

## [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 4 handouts](#) accessible:  
<https://uploads.teachery.co/uploads/course/inline/20715/1662572711-Draft%20of%20Module%204%20Reflection%20Questions%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 (5-10 mins)

- Share link to [Module 4](#) Teachery course:  
<https://modules-for-healing-centered-practice-wellness.teachery.co/wellness-module-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](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 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](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
- 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

## 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 & Read:** Video 1 (4 mins)- reviews objectives and discusses how this work & information can evoke feelings in us as the professional
  - Read through pages 1-2 of "[Understanding Compassion Fatigue](#)"
    - *Reflect: Did anything resonate with you about the physical, behavioral, and psychological manifestations of compassion fatigue? How about the strategies for developing resilience? Are you currently practicing any of these?*
- **Watch:** Video 2 (2:15 mins)- reflects on wellness and how to cultivate wellness throughout one's day
- **Watch & Reflect:** Video 3 (45 sec)- introduces Zero to Three video
  - Watch Zero to Three video (4:37 mins)
    - *Reflect: After watching the video, think of an infant or toddler you have worked with or known personally that has been difficult to connect with*  
  
*What is this child's temperament? What is my own temperament like?*  
*How might temperament be a factor in the difficulty connecting with this child?*

- **Read & Reflect:** Video 4 (1 min)- introduces The Infant Toddler Temperament Tool (IT<sup>3</sup>)
  - Use IT<sup>3</sup> [for infants](#) or [for toddlers](#) (15 mins)
  - **Breakout around reflective question (10 mins):**
    - *Reflect: Did anything surprise you as you utilized the tool or when you received the results? Are any of the recommendations things you have tried with this child? Which recommendations might you try that you haven't yet to build a relationship with this child and/or their family and decrease your own stress?*
- **Watch & Reflect:** Video 5 (6 mins)- details building connections throughout your day as a professional; specific strategies for self-care including mindfulness, identifying feelings in your body, etc.
  - *Reflect: Finish the following statements–*
    - “I am proud of myself when....”
    - “I notice children in my care having success when I’m”
    - “I feel safe/calm/content when....”
    - “I feel loved/cared for when....”
- **Watch & Reflect:** Video 6 (30 sec)- Focuses on the importance of reflection; introduces Chandra Gosh Ippen Video
  - Watch Chandra Gosh Ippen video (3:07 mins)
    - *Reflect: What stood out to you from this story? Which character or characters did you see yourself in? How did a reflective relationship impact the “helper” O in their interaction with big O and small o?*
- **Watch:** Video 7 (3:30 mins)- discusses reflective practice including best practice guidelines and impact of reflective in research
  - **Optional discussion on CEED e-book- RS/C: Preventing Burnout, Boosting Effectiveness, and Renewing Purpose for Frontline Workers**

## PRACTICE Section (35-40 mins)

- **Activity:** Video 8 (1:41 mins)- reflects on compassion fatigue handout
  - Read page 4 of Rebecca Bundy's document "Understanding Compassion Fatigue"
    - *Reflect: On the right side, consider the ways you are taking in stress/trauma in these areas. Next, take a look at the self-care wheel on the left. In each area consider how satisfied you are. Assign numbers or words to note your responses. Lastly, in each of these areas, write down how you are caring for yourself.*
  - **Breakout around reflective question (10 mins):**
    - *Reflect on Activity: What stood out to you about the stress you are currently taking in? What stood out to you about your satisfaction in various areas of your life? Does how you are currently caring for yourself seem sufficient to balance out the stress you are taking in? If not, what is the first step you can take to become more balanced?*

## APPLICATION Section (20 mins)

- **Reflect:** Video 9 (30 sec)- introduces self-assessment activity reflecting on input of stress/trauma
  - *Reflect: Using each of the areas on the self-assessment diagram- family, physical health, work, spirituality, friendships, mental health, and hobbies. What might you hope to do proactively in one or a few of these areas to get started?*

*What will you do today to care for yourself?*

*What will you do this week to care for yourself?*

*What will you do this month to care for yourself?*

*What will you do this year to care for yourself?*

- **Reflect:** Video 10 (2 mins)- introduces case scenario (includes grief/loss) and reflection questions
  - Draw attention to the [Perspective Pyramid](#) handout in the sidebar, created by Michele Fallon, LICSW, IMH-E@IV). This exercise can be used to reflect upon experiences of one's own work with young children and families.
  - **Breakout around reflective question (10 mins):**
    - *Reflect: With this limited information, let's consider the various relationships and experiences of those involved with this scenario using the perspectives pyramid.*
    - What might it be like to be this child?*
    - What might it be like to be this grandma?*
    - What is it like to be me as the professional?*
    - What does my experience tell me about the experience of others?*
    - What do I need to do to care for myself in the midst of this system?*
    - What kind of insight did this exercise give you?*
- **Watch:** Video 11 (10 mins)- Lauren/Arielle reflections on case scenario questions

## 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