DO:

Make sure all participant lines are unmuted. This will allow participants to control their ability to speak during the conversation.

## Part 1, Section A: Helping Children and Families Thrive Screens 1–7 | 20 Minutes

### A1



**Note:** The new Dialogue Reader should read the text at the bottom of the screen, starting with, “We’ll spend the next 60 minutes...” The Dialogue Reader will continue reading screens 2–7.

**If you need to change the Dialogue Reader for any reason, click the current reader’s name at the bottom of the screen and follow the prompts.**

### DO:

Prompt **Dialogue Reader** to read the text at the bottom of the screen.

Expand the video to full-screen mode by clicking the box in the bottom right corner.



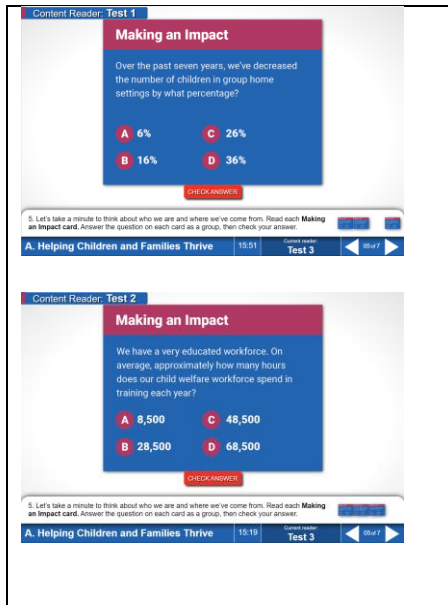
Click the play button at the bottom-left of the video to begin the clip.

Ensure you are sharing your system’s audio.

**Note:** You need to make sure “Share sound” and “Optimize for video clip” are selected in your drop-down menu in order for participants to see the video. You will not be able to see participants’ videos while “Optimize for video clip” is selected, so make sure to turn this off once the video is done playing.

<p><b>A2</b></p> 	<p><b>DO:</b></p> <p>If the <b>Dialogue Reader</b> doesn't begin reading when you move to each new page, prompt them to continue.</p> <p>Hear from a few participants before moving on.</p>
<p><b>A3</b></p> 	<p><b>DO:</b></p> <p>If the <b>Dialogue Reader</b> doesn't begin reading when you move to each new page, prompt them to continue.</p> <p>Hear from a few participants before moving on.</p>
<p><b>A4</b></p> 	<p><b>DO:</b></p> <p>If the <b>Dialogue Reader</b> doesn't begin reading when you move to each new page, prompt them to continue.</p> <p>Hear from a few participants before moving on.</p>
<p><b>A5</b></p> 	<p><b>DO:</b></p> <p>If the <b>Dialogue Reader</b> doesn't begin reading, prompt them to read the text at the bottom of the screen.</p> <p><b>SAY:</b></p> <p>This is our first set of cards. The card reader's name will always be displayed at the <i>top</i> of the screen where it says "Content Reader".</p> <p><b>DO:</b></p> <p>Click on the first <b>Making an Impact card</b> and prompt the Content Reader to read it. <b>Allow time for the group to discuss an answer.</b></p> <p>Click <b>Check Answer</b> to reveal the correct answer. Follow the same process for the remaining cards.</p>

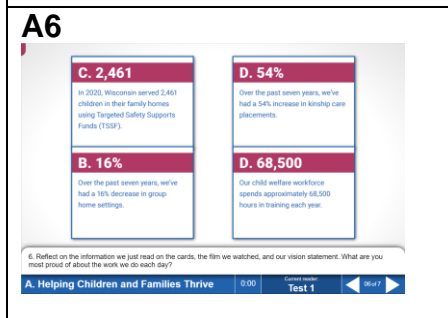




**Facilitator Note:** Data reflected on Making an Impact cards is from 2012-2019. TSSF (Targeted Safety Support Funds) was previously known as IHSS (In-Home Safety Services). The program was rebranded in 2020 as TSSF. Both TSSF and IHSS relied on flexible funding to support family's needs in-home on safety and protective plans.

