

New Jersey Family Success Centers  
&  
Office of Training and Professional Development

Engagement |  
Active Listening  
Self – Directed Guide



# *Engagement – Active Listening Session 2 Table of Contents*

<p><b>Instructions for Self-Directed Learning:</b> Upon completing Session 2 for FSC Leaders, the following self-directed materials will be used to teach FSC staff. FSC Leaders will follow the table of contents in order to complete all lesson plans with staff. Following completion of the lesson plans, FSC Leaders will partner with DCF to ensure application of skill building and continuous improvement of essential functions. Note that all handouts are included in this guide; worksheets referenced below are located after each lesson plan.</p>	
<p>Lesson Plan for Leaders *This is for leaders only and will provide further instructions on the self-directed work to complete with your staff.</p>	<ul style="list-style-type: none"> <li>• <i>Lesson Plan for Leaders Sheet</i></li> <li>• <i>Cover Sheet for Self-Directed Work</i></li> </ul>
<p>Lesson Plan 1: Reflection – How Does it Show Up</p>	<ul style="list-style-type: none"> <li>• <i>Lesson Plan 1 Sheet</i></li> <li>• <i>How Does it Show Up Group Reflection Worksheet</i></li> </ul>
<p>Lesson Plan 2: Engagement: Building the Ultimate Family Success Center</p>	<ul style="list-style-type: none"> <li>• <i>Lesson Plan 2 Sheet</i></li> <li>• Engagement Process visual</li> <li>• Engagement process worksheet (blank)</li> </ul>
<p>Lesson Plan 3: Active Listening: Skill Application Practice in Pairs</p>	<ul style="list-style-type: none"> <li>• <i>Lesson Plan 3 Sheet</i></li> <li>• 9 Skill Slides</li> <li>• Active Listening Pairs worksheet</li> </ul>
<p>Lesson Plan 4: Skill Application Practice &amp; Observation in Trios</p>	<ul style="list-style-type: none"> <li>• <i>Lesson Plan 4 Sheet</i></li> <li>• Round Robin Observation sheet</li> <li>• Scenarios for Trio Work sheet</li> </ul>
<p>Items Provided Separately</p>	<ul style="list-style-type: none"> <li>• <i>Pre-Test</i></li> <li>• <i>Post-Test</i></li> <li>• <i>Experience Survey</i></li> </ul>





# Lesson Plan for Leaders

**Objective:** All Directors/Leaders to provide Professional Development to their talent/staff regarding the Practice Profile, Essential Functions and Behavioral Indicators. The self-directed work, activities, and lesson plans provide you with the opportunity to provide an increase in knowledge in these areas, ensuring that all FSCs are successful, thriving and consistent across all guest experiences. The self-directed work also provides you the opportunity to provide coaching to your talent/staff to ensure that you are reinforcing the behaviors that have been identified for each Essential Function.

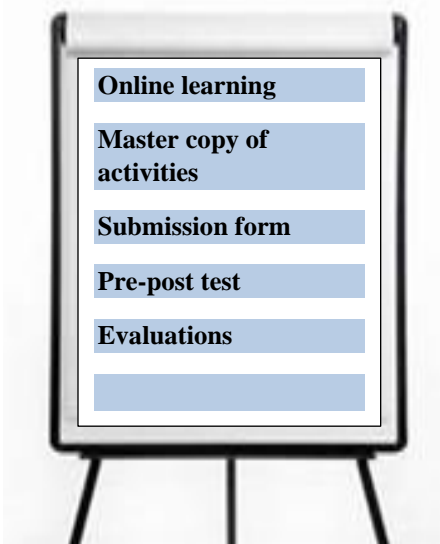


## Goals:

- Directors will continue to deepen their coaching skills with onsite talent/staff as well as families, members and FSC guests
- Directors will model Engagement as defined by the Practice Profile
- Directors will model Active Listening
- Directors will administer Pre and Post learning evaluations
- Directors will provide a learning session on Active Listening and Engagement for their onsite talent/staff
- Directors will administer a learner experience survey for the session they facilitate
- Directors will fill out the submission form and return all completed documents at the September session or earlier



## Materials Needed:



## Activity Description:

- Formal information and direction have been provided at the June Session for the activities that are expected:
  - ✓ Directors will ensure they have completed the June session
  - ✓ Directors will facilitate a learning experience using the master copy of activities for their onsite talent/staff. The lesson plans and needed materials are all provided in the master packet
  - ✓ Directors will ensure they administer the pre-post learning evaluations and the learner experience surveys
- Directors will ensure they submit the following documents at the September session or earlier:
  - ✓ Cover Sheet
  - ✓ Pre-Learning Evaluations
  - ✓ Post-learning Evaluations
  - ✓ Learner Experience Surveys

**Learning Activities:**

- Self-directed Work

**Evidence:**

- Directors will have facilitated the on-site learning experience
- The required documentation will be submitted by September 2019

**Activity Calculation:**

- 2 Months have been provided to complete the activities
- Each Lesson plan outlines the timeframes for each activity and provides alternative plans, depending on the size of the group.



# Cover Sheet for Self- Directed Work Checklist for Return Items

## Session 2 Active Listening & Engagement

<b>Name of FSC:</b>		<b>Submitting Director:</b>
<b>Date Submitted:</b>	<b>Number of Staff at FSC:</b>	<b>Number of Staff Completing Session 2:</b>
<b>Item/Activity:</b>	<b>Items Being Submitted:</b>	<b>Number Being Submitted:</b>
Directors/Leaders On-line Webinar	Pre-Learning Evaluation	
	Post Learning Evaluation	
	Experience Survey	
Staff/Talent Session 2	Pre-Learning Evaluation	
	Post Learning Evaluation	
	Experience Survey	
Comments or Additional Notes:		



**Objective:** This will help participants reflect on their experiences and how they interpret Engagement and Active Listening in regards to the Practice Profile. The facilitator's responses can also assist with reinforcing the learning outcome, by immediately providing feedback.

