

Guide for Facilitators

Before the Training...

- Let MACMH know you will utilize the module for training (email Imoberg@macmh.org) if you want folks to get develop credit for participating
- Make [Module 2 handouts](#) accessible:
<https://uploads.teachery.co/uploads/course/inline/18651/1651694079-Module%20%20Reflection%20Questions%20Combined%20Packet.pdf>
 - Handouts could be placed in a public Google drive, shared as pdfs, or printed in advance
- 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 2](#) Teachery course:
<https://modules-for-healing-centered-practice-relationships-attachment.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)- MACMH will match individual post-tests to your group if they include the facilitator's name in their post-test*
- Introduce toolkit (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. 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
- Ask participants whether or not they have trained on the modules yet

OVERVIEW Section (2 mins)

- Draw attention to the pdf journal of reflective questions on the OVERVIEW page within the module or in google drive
- Video 1 (1 min)- states objectives

LEARN Section (75-80 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 2 (3 mins)- guided meditation from Resmaa Menakem
- **Watch:** Video 3 (2:30 mins) - discusses systemic racism/microaggressions & impact on young children and Diversity-Informed Tenets
 - Read through CDC Racism Infographic
- **Read:** [Diversity-Informed Tenets](#)
 - *Reflect: Which tenet(s) stood out most to you? Which one do you resonate most with? Which feels most overwhelming to you? Were any difficult to read? How can you see these guidelines influencing the work in your setting?*
- **Watch:** Video 4 (4:15 mins)- explains Infant/Early Childhood Mental Health & guiding principles of IECMH
- **Watch:** Serve & Return Video (2 mins)
 - *Reflect: What stands out to you from "Serve & Return"? Was anything surprising? After watching this, what new things might you*

be thinking about with regards to the relationships between caregivers and children who are experiencing stress or trauma?

- Watch Ed Tronick Video (6 mins)
 - *Reflect: What stands out to you from "Ed Tronick's Still Face Paradigm"? Was anything surprising? After watching this, what new things might you be thinking about with regards to the relationships between caregivers and children who are experiencing stress or trauma?*

PRACTICE Section (35-40 mins)

- **Reflect:** Video 5 (4 mins)- explains how to respond to young children after a crisis
 - Read [S.A.F.E.T.Y. strategies from NCTSN](#)
 - **Breakout around reflective question (5-10 mins):**
 - *Reflect: Which strategies do you most resonate with and/or already use? Which might be hardest for you to practice? Have you experienced any of the SAFETY strategies from other adults who have supported you when you have gone through a stressful or difficult time? What was that experience like for you?*

- **Watch:** Video 6 (1 min)- introduces scenario: 2-year old child in your class whose parents just had a baby
 - **Breakout around reflective question (5-10 mins):**
 - *Reflect: How do you think the family has been affected by the addition of a new baby? What might this be like for the birthing parent? Their partner? The child in your class?*

- **Watch:** Video 7 (6 mins)- reflection on scenario
 - Read through handout with Phrases that Support Parent/Caregiver - Child Relationships

APPLY Section (20 mins)

- **Watch:** Video 8 (3:15 mins)- discusses stress/trauma during the past few years & presents reflection questions

- Complete What is it like for this CHILD/FAMILY/COMMUNITY reflection handout individually (15 mins):

- **Reflect: CHILD**

What is their temperament and how does that influence how they manage stress?

What kind of stress/trauma has the child previously experienced?

How has this child's development been up to this point?

What have you noticed about their development over the past 2 years?

Does the child have underlying health conditions that have impacted their experience of the past year?

- **Reflect: FAMILY**

Who is considered a part of the family?

Who are the primary caretakers of the child? Has this changed over the past two years?

Has the nature of the relationship between the child and their various support people changed over the past years?

Do their caregivers or other family members have underlying health conditions?

Does the caregiver(s) work? And if so, what do they do for work?

How has their work been impacted over the past two years?

Have they been working from home or going into a workplace? Are they a frontline worker?

What is the family's economic situation? Has that been impacted by the pandemic?

What do you know about the family's history of stress and trauma? What kinds of stress and trauma have the caregivers experienced up to this point? How have they coped in the past?

How have the child and family's closest relationships changed over the past years? Extended family members? With friends? Neighbors? If the child has parents who are together, how has their relationship been during the pandemic? Has it been impacted?

■ **Reflect: COMMUNITY**

How has the child's school setting changed over the past years? Have they been in school? At home?

What has changed about how their school or teachers interact with them? How do they look or act?

How has the morale and energy level of the teachers/staff been impacted? What might be the child's experience of this impact?

What have been the family's resources for coping with stress in the past?

How has the family's community changed? Are there activities or places that were once safe and/or beloved that have changed?

What types of resources do they have access to?

Has the family been able to access basic necessities (food, housing, medication) in the same way?

How does the family's culture influence how they deal with or respond to stress?

- Discuss reflection activity as a group

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)

- 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