

## About *The Road to Recovery: Supporting Children with IDD Who Have Experienced Trauma Toolkit*

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### What is *The Road to Recovery: Supporting Children with IDD Who Have Experienced Trauma Toolkit*?

This Toolkit consists of a *Facilitator Guide* and a *Participant Manual*. Together, they are designed to teach basic **knowledge**, **skills**, and **values** about working with children with IDD who have had traumatic experiences, and how to use this knowledge to support children's safety, well-being, happiness, and recovery through trauma-informed practice.

### Pilot History

The Toolkit was initially piloted in three trainings with 120 clinicians and supervisors at Meridian Health Services in Muncie and Mishawaka, Indiana in June 2015. In July 2015 the Toolkit was piloted at the Hogg Foundation for Mental Health in Austin, Texas and Depelchin Children's Services in Houston, Texas to a multi-disciplinary group of 60 providers. Finally, the Toolkit was piloted with 30 NCTSN grantees, affiliates and local partners at a train-the-trainer session in Redondo Beach, California in August 2015. Feedback from these three rounds of pilot trainings was incorporated into this Toolkit.

### Who is the target audience?

The Toolkit is intended to be a resource for a broad audience of "providers" working with children with IDD to learn about the potential risk(s) and impact of child traumatic stress. The training content, case vignettes, and activities are designed to be used flexibly with a range of providers, including administrators, clinicians, case managers, teachers and other professionals who work with children with IDD.

### Who should facilitate this training?

Facilitators of this training should be familiar with IDD and with child traumatic stress. It is recommended that one facilitator train a maximum of 30 participants at a time.

Through small group exercises, analysis of case vignettes, and discussion, participants gain knowledge and practice skills required to work with children with IDD who have had traumatic experiences. Training activities also encourage exploration of assumptions and attitudes that providers may bring to these cases that may help or hinder their ability to do the work needed. The small group setting for many of these activities allows providers to immediately apply ideas, practice problem-solving skills, and learn from each another.

## Components of *The Road to Recovery: Supporting Children with IDD Who Have Experienced Trauma* Toolkit

### **Facilitator Guide**

#### **Introduction**

The *Facilitator Guide* is divided into six modules to address topics such as understanding child traumatic stress and its relationship to children with IDD; the impact of trauma on children's behavior, development and relationships; assessment of a child's trauma experiences; providing support to the child, family and caregivers; working across systems; and, managing professional and personal stress. The six modules vary in length, and together total approximately 11 training hours. The curriculum can be presented in two full days, 7 hours each day (including two 15-minute breaks and a one-hour lunch break); in stand-alone modules; or as a multi-session, in-service. The sample agenda outlines a two-day training and suggests places for the trainer to stop for breaks and lunch.

This Introduction section includes Preparing for the Training, Materials Checklist, Essential Messages, Learning Objectives, and Sample Agenda. For an overview of the training, it is recommended that facilitators first review the sample Agenda. After this overview, facilitators can proceed to review the training content, tips, and activities in each Module in order to familiarize themselves with the topics and the suggested training activities. It is recommended that facilitators simultaneously look at a copy of the slides on a computer while going through the *Facilitator Guide*. This resembles the manner in which a facilitator would use the *Facilitator Guide* during an actual training. It is important to note that the Sample Agenda and Activities are provided as tools for the facilitator. They are designed to be used flexibly, keeping in mind the particular needs of the training participants. The training is designed to be completed over two days.

#### **Preparing for the Training**

This section provides information about preparation that needs to be completed prior to the training. Additionally, it contains guidance and tips for presenting the content and conducting the training activities.

#### **Materials Checklist**

In order to facilitate the training preparation process, the Materials Checklist provides a complete list of all the materials needed for the entire training. Materials are also indicated below the slide headings in the notes section for specific slides where activities occur.

## **Essential Messages and Learning Objectives**

The Essential Messages and Learning Objectives serve as the basis for the content that is provided to both the facilitator and participants. All are listed in both the *Facilitator Guide* and the *Participant Manual*. The Essential Messages are aspirational in nature and are reflected in the embedded evaluation (i.e., “What Can a Provider Do?” sections of Modules 1–6), while the Learning Objectives set specific goals for information acquisition.

## **Sample Agenda**

The sample agenda in this guide provides a simple, sequential outline indicating the order of events for a two-day training, including the coverage of broad topic areas, training activities, evaluation activities, lunch, and break times.

## **Facilitator Notes**

### ***Module 1: Setting the Stage***

In this module, participants will learn why a Toolkit that addresses the needs of children with IDD who have had traumatic experiences is important.

### ***Module Two: Development, IDD & Trauma***

Participants will learn about typical milestones that occur throughout a child’s development and how IDD and traumatic experiences can disrupt those milestones.

### ***Module Three: Traumatic Stress Responses in Children with IDD***

Participants will learn about how traumatic experiences affect development generally, and children with IDD specifically, by learning and comprehending the 12 Core Concepts for understanding traumatic stress responses in children.

### ***Module Four: Child & Family Well-Being & Resilience***

Participants will learn the role of protective factors—such as a secure attachment and a healing/protective environment—in enhancing family well-being & resilience, and how to provide practical tools and support for caregivers and parents.

### ***Module Five: IDD- & Trauma-Informed Services & Treatment***

Participants will learn how to augment the protective factors of children with IDD and their families through IDD-informed trauma assessment and screening, and referral to appropriate trauma-informed services and treatment.

### ***Module Six: Provider Self-Care***

In the last module, participants will learn the difference between burnout, secondary traumatic stress, and vicarious trauma and the steps to stress reduction and self-care.

### Appendix A: Learning Objectives for