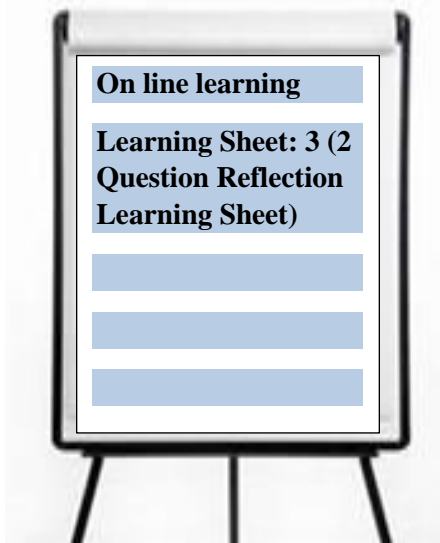


## Goals:

- Compare current practices at the Family Success Centers and how Engagement and Active Listening are defined by the Practice Profile.
- Discuss Engagement and Active Listening as defined in the Practice Profile.
- Formulate ideas to demonstrate these two Essential Functions.



## Materials Needed:



## Activity Description:

1. Participants and Facilitator will use the online learning session 2: Engagement and Active Listening.
2. Participants and Facilitator will view slides 1-18
3. Slide 18: Participants and Facilitator will pause for a few minutes and complete the 2 Question Reflection Sheet (This should take approximately 12 minutes, depending on the size of the group.).
4. Facilitator will provide the participants with "How Does it Show Up in Practice? Group Reflection" worksheet to record answers.
5. The facilitator will read question 1 and allow for responses. Question 2 will then be read and allow for responses.  
Question:
  1. How does Engagement, per the Practice Profile, show up in practice for you at the Family Success Center?
  2. How does Active Listening, per the Practice Profile, show up in practice for you at the Family Success Center?
6. The facilitator should choose 1 or 2 people to respond per question (depending on group size). Depending on the size of the group, the time for the activity will vary. Each participant

should be provided about 2 minutes to respond to each of the two questions.

**Learning Activities:**

- 2 question Group Reflections Questions

**Evidence:**

- Participants will be able to identify aspects of the Practice Profile.
- Participants will be able to identify aspects of Engagement and Active Listing, regarding how they currently show up in their practice.
- Participants will be able to put the answers in their own words or provide an example.

**Activity Calculation:**

- Time to introduce the activity: 3 Minutes
- Questions 1 & 2: 2 minutes per response. (2 responses per question)
- ✓ Depending on the size of the group the activity should take approximately 12 minutes

## *How Does It Show Up? Group Reflection*

### **Directions:**

#### **Participant Directions:**

- Consider Engagement and Active Listening, as they pertain to the Practice Profile. Please take a few minutes to pause, reflect, and discuss with your facilitator and group about your own experience and how it shows up in practice for you.
- Use this sheet to record your reflections and thoughts.

### **Questions:**

**How does Engagement, per the Practice Profile, show up in practice for you at the Family Success Center?**

**How does Active Listening, per the Practice Profile, show up in practice for you at the Family Success Center?**





## Lesson Plan 2

**Objective:** Participants will be able to discuss how the Engagement process is demonstrated and observed at Family Success Centers. This provides Participants with the ability to discuss with their colleagues how a Family Success Center should be designed to maximize the importance of the Essential Functions and Behavioral Indicators. At the close of the activity, participants will also have a list of suggested interventions and ideas that can be used to create the ultimate Family Success Center and to replicate the consistency across centers.

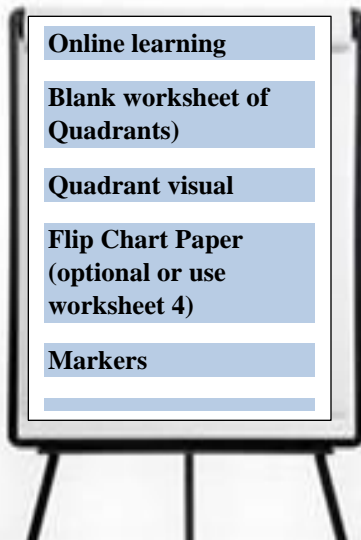


### Goals:

- To gain a deeper understanding of Engagement as an Essential Function and how it is defined by the Practice Profile.
- To practice designing aspects of a Family Success Center that are aligned with the Practice Profile and provide consistency for all guests at any center.
- To develop environments that are empowering and welcoming.



### Materials Needed:



### Activity Description:

1. Participants and Facilitator will use the online learning session 2: Engagement and Active Listening.
2. Participants and Facilitator will view slides 19-23
3. Slide 24: Participants and Facilitator will pause for a few minutes and consider how to build the "Ultimate" Family Success Center.
4. Facilitator will provide the participants with the following:
  - ✓ Engagement Process visual
  - ✓ Engagement process worksheet (blank)
  - ✓ Flip Chart Paper/Markers are optional

*Facilitator Note: Please emphasize to participants that their design should not be a description of what they want, but the actual activities and behaviors that they will demonstrate at the FSC that will ultimately reflect the Essential Function of Engagement, as defined by the Practice Profile.*

*The facilitator will provide the participants with the following reminders and tips:*

- ✓ *When planning activities, ensure they are based on community needs and protective factors. These offerings should also provide opportunities for members to connect as well as for extended family to participate.*
- ✓ *When meeting new members, it is important to be hospitable, friendly and responsive.*
- ✓ *It is always important to extend an invitation to family or kin.*

- ✓ *It is great to continue seeking relationships with external partners so that you can offer more services at the center or a partner can provide something you may not have.*
  - ✓ *One of our key take-aways is that engagement, as defined by the practice profile, is utilized to connect and build relationships with individual members, their family, community partners, stakeholders and anyone who enriches that environment and experience.*
5. Each group will have 5 minutes per quadrant for design.
  6. Once the design has been completed, the groups will have approximately 2 minutes to report out what was designed and the rationales for the design choice.
    - Depending on the size of the group, the activity will vary. If there are less than 6 people, you will have one group complete all 4 Quadrants together and then discuss.
    - If you have a group larger than 6 but less than 12, split them into 2 groups; each group will complete 2 Quadrants and then discuss.
    - If you are completing this activity 1:1, provide the person time to complete all 4 Quadrants and then discuss.
  7. As groups report out, refer back to the activity “How it Shows Up”, and compare answers.

