

## Guide for Facilitators

### Before the Training...

- Let MACMH know you will utilize the module for training (email [Imoberg@macmh.org](mailto:Imoberg@macmh.org)) if you want folks to get develop credit for participating
- Make [Module 1 handouts](#) accessible:  
<https://uploads.teachery.co/uploads/course/inline/17729/1645134396-COMplete%20Module%201%20Reflection%20Questions%20Packet.pdf>
  - Handouts could be placed in a public Google drive or printed
  - Reflective questions can be printed as pdf if the training is virtual
- Remind participants that the other 3 training modules from this toolkit can be found on the [toolkit web page](#) under “Training Modules” if you scroll to the bottom of the page:  
<https://macmh.org/publications/resources-for-healing-centered-practice/>
- Encourage participants to have cameras on for interaction if the training is virtual

### Introduction of Training (5 mins)

- Share link to [Module 1](#) Teachery course:  
<https://stress-and-trauma-hcpmodule.teachery.co/>
  - Folks will need to sign up for a free login to access if they want to follow along during the training
- Remind participants if they are following along in the module: For each page of the lesson, participants will need to click “I have completed this lesson” and then “next lesson” to unlock the next page

- *There is an option to simply take the post-test rather than click through the entire lesson- let Lauren Moberg know if you are facilitating a group through the module (email at [lmoberg@macmh.org](mailto:lmoberg@macmh.org))- MACMH will match individual post-tests to your group if they include the facilitator's name in their post-test*
- Introduce modules (feel free to phrase this however feels natural for you):

This facilitator training is a part of work being done by the MN Association for Children's Mental Health through the MN Preschool Development Grant. MACMH was initially tasked with creating a trauma information toolkit, including asynchronous modules, as a resource for early care and education professionals. You can find the toolkit at [www.macmh.org/toolkit](http://www.macmh.org/toolkit). This module (along with three others) will eventually be housed within the toolkit to take individuals learning around stress and trauma a bit deeper. Each module is Develop-approved so any professionals within the Develop system can receive credit for completing them. The training today will walk you through the module and its content.

### **Group Introductions (5 mins)**

*It's important that group members "know who is in the room" and an environment of safety is cultivated to the extent that is possible*

- Offer context of your own identity right away; invite participants to do the same as they feel comfortable

## OVERVIEW Section of Module 1

- Draw attention to the pdf journal of reflective questions on the OVERVIEW page within the module or in google drive

## LEARN Section (70 mins)

- **Things to Note:** Discuss the possibility of content being arousing/activating
  - Educate on how mindfulness activities could be triggering for some
  - Possibly leave space to reflect on individuals past experience with training around stress/trauma and how activating content was handled
  - Refer folks to Calming Strategies and Resources
- **Watch:** Video 1 (4 mins)- Objectives, info about stress/trauma, and responses to stress/trauma including fight/flight/freeze/fawn
- **Read:** Handout on [Stress/Trauma](#) pgs 1-2
  - *Reflect: What stands out to you as new or surprising info about stress/trauma?*
- **Read:** [ACEs](#) & [3 Realms of ACEs](#) Handouts
  - *Reflect: What stands out to you about this information on ACEs? What is surprising? What is difficult to learn about? What is hopeful? How does knowing this information impact the work you do?*
- **Watch:** Video 2 (30 sec)- introduces the next video, so it can be skipped
- **Watch:** CDC Video (2 mins)- How Toxic Stress Derails Healthy Development
  - *Optional breakout around reflective question (10 mins): Reflect on information presented thus far using reflective questions; additionally, have participants identify their own example of a child*

*experiencing stress/trauma to begin thinking about where this is showing up in their own work*

- *Reflect: What stands out to you about the connection between stress, trauma, and development?*
- **Read:** [Impact of Childhood Trauma infographic](#) (2 mins)- lists various impacts on emotions, behaviors, relationships, brain development, etc.
- **Watch:** Video on Historical Trauma (17 mins)- context & effects
  - Breakout around reflective question (10 mins):
    - *Reflect: What info from the video was new to you? How did you feel as you were watching the video? What kinds of thoughts did it bring up for you? How will this info shape your work?*

— TAKE A 5 MIN BREAK w/ PARTICIPANTS —

### **PRACTICE Section (25 mins)**

- **Watch:** Video 3 (30 sec)- practice w/ scenario about 4yo whose dad is deployed; reflection back on Stress/Trauma handout
  - Breakout around reflective questions (10-15 minutes):
    - *Reflect: Given the very limited information we know, how might stress show up in this child?*
- **Watch:** Video 4 (1.5 min- L & A reflecting on what we might see in child; elaborates on scenario to include info that same 4yo is beginning to hit children in child care)
  - Breakout around reflective questions (10-15 minutes):
    - *Reflect: What type of stress response could this child be experiencing? What kinds of strategies could you implement to meet the child's needs when they show a stress response?*

- **Watch:** Video 5 (2.5 mins)- L & A reflecting on what might be going on and what we could do as provider & refers to pg 3 of Stress/Trauma handout w/ extra strategies for adults to use in responding to stress

### APPLY Section (35 mins)

- **Watch:** Video 6 (45 sec)- Think about a recent interaction with a child who was upset, acting out, or showing some challenging behaviors)

- Breakout around reflective questions (10-15 minutes):

- *Reflect: Describe a recent interaction you have had with a child experiencing stress or trauma*

*How did you respond?*

*What was going on in your body physically?*

*How were you feeling?*

*What was going on in your mind?*

*What types of things might you have been thinking to yourself about the situation?*

*How aware were you of all of these things going on?*

*If you weren't aware, what might that awareness have led you to do differently as you approached the situation?*

*Now that you have been presented with some ideas for responding to young children in these situations, how could you have handled this situation differently?*

*What did you do well?*

- **Watch:** Video 7 (3 mins)- L & A reflecting on their own example scenarios working with children & what was going on for them
  - Allow time for individual reflection, then process reflective questions as a large group after watching video (10-15 mins):
  - *Reflect: When you begin your work with a young child and their family, what strategies do you use to build relationships?*

*Do you have a visual schedule for children to follow? Do they know what to expect each time they are with you?*

*How can you create or add predictable routines to your time together?*

- *Reflect: How do you find out about the culture and traditions of the children and families you work with?*  
*Are there ways to intentionally ask questions to each of your families to find out more about their beliefs, values, celebrations, or ways to do everyday routines at home?*
  
- *Reflect: When a family is experiencing a stressful situation (birth of a new baby, moving homes, experiencing food insecurity, etc.) how do you support the young child and the family?*  
*Are there resources in your area that you can point the family to during these times?*

## **End of Training**

### **POST-TEST Section**

*MACMH will give you post-test link for group if they aren't each clicking through the module on their own (email [Imoberg@macmh.org](mailto:Imoberg@macmh.org))*

- Fill out post-test to get certificate and/or Develop credit; group option can be selected within post-test

### **End of Training Reflection Questions... (if there is time)**

- Have participants share who they might utilize this module with- if no one yet, how can we empower them to share it? This could be within or outside of their place of work
  - How do you think audiences might receive this information?

- What level of understanding do you think those you will be working with have thus far about stress/trauma and resilience? How can this shape your implementation?
- Answer questions around implementation