

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 3 handouts](#) accessible:
<https://uploads.teachery.co/uploads/course/inline/18652/1654068286-Module%203%20Reflection%20Question%20Full.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 3](#) Teachery course:
<https://modules-for-healing-centered-practice-resilience.teachery.co/resilience-free-access>
 - 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 of Module 3

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

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 1 (1:30 mins)- reviews objectives of module
- **Watch:** 3 videos from Center on the Developing Child
 - *Reflect: After watching the videos, take a few minutes to reflect on what stands out. What was surprising to you? What was difficult to hear? What was hopeful?*
- **Watch:** Video 2 (2 mins)- explains resilience
 - Optional discussion with participants about the term “resilience”- what connection (or not) do folks have to this word? The following handout that lists myths about resilience could also aid in this discussion
- **Read:** Read through pages 1-2 of the “What Is Resilience?” handout
 - **Breakout around reflective questions (5-10 minutes):**
 - *Reflect: What stands out to you? What is a common myth about resilience that you have subscribed to, or seen others subscribe to? What might be the danger in perpetuating these myths about resilience?*

- **Watch & Read:** Video 3 (7:30 mins)- explains protective factors
 - Read through a few of the tip sheets from Child Welfare Information Gateway
 - **Optional exploration of one or more tip sheets with the group**

- **Read:** Video 4 (30 sec)
 - Read through page 3 of the handout “What is Resilience”, focusing especially on what children learn when adults do certain things.
 - *Reflect: Think back to protective factors mentioned. What else do children learn from any of the practical ways professionals might promote those protective factors?*

- **Watch:** Video 5 (3 mins)- Discusses flexibility and individualization in healing-centered practice
 - Check in with group on reactions to the ideas around flexibility and individualized care for children

PRACTICE Section (35-40 mins)

- Vignettes Section: Video 6 (30 sec)- introduces vignettes
 - Click through 3-4 of the following 6 practice vignettes found on the [Child Welfare Information Gateway](#) website
 - *Reflect: Think about which protective factors can be identified within the vignette, and then click the protective factor areas to see a dropdown with information. Read through the answers to compare and contrast.*
 - Mention nuance and the fact that there are not necessarily clear right/wrong answers even though the webpage identifies correct and incorrect answers
 - **Optional: use breakout rooms around vignettes**
 - **Optional: Refer back to Diversity-Informed tenets document of S.A.F.E.T.Y. strategies document- how are we mindful of equity when we consider protective factors**

- **Scenario Reflection:** Video 7 (40 sec)- introduces reflective activity

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

- *Reflect: Think of a time where a child or family you worked with seemed to need something different than other children/families. Maybe you noticed a particular strategy you typically use wasn't working or a child was showing behaviors that were extra challenging for you to respond to.*

What was working for other children/families that didn't work in this scenario?

How did you respond?

Is there anything you would have done differently now knowing that trauma-informed care includes flexibility, individualization, and equity?

APPLY Section (20

- **Watch:** Video 8 (30 sec)- introduces the next video
 - Watch Building Positive Relationships with Children (9.5 mins)- details how to support social emotional development
 - *Reflect: What strategies for connecting with children stood out to you? How can you apply the information included in this video to your own context and your work with children and families?*
- **Practice in Your Setting:** Read through the [Keeping Families Strong Tip Sheet](#) provided by Child Welfare Information Gateway
 - Allow time for individual reflection, then facilitate sharing reflections as a group
 - *Reflect: Use the handout we have created to brainstorm what you can do as the professional to promote each protective factor.*

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