**Learning Activities:**

- Designing the “Ultimate” Family Success Center

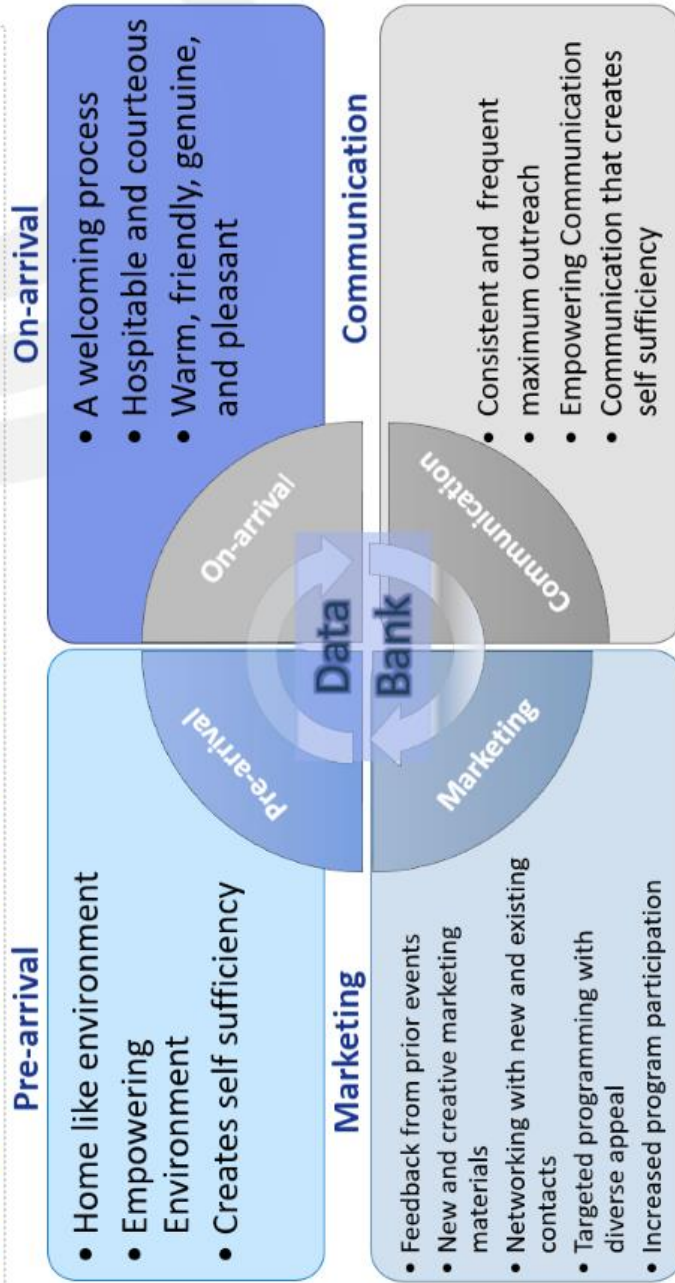
**Evidence:**

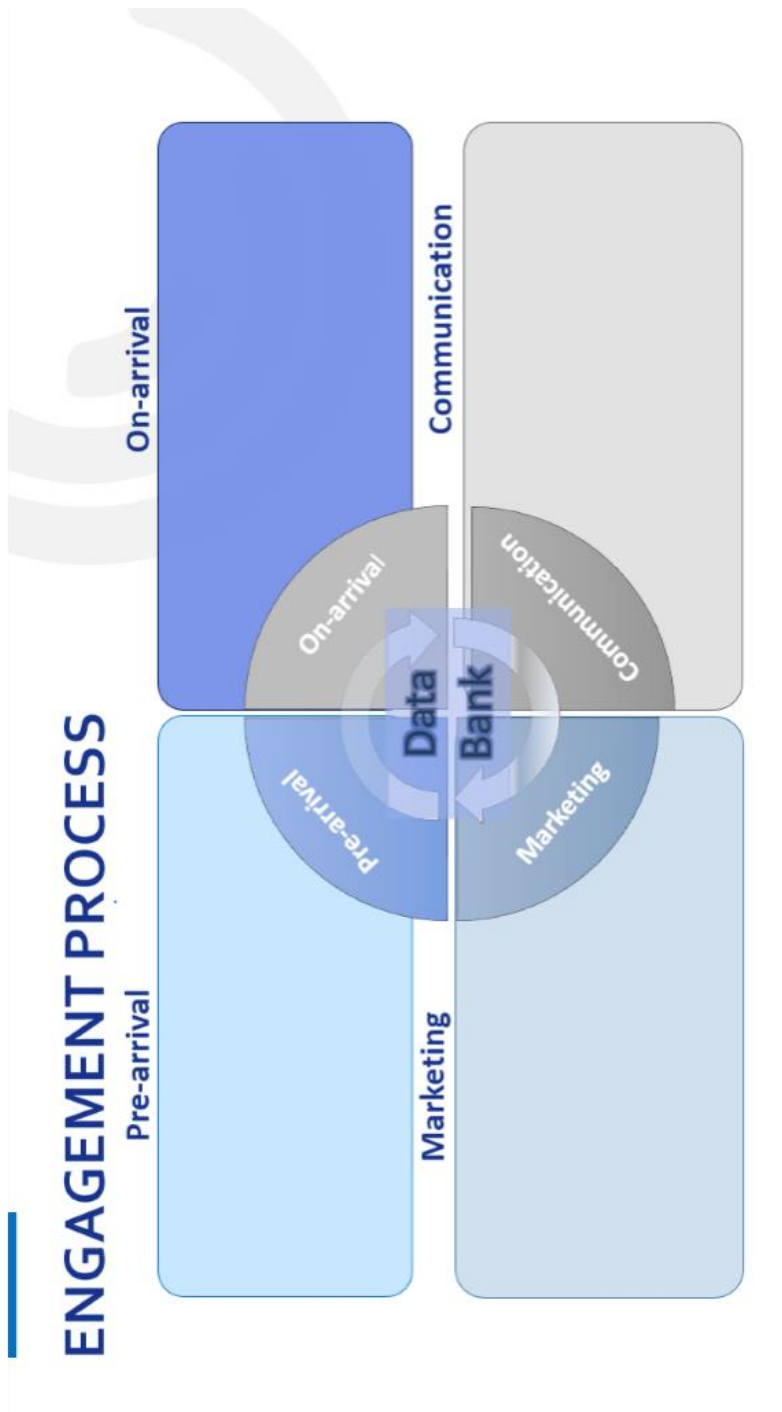
- Participants will be able to identify aspects of the Practice Profile.
- Participants will be able to identify aspects of Engagement and how they currently show up in their practice.
- Participants will be able to design FSC that have strong Engagement practices and behaviors consistent with each other and defined by the Practice Profile.
- Participants will be able to identify environmental factors that are empowering and influence self-sufficiency.