There is a different Content Reader assigned to each card.

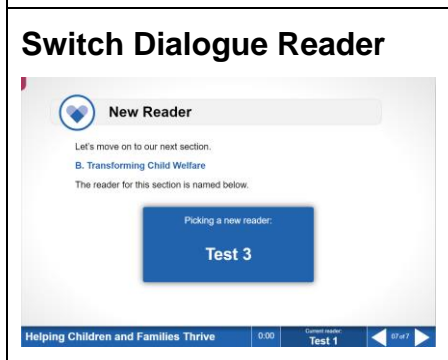
Continue this process for all four cards.



**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.



**DO:**

Make sure the Section A reader reads the text on the screen to the group.

**SAY:**

[Section B reader's name], please be ready to read on the next screen. Make sure you are not muted.

# Part 1, Section B: Transforming Child Welfare

## Screens 1–11 | 25 Minutes

**B1**



**Note:** The new Dialogue Reader should read the text at the bottom of the screen, starting with, “Now, let’s explore the visual that will serve...” The Dialogue Reader will continue reading screens 2–11.

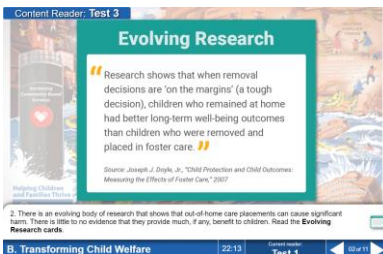
If you need to change the Dialogue Reader for any reason, click the current reader’s name at the bottom of the screen and follow the prompts.

**DO:**

When the **Dialogue Reader** finishes reading the text at the bottom of the screen, click each of the circles at the bottom right to zoom in to the strategic focus areas.

Pause after clicking on each circle to let a few participants describe what they see.

**B2**



**DO:**

If the **Dialogue Reader** doesn’t begin reading when you move to each new page, prompt them to continue.

When the **Dialogue Reader** finishes reading the text at the bottom of the screen, click the first Evolving Research card to enlarge it.

Prompt the first **Content Reader** to read the card to the group.

Continue this process for both cards.



B3

DO:

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

B4

DO:

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

When the **Dialogue Reader** finishes reading the text at the bottom of the screen, prompt the **Content Reader** to read the **Family First** card to the group.

B5

DO:

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

B6

DO:

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Drag and drop each card to the placement the group decides. Once the group is finished, click *Check Answer*.

Give the participants a moment to review before moving on.

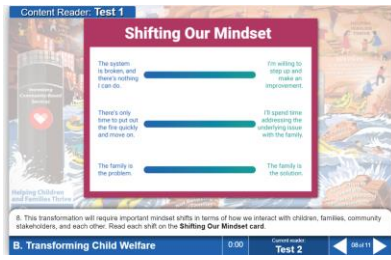
B7

DO:

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Drag and drop each card to the placement the group decides. Once the group is finished, hear from a few participants before moving on.

**B8**

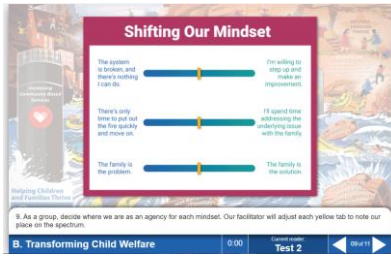


**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

When the **Dialogue Reader** finishes reading the text at the bottom of the screen prompt the **Content Reader** to read the **Shifting Our Mindset Card** to the group.

**B9**

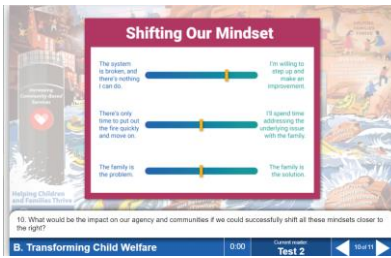


**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

When the **Dialogue Reader** finishes reading the text at the bottom of the screen, drag the yellow tab on each mindset spectrum to the placement the group decides.

**B10**



**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

**Switch Dialogue Reader**



**DO:**

Make sure the Section B reader reads the text on the screen to the group.

