

Families Thrive Training Agenda Greensboro, NC September 11 -15, 2017

Each day will run **9:00AM to 5:00 PM** with breaks in the morning and afternoon and a lunch break around 12 or 12:30. Times for these breaks are in the agenda but are subject to the needs of the group and may change.

Participants are expected to do teach backs of 20 minutes of course content in the afternoon of the fifth day. Every trainer must teach their assigned section of content to a small group of their peers; they will teach with a partner, with each person teaching half of the assigned content. Teach backs will focus on helping participants use the course resources (trainer guide, slides, participant manual and handouts) to effectively plan and deliver the course content. Participants will have some time on the fourth day, after completion of the course content, to prepare for their 'teach back'. While we will provide some time for preparations for the 'teach backs' on the fourth day and we highly recommend participants begin to prepare for their 'teach back' as soon as they have their assignment.

AGENDA

Day One: Introduction/Overview; Child & Adolescent Development

INTRODUCTION

Introduce workshop facilitators, introduce participants to one another, introduce participants to the goals of the training, and provide an overview of the Families Thrive project

BREAK 10 minutes

OVERVIEW OF GUIDING PREMISES

Understand the guiding premises that support the Families Thrive curriculum, assess our attitudes and knowledge regarding these premises, and discuss how the premises are or are not present in your current practice with youth

TOT MOMENT

LUNCH (60 minutes)

CHILD AND ADOLESCENT DEVELOPMENT MODULE

Welcome back

TYPICAL BRAIN DEVELOPMENT

Through this multimedia presentation, we will review module learning objectives, understand the basic concepts of typical brain development, explore how templates are formed to help the brain understand the external environment, discuss how templates shape perceptions and create a view of the external world, and create a View of the World template.

CHILDHOOD DEVELOPMENT

Explore key understandings in developmental neuroscience related to early, middle and late childhood, understand the significance of a nurturing adult in children's early lives, and explore an overview of early, middle and late childhood developmental milestones, developmental tasks and supports activity

BREAK

ONCE UPON A TIME WHEN I WAS AN ADOLESCENT

Remind participants of the struggles of adolescence, build empathy concerning issues faced by adolescents, and understand how our knowledge of adolescent development has changed overtime

ADOLESCENT BRAIN DEVELOPMENT

Understand how the brain is developing through adolescence and into emerging adulthood, discuss the relationship between changes in the brain and the behavior we see, and explore interventions that support optimal brain development

IMPACT OF TRAUMA ON DEVELOPMENT Pt 1

Understand basic concepts relating to how brain development is affected by trauma, understand the difference between normal stress and traumatic or toxic stress, stage small group activity to identify the signs of trauma in each developmental stage, understand the prevalence of ACEs and the impact on long-term health and well-being, and explore how traumatic events change a young person's view and experience of the world

SELF-CARE MOMENT

TOT MOMENT

REFLECTION DAY ONE

Day Two: Child and Adolescent Development and Social Connections

TOT MOMENT

OVERVIEW OF THE DAY

Review the agenda for the day and confirm group agreements

CHILD AND ADOLESCENT DEVELOPMENT MODULE

IMPACT OF TRAUMA ON DEVELOPMENT Pt 2

Activity to review of material from Day One

Understand the prevalence of ACEs and the impact on long-term health and well-being, review the ACEs questions, and explore how traumatic events change a young person's view and experience of the world

BRAIN ACTIVATION

Understand the activation continuum developed by Dr. Bruce Perry, small group activity to identify how behaviors might look different at each activation level, and discuss the behaviors associated with the two ways activation is displayed through hyperarousal and dissociation

BREAK

IMPLICATIONS FOR INTERVENTIONS

Discuss ways to disrupt the cycle of trauma and child abuse and neglect by supporting caregivers, explore the impact of trauma on the other protective and promotive factors, develop suggestions for new interventions with caregivers,

children and youth to support optimal development, and begin the process of creating new templates for the young people with whom we work

SELF-REFLECTION

TOT MOMENT

LUNCH 60 Minutes

SOCIAL CONNECTIONS MODULE

WHAT DO WE GET FROM RELATIONSHIPS AND SOCIAL CONNECTIONS?

Increase awareness of the importance of relationships in supporting developmental and human needs, and increase awareness of the places where young people and caregivers form social connections

STAGES OF RELATIONSHIPS

Understand the stages relationships go through as they develop, understand the importance of using the stages to guide relationship development with children, youth and caregivers, understand how the relationship process is different for young people and caregivers who have experienced trauma, disruption in attachments, or lived in high stress environments

BREAK

SOCIAL CONNECTIONS RESEARCH

Understand key research findings and outcomes that help children, youth and families promote social connections.