**Activity Calculation:**

- Time to introduce the activity: 2 minutes
- Design each quadrant: 5 minutes each, 4 x 5=20 minutes
- Report out/discussion of each quadrant: 2 minutes each, 4 x 2=8 minutes
- The activity will take approximately 30 minutes (This will vary depending on the size of the group.).

# ENGAGEMENT PROCESS







# Lesson Plan 3

**Objective:** Participants will be able to identify and demonstrate the skills of Active Listening. They will understand and have the ability to explain the differences between Listening and Hearing. Participants will gain knowledge of all the possible positive impacts that utilizing Active Listening can have on a business, marketing, retention, recruitment and organizational growth.

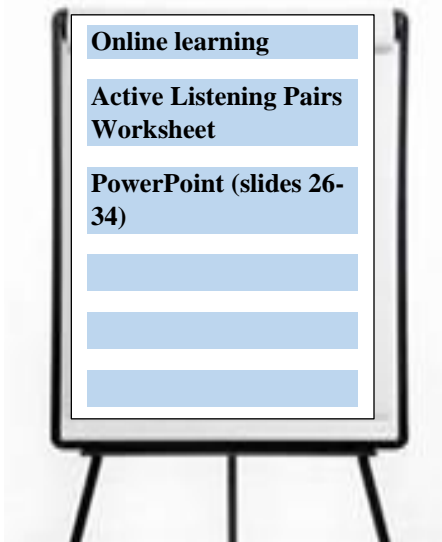


## Goals:

- Participants will be able to explain the differences between Listening and Hearing
- Participants will be able to identify all skills of Active Listening and the rationales for using each:
  - ✓ Paraphrasing
  - ✓ Open-ended Questions
  - ✓ Clarifying
  - ✓ Reflecting (Emotion)
  - ✓ Summarizing
  - ✓ The importance of Attending Skills
- Participants will demonstrate each skill of Active Listening.
- Identify and explain at least 4 aspects of Active Listening that contributes to business growth.



## Materials Needed:



## Activity Description:

1. Participants and Facilitator will use the online learning session 2: Engagement and Active Listening.
2. Participants and Facilitator will view slides 26-34
3. Slide 26-34: Participants and Facilitator will watch slides 26-34 online and then pause for a few minutes to practice each skill.
4. Facilitator will provide an opportunity for participants to practice the skills with another person taking the workshop. Individuals will take turns practicing each skill of Active Listening (scenarios have been provided). If it is a 1:1 session, then the Facilitator will play the Speaker so that the participant can play the Listener and practice Active Listening.
5. The Facilitator will introduce each skill and share the learning tips with the participants.
6. After sharing the tips, provide the participants with the opportunity to practice. Remembering that each participant needs to play the Speaker and the Listener so that everyone has a chance demonstrate each skill.

### **Facilitator Note: Hearing vs Listening**

- Although we will be spending our time on Active Listening and practice. It's important to start here with Hearing vs Listening. As much as everyone truly understands these concepts intellectually, it is introduced as a reminder, as you enter the practice phase of active Listening.
- Hearing is truly an involuntary process connected to your physical ability to hear when sound waves reach your ears.
- As you are introduced to the framework for active listening, the focus is how Active Listening can be impactful when building any relationship. Keep in mind the key difference when we think of Listening:
- Listening takes intention and attention to the person speaking.
- It's an active mental process, where you are making meaning of the sound you hear.
- It's conscious effort to interpret what you are hearing; it requires being present and concentrating.

### **Before Practice:**

- Before we start to review and practice each skill, it's important for us to talk about the rationales for why this is an Essential function and how impactful it can be to build the community at a FSC.
- When you demonstrate your ability to sincerely listen, people are more likely to communicate with you on a regular basis.
- This creates opportunities to collaborate with others.
- People are more likely to confide in you when they can speak freely to you without interruptions, judgments, or unwelcomed interjections; this is especially helpful when meeting new customers or members.
- Actively listening will help you detect challenges, difficulties, or problems someone is having.
- Active Listening also is an approach to help you retain information because you are paying special attention to what a speaker is saying, rather than formulated your response.

### **Skills We Will Practice:**

- Now that we differentiated between hearing and Listening, we will go through the framework of Active Listening and have the ability to practice.
- The focus of the activity is to properly go through the mechanics of Active Listening and understand the rationale for each skill, so you become more comfortable with demonstrating it. Then, you

will naturally internalize the behavior and it becomes part of your practice.