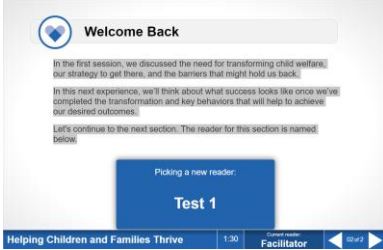
**SAY:**

*[Section C reader's name]*, please be ready to read on the next screen. Make sure you are not muted.





## Switch Dialogue Reader



## SAY:

In the first session, we discussed the need for transforming child welfare, our strategy to get there, and the barriers that might hold us back.

In this next experience, we'll think about what success looks like once we've completed the transformation and key behaviors that will help to achieve our desired outcomes.

Let's continue to the next section. The reader for this section is named below.

[Section D reader's name], please be ready to read on the next screen. Make sure you are not muted.

## Part 2, Section A: Our Vision for the Future

### Screens 1–8 | 15 Minutes

#### A1



**Note:** The new Dialogue Reader should read the text at the bottom of the screen, starting with, “Just like we did in our first session...” The Dialogue Reader will continue reading screens 2–8.

If you need to change the Dialogue Reader for any reason, click the current reader's name at the bottom of the screen and follow the prompts.

#### Do:

When the **Dialogue Reader** finishes reading the text at the bottom of the screen, click each of the circles at the bottom right to zoom in to the visual.

#### A2



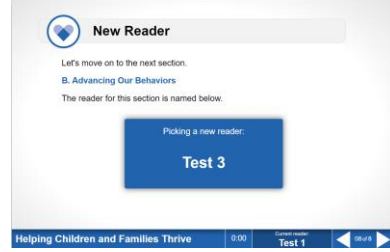
#### DO:

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.



## Switch Dialogue Reader



### Do:

Make sure the Section A **Dialogue Reader** reads the text on the screen to the group.

### SAY:

[Section B reader's name], please be ready to read on the next screen. Make sure you are not muted.

## Part 2, Section B: Advancing Our Behaviors Screens 1–8 | 30 Minutes

### B1



**Note:** The new Dialogue Reader should read the text at the bottom of the screen, starting with, “Achieving this future state...” The Dialogue Reader will continue reading screens 2–8.

**Remember, if you need to change the Dialogue Reader for any reason, click the current reader’s name at the bottom of the screen and follow the prompts.**

### DO:

When the **Dialogue Reader** finishes reading the text at the bottom of the screen, prompt the **Content Reader** to read the labels on the puzzle pieces.

### B2



### DO:

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Click on the first card (Partner with Families) and prompt the **Content Reader** (located at the top of the screen) to read it. Do this for all remaining cards from left to right.

**Facilitator Note:** Note that there is a different reader assigned to each card.



Content Reader: Test 2

### Pay Attention to Danger Threats

- Be laser focused on identifying, understanding, and planning around danger threats (as opposed to risk) and work to become comfortable with balancing safety and risk.
- Understand how danger threats play out in a family and impact child safety so that the right supports and controls can be implemented, be open to feedback and further training or decision making support regarding safety assessment and planning.

Advanced Behaviors

2. Let's read each **Advanced Behavior card** to learn more about the specific actions that bring these behaviors to life.

B. Advancing Our Behaviors 18:11 Current page: Test 3 back

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Content Reader: Test 1

### Collaborate with Community Stakeholders

- Form partnerships with community stakeholders, such as law enforcement and schools.
- Identify community partners with shared goals to advance improvements and change.
- Engage community partners as key sources of information and include them as formal or informal supports regarding in-home plans.

Advanced Behaviors

2. Let's read each **Advanced Behavior card** to learn more about the specific actions that bring these behaviors to life.

B. Advancing Our Behaviors 17:43 Current page: Test 3 back

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Content Reader: Test 2

### Create Supportive Solutions

- Use creative means to build formal and informal supports for families, gain a thorough understanding of each family, including their motivations, history, networks, and needs.
- View all kinds of social connections as sources of possible insight and informal support. Identify with the family their social connections and include these connections where providing insight and support in planning.