REFLECTION ON THE DAY

TOT MOMENT

Respond to training questions from the day and any lingering questions from previous sections, provide trainer manuals, discuss teach backs and provide teach back assignments

TEACH BACK PARTNERS REVIEW ASSIGNED SECTION

Day Three: Social Connections; Cognitive, Social and Emotional Competence; Concrete Supports in Times of Need

OVERVIEW OF THE DAY

TWO TOOLS TO ASSESS SOCIAL CONNECTIONS

Introduce the Eco-Map and the Youth Connection Scale, practice using the Eco-Map and The Youth Connection Scale

SUPPORTING CAREGIVERS IN BUILDING SOCIAL CONNECTIONS

Understand how social connections support positive caregiving, discuss what workers can do to support caregivers in building social connections

SELF-REFLECTION

TOT MOMENT

BREAK

COGNITIVE, SOCIAL AND EMOTIONAL COMPETENCE MODULE

INTRODUCTION TO COGNITIVE, SOCIAL AND EMOTIONAL COMPETENCIES IN CHILDREN AND YOUTH

Increase awareness of the components of cognitive and social and emotional competence and their impact on healthy development, increase awareness of the characteristics of activities and experiences that promote cognitive and social and emotional competence, explore opportunities for children, youth, and families to increase access to experiences that promote these competencies, and reflect on ways that the information can improve practices and programs to reduce risk, promote resilience, and increase thriving

LUNCH 60 min

HOUSTON WE HAVE A PROBLEM

INCREASING ACCESS TO SUPPORTS AND APPROACHES TO INCREASE COMPETENCE

Increase awareness of the characteristics of activities/experiences that promote cognitive and social and emotional competence, discuss opportunities available to increasing access to these experiences.

SELF-REFLECTION

BREAK

TOT MOMENT

Concrete Supports in Times of Need Module

WHAT DO WE MEAN BY CONCRETE SUPPORTS IN TIMES OF NEED?

Understand the importance of access to concrete supports in times of need and explore how access to concrete supports helps adults/caregivers and adolescents get important needs met, navigate difficult situations, and support positive development

RESOURCE ROUNDUP

Understand barriers people face in times of need, experience how the structure of our 'system of help/care' can become a barrier to people seeking concrete support, discuss suggestions that can increase overall willingness to seek support

REFLECTION ON THE DAY

TOT MOMENT

Day Four: Concrete Supports in Times of Need, Resilience, Closing, TOT Preparation

OVERVIEW OF THE DAY

SELF-ADVOCACY

Learn how self-advocacy is a key characteristic needed for the successful transition into positive caregiving (positive parenting) and into adulthood for adolescents

SELF-REFLECTION

Allow participants to self-reflect on current practice and identify potential opportunities to implement new knowledge in personal practice

TOT MOMENT

RESILIENCE MODULE

Introduction to RESILIENCE

Through this multimedia lesson, learn the definition of resiliency, explore how resiliency supports healthy development and well-being and discuss personal characteristics that support resiliency

BREAK

HELIUM POLE ACTIVITY

Experience how resiliency skills can help in times of stress

HOW CAN WE BUILD RESILIENCE?

Explore strategies to support resilience in the young people and families with whom we work, discuss how supporting resilience in caregivers and young people can help build new templates to view themselves and the world around them, and assess current personal practices that support resilience

SELF-REFLECTION

TOT MOMENT

LUNCH 60 minutes (this may be a working lunch – teach back prep)

CONNECTING THE DOTS: WHAT HAVE WE LEARNED?

Review the course content and think through what content is most relevant to you in the course.

PUTTING IT INTO PRACTICE

Create a plan for implementing learning from the course upon return to practices and programs and evaluate your experience during the training.

CLOSING AND EVALUATIONS

TOT MOMENT

BREAK

TEACH BACK PREP

Teach back preparation is an essential part of having a successful teaching experience on our last day. This is the only class time available for preparation, other preparation will be done on your own time. This is an opportunity to practice using the script, become familiar with the material and the PowerPoint slides, and even use the projector and computer to practice advancing slides while using the script. This is also an opportunity to speak with any of the trainers about your questions, concerns or ideas. We *highly* recommend that you use this time to practice with your partner and prepare your materials.

Day Five: The Three P's of Training, Transfer of Training, Teach Backs

AGENDA FOR THE DAY

THREE P'S OF TRAINING FACILITATION

BREAK

CURRY TRAINING TRANSFER FIELD ACTIVITY

LUNCH 60 Minutes (may offer some time for Teach Back Prep)

All trainers will be assigned a section of the curriculum to teach back to demonstrate their training/facilitation skills and comfort using the materials. Each teach back will be 20 minutes long with 10 minutes to debrief the experience and receive suggestions and feedback from colleagues.

TEACH BACK #1 12:35 – 1:05

TEACH BACK #2 1:05 – 1:35

TEACH BACK #3 1:35 – 2:05

TEACH BACK #4 2:05 – 2:35

BREAK 5 min

TEACH BACK #5 2:35 – 3:05

TEACH BACK #6 3:05 – 3:35

TEACH BACK #7 3:35 – 4:05

TEACH BACK #8 4:05 – 4:35

FACILITATED WRAP UP DISCUSSION AND FINAL CLOSING

Participants will meet in network groups to discuss 'next steps' and collaboration within their network teams.