- We will focus on 5 key areas:
  - Paraphrasing
  - Open-ended Question
  - Clarifying
  - Reflecting
  - Summarizing

#### Attending Skills:

- We are not going to spend a lot of time today on body language - also known in our practice Attending Skills
- Keep in mind the basic positive, suggested Attending Skills for Active Listening. The following are some examples:
- Positive eye contact
- Being in close proximity with the person speaking
- Face the speaker directly or square your body with theirs
- Ensure to lean into the conversation
- Utilize comforting gestures, such as head nods, smiling, and open gestures in general
- Refrain from judgmental expressions, over exaggerated movements that would convey surprise or judgment
- Remain relaxed
- Demonstrate and convey we are listening

#### Paraphrasing:

- The first skill we are going to practice is Paraphrasing:
- During Paraphrasing, the Listener restates the same information back to the Speaker in different words.
- Paraphrasing allows the Speaker to focus on the content of what he or she is saying and come to terms with the information provided.
- Ensure you are using the exact key words that the Speaker has said.

#### Open-Ended Questions

- This is when you ask questions that show the Speaker that you have captured the essence of what they were saying.
- The questions should guide them into sharing additional information.
- Examples can include the following:
- What changes would you like to make over the next 6 months”?



- “What do you think might be the outcome of those changes”?
- “What type of supports will you need”?

#### Clarifying:

- When we ask for clarification, we are asking the Speaker to explain an element of the discussion that was vague.
- These questions give the speaker a chance to elaborate and allow the Listener the opportunity to check the accuracy of the Senders statements.
- Examples of clarifying questions may include the following:
  - “I am not sure I quite understand?”
  - “Do you mean that...?”

#### Reflecting Emotions:

- Reflecting is probably the most important listening technique. It is the technique that provides room for interpretation. To reflect on what the Speaker has said is to rephrase the affect or feelings within the Speaker’s message.
- Reflecting gives the Speaker the opportunity to hear his or her own thoughts in a different way and helps the Speaker to become aware of and acknowledge his or her feelings.
- Reflecting also helps a Speaker feel that he or she is understood and that you have paid attention to what he or she has said.
- Try to reflect the Emotion the Speaker may have already stated. Such as, I was feeling sad, when I found out. I was angry that the person would do that.
- There is risk in Reflecting. If you do not reflect the correct feeling, a Speaker may feel you’re not listening, but he/she can correct you, which outweighs the risk.
- Using empathy statements at this time shows the Speaker you care, concerned, and shows compassion. This will deepen your connection with the speaker.

#### Summarizing:

- Summarizing means that the Listener concisely reiterates several of the major highlights from the Speakers discussion.
- By tying together the different elements from a person’s conversation, summarizing can help a Listener review overall progress. Summarizing can also allow the Listener and the Speaker to recognize a theme in what was being said during the conversation.



7. Once all participants have had an opportunity to practice, ask if there are any questions. If not, they will resume the on-line learning session.

**Learning Activities:**

- Practice Active Listening Skills

**Evidence:**

- Participants demonstrate each skill of Active Listening in their daily practice.
- Participants can explain the rationales and benefits for using this framework in their communication.
- Participants have the ability to teach the skills to others.
- Participants earn a passing score on Knowledge Evaluation

**Activity Calculation:**

- Time to introduce the activity: 3 minutes
- Before each skill is practiced, facilitator points: 2 minutes per each skill
- Participant practice: 3 minutes per participant
  - 5 skills x 3 minutes per participant = length of activity (this may vary)
  - Example: 5 skills x 3 minutes = 15 minutes (per participant)

## HEARING "VS" LISTENING



### Differences between hearing and listening...

#### Hearing

- Hearing is merely the ability of ear to sense sounds around one.
- Non-selective and involuntary process for anyone that CAN hear.
- Easy, physical and passive process.
- Hearing is when the sound reaches your ears.

#### Listening

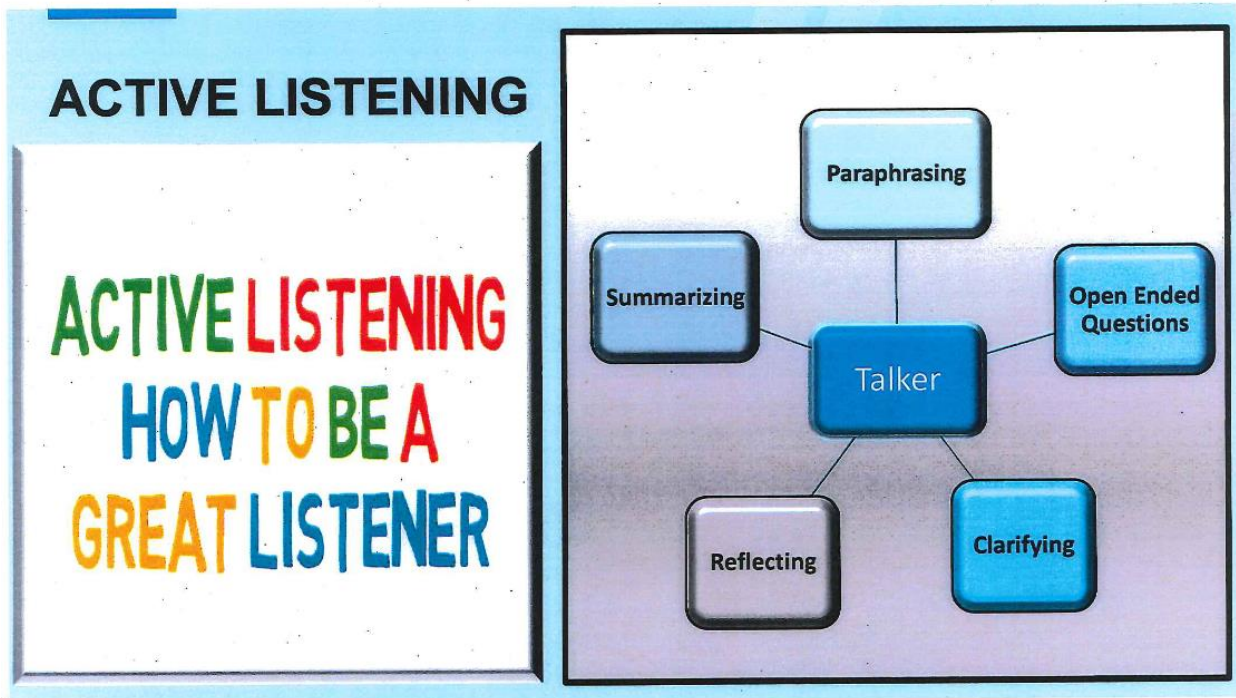
- Listening is more of conscious effort to interpret the sounds, requiring concentration of mind.
- Listening is voluntary, It takes intention and attention.
- Active mental process; attempt to make meaning of what we hear.
- Listening is when it reaches your brain.