Advanced Behaviors

2. Let's read each **Advanced Behavior card** to learn more about the specific actions that bring these behaviors to life.

B. Advancing Our Behaviors 17:20 Current page: Test 3 back

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Content Reader: Test 1

### Lean on Your Team

- Use team meetings and group interaction to collaborate and share learning.
- Understand the importance and value of team collaboration in addition to individual challenge.
- Make internal team/unit meetings less structured and more conversational, create opportunities for child welfare professionals to pose critical questions or levels, and to brainstorm and discuss.
- As supervisors, always prioritize the child welfare professional and promptly respond to their needs.

Advanced Behaviors

2. Let's read each **Advanced Behavior card** to learn more about the specific actions that bring these behaviors to life.

B. Advancing Our Behaviors 17:03 Current page: Test 3 back

## B3

STAKEHOLDERS

3. How can these behaviors help us achieve our vision?

B. Advancing Our Behaviors 16:01 Current page: Test 3 back

## DO:

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

**Facilitator Note:** Click on the cards at any time to enlarge the text.

**B4**



**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

**Facilitator Note: Click on the cards at any time to enlarge the text.**

**B5**



**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

**Facilitator Note: Click on the cards at any time to enlarge the text.**

**B6**

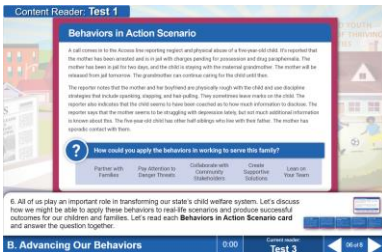


**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

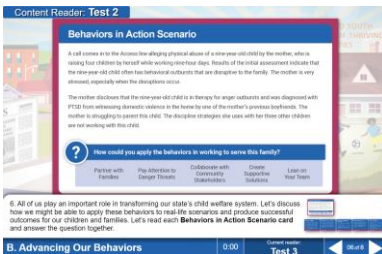
Click on the first **Behaviors in Action Scenario card** and prompt the **Content Reader** (located at the top of the screen) to read it. Do this for both cards from left to right.

**Facilitator Note: Note that there is a different reader assigned to each card.**



**SAY:**

I can always click on one of these cards down here at the bottom if you need a reminder about any of the behaviors we just reviewed.



**B7**



**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

**Switch Dialogue Reader**



**DO:**

Make sure the Section B **Dialogue Reader** reads the text on the screen to the group.

**SAY:**

[Section C reader's name], please be ready to read on the next screen. Make sure you are not muted.

## Part 2, Section C: Committing to Our Future Screens 1–3 | 15 Minutes

**C1**



**Facilitator Note:** The new **Dialogue Reader** should read the text at the bottom of the screen, starting with, “As we discussed in our first session...” The **Dialogue Reader** will continue reading screens 2 and 3.

Remember, if you need to change the **Dialogue Reader** for any reason, click the current reader's name at the bottom of the screen and follow the prompts.

**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

C2



**DO:**

If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

**Facilitator Note: If there is time, ask each participant to share their commitment.**

C3



**DO:**

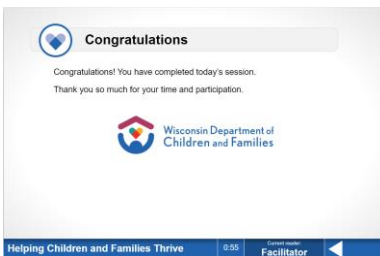
If the **Dialogue Reader** doesn't begin reading when you move to each new page, prompt them to continue.

Hear from a few participants before moving on.

**Facilitator Note: If there is time, ask each participant to share their key takeaway.**

## Closing Screen

Closing



**SAY:**

We have completed the **Helping Children and Families Thrive** virtual *Learning Map*<sup>®</sup> experience.

Thank you so much for your time and participation during our session today!

**DO:**

Address any concerns or questions that participants raise if you can.

**To exit the session, hang up your conference line and close the conference session window by clicking the "X" in the upper right corner.**