## WHY IS ACTIVE LISTENING SO IMPORTANT?

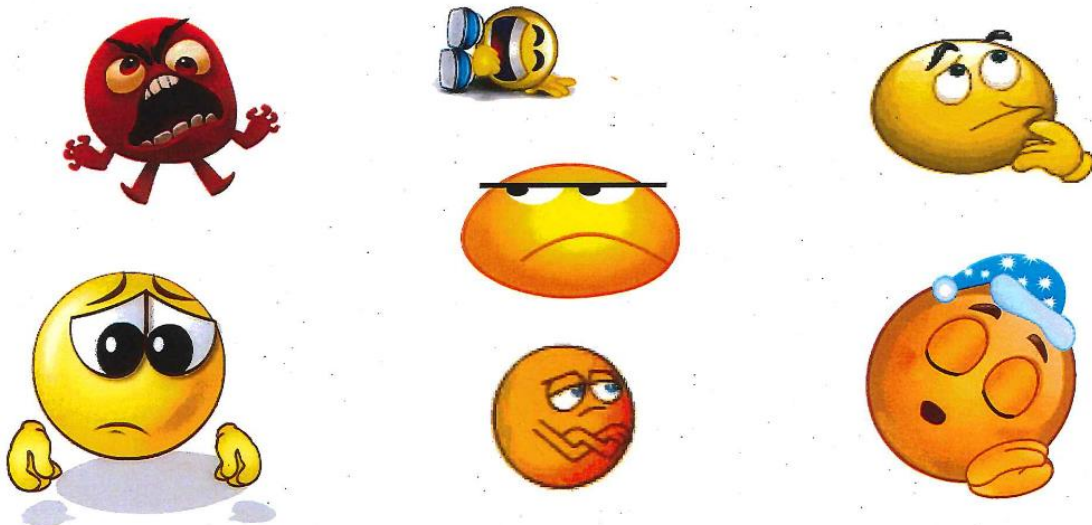
**"MOST PEOPLE DO NOT LISTEN WITH THE INTENT TO UNDERSTAND; THEY LISTEN WITH THE INTENT TO REPLY."**

STEPHEN COVEY

**BLAH  
BLAH  
BLAH  
BLAH**

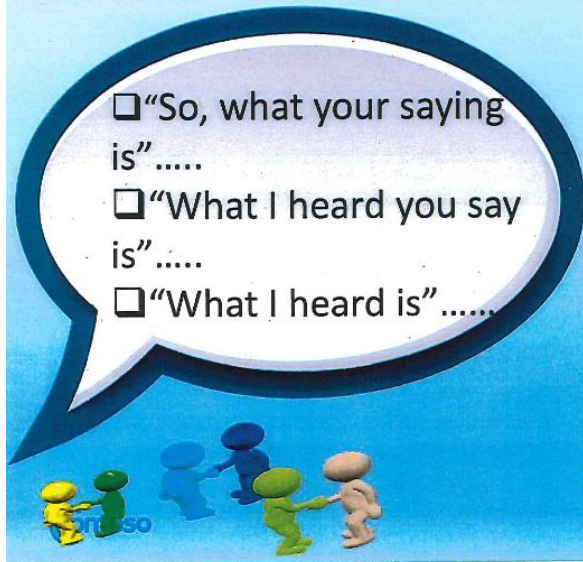


## WHAT'S YOUR BODY SAYING? ATTENDING SKILLS

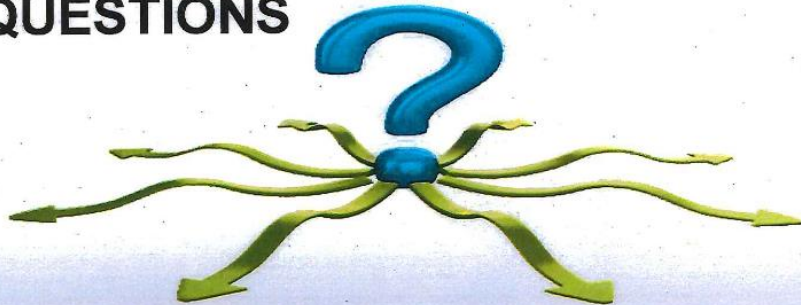




## PARAPHRASING

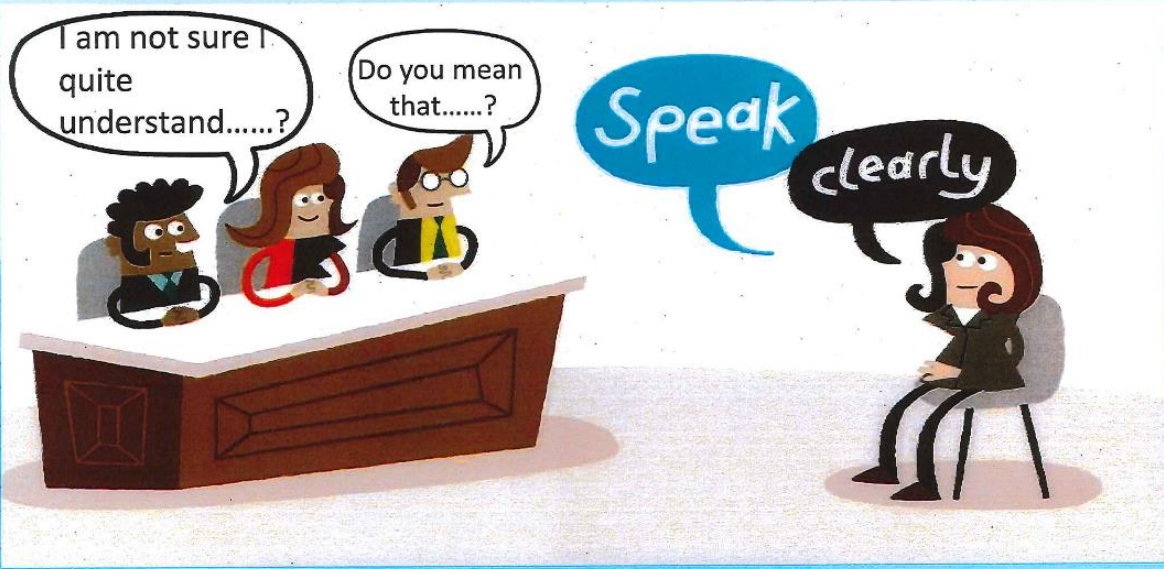


## OPEN-ENDED QUESTIONS

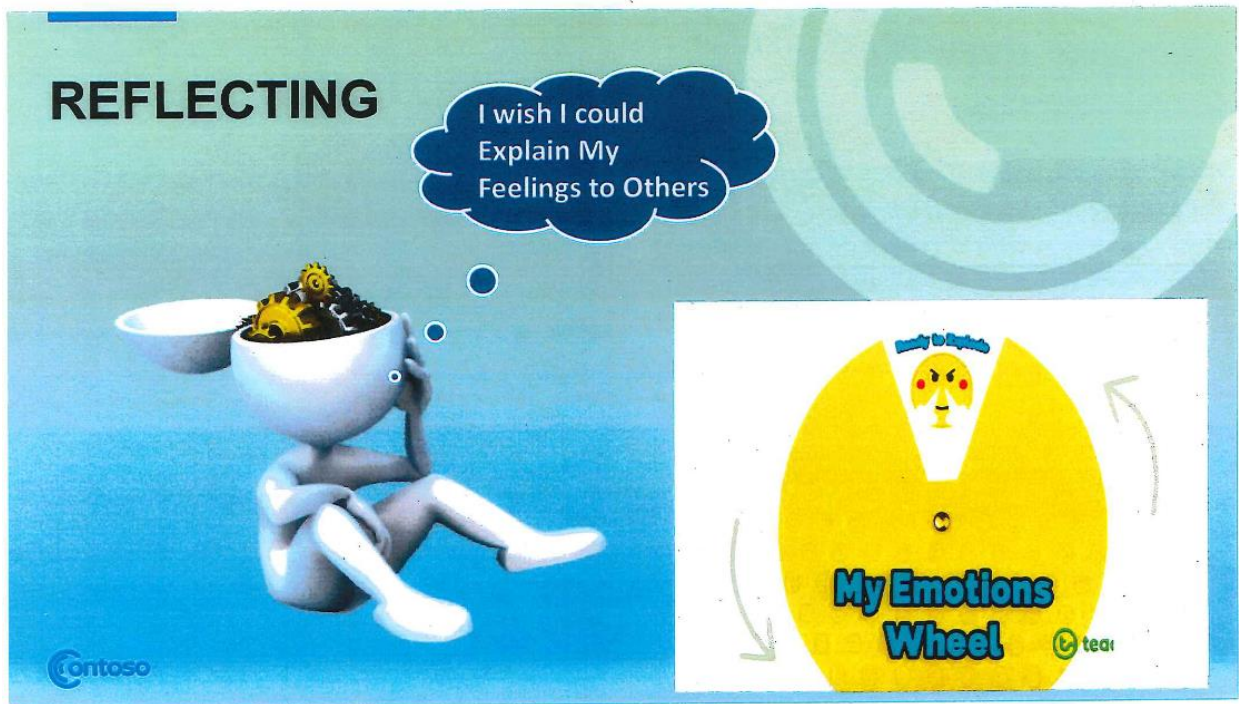


- "What changes would you like to make over the next 6 months"?
- "What do you think might be the outcome of those changes"?
- "What type of supports will you need"?

## CLARIFY



## REFLECTING





---

## SUMMARIZE



summarize



## Active Listening Pairs

### Scenarios

#### **Partner 1**

**Scene:** You are talking to another co-worker that you trust and often confide in.

**Conversation Starter: (Speaker using the provided the scenario as written and role-play the responses to the Listener)** Thanks for meeting me today. I have been wanting to talk to you about a situation going on with one of my co-workers. Basically, my co-worker Nick always has the textbook answer to everything. It has been frustrating because the way he interacts with people is contradictory to the answers he gives and the things he says he believes. He doesn't communicate information accurately; he's always telling members what services they need, and he tells me and other co-workers not to worry about understanding the practice profile or doing what is expected. I have tried talking to him, and he just completely brushes it off as though it's not a big deal. It is very disappointing, as he has been here for years.

#### **Partner 2**

**Scene:** Scene: You are talking to another co-worker that you trust and often confide in.

**Conversation Starter: (Speaker will the scenario exactly and role-play the responses to the Listener)** I am so glad you had time to meet today. I have been wanting to talk with you about a situation I've been trying to handle on my own. A few of our members that consistently come to the Center reported to me that they really don't want to come anymore; they feel like Ellen (co-worker) treats them as if she is doing case management. They say she often veers away from the programming that we marketed and advertised. They feel she truly does not understand the cultural make-up of the community. Ellen shared with me that she thinks some of the members might be involved with child protection, and she was just trying to help. It really frustrates me that she is making assumptions.



# Lesson Plan 4

**Objective:** Participants will have the opportunity to practice together the Essential Functions of Engagement and Active Listening. As they practice, they will begin to receive feedback through an observation tool, which will strengthen their practice and ability to teach and coach the skills within the FSC.

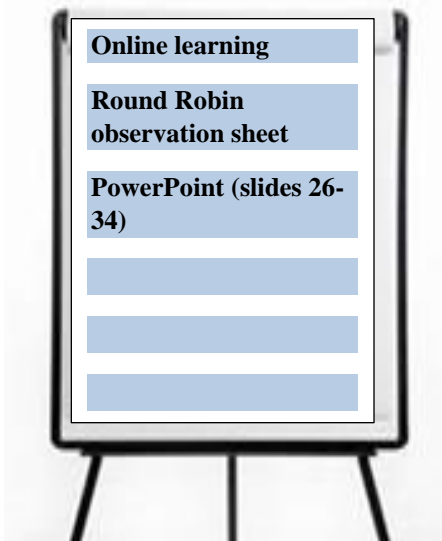


## Goals:

- Participants will be able to demonstrate both essential functions together.
- Participants will deepen their practice by utilizing observation and providing others with feedback.



## Materials Needed:



## Activity Description:

1. Participants and Facilitator will use the online learning session 2: Engagement and Active Listening.
2. Participants and Facilitator will view slides 35-36
3. Slide 36: Participants and Facilitator will take a few minutes to complete the Round Robin Activity.
4. The facilitator will provide the following direction for the activity.
5. The groups will work in trios and practice 3 scenarios so that everyone has an opportunity to play each role (This will vary depending on the size of the group. Make adjustments to groups and roles as needed.).
6. There are 3 roles in this activity: Speaker/Coachee, Listener/Coach, and Observer) Please keep in mind that you are utilizing the skills from Active Listening and Engagement.
7. The session will be 8 minutes per scenario. The following should occur within those 8 minutes:
  - ✓ For all scenarios, the Speaker is the only person in the group that should read the scenario for direction about the conversation. (When you switch roles, the new Speaker will be the only one reading the scenario.)
  - ✓ The reason for this is that we want the Listener to utilize the skill we learned today without direction. The practice is specific to the Listener hearing the Speaker and practicing Active Listening to identify the key elements of the conversation, without having prior knowledge. (3 minutes to read scenario)



- ✓ This is the same for the Observer; we want the Observer to Practice Active Listening skills by Identifying if the Listener has used the skills accurately.
- ✓ **The Practice should take 5 minutes**
- ✓ When you play the role of the Observer, you will be utilizing an Observation Sheet; you will record what you observed on it for the Listener. After all 3 Scenarios have been completed, we will give each trio **5 minutes** to debrief the entire activity and share your Observation Forms with each Listener.
- ✓ During the debrief, Speakers should also share with the Listener how they felt during the conversation. This type of feedback can be so impactful as you learn how others are viewing you as a Listener.
- ✓ Once the 3, 8-minute practice scenarios are complete, we will have a larger report out to hear some thoughts.

**Learning Activities:**

- Round Robin Observation

**Evidence:**

- Participants demonstrate each skill of Active Listening during the Round Robin Scenario.
- Participants will experience utilizing behavioral observation to provide feedback.

**Activity Calculation:**

- Activity introduction: 5 minutes
- Each scenario: 8 minutes,  $3 \times 8 = 24$  minutes
  - Speaker reading the scenario: 3 minutes
  - Group will practice 5 minutes
  - Roles will then be switched 2 more times
- Activity debrief: 5 minutes



NEW JERSEY DEPARTMENT  
 OF CHILDREN AND FAMILIES

## Round Robin Observation Sheet

### Observations

Active Listening Skill:	Observed:	Comments for Listener:
<b>Attending Skills (Body Language)</b>	<b>What did you observe?</b>	
<b>Paraphrasing</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Open-Ended Questions</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Clarifying</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Reflecting (Emotion)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Summarize</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Engagement:</b>	<b>What were the behavioral indicators observed that identified this Essential Function?</b>	



## Scenarios for Trio Work

### Scenarios

#### **Trio Activity: Scenario 1**

**Scene:** You are a new member coming to the FSC for the first time. You introduce yourself to a staff member and share the following information.

**Person Speaking will say the following and then role play in response to the listener.**

Hi, I am assuming you work here? This is my first time coming to the FSC. Someone told me about it, but as I look around, I don't think this is for me. I don't think you have activities and cultural things that I would be interested in. I guess I'm a little disappointed. I was expecting something different.

#### **Trio Activity: Scenario 2**

**Scene:** You and your co-worker have been assigned the responsibility of creating 3 activities for the schedule next month. When you see your coworker, you engage in this conversation.

**Person Speaking will say the following and then role play in response to the listener.**

Hey Sue, I just heard we are responsible for creating a couple of activities for next month's schedule. I'm not sure what we're going to plan, but I can Google a few things and print them out. Yesterday, I was so busy with all the members that were coming to the center, I really didn't have time to think about it. I am so overwhelmed, and I feel like there is so much we have to plan. I will pick some fun activities the group will enjoy. I will run them past you tomorrow.

#### **Trio Activity: Scenario**

**Scene:** You are talking with a dad that was at the center one other time by himself. He is now engaging you in a conversation about how he is trying to engage more with his six-year-old son.

**Person Speaking will say the following then role play in response to the listener.**

Hi I'm Dave. I have been here one other time before by myself. I have a six-year-old son that I don't see very often. Someone shared with me that the center has activities for dads. It's hard for me to spend time with him because I work at nights and sometimes on the weekends. I want to be able to do more activities with him, see him more often, and build a better relationship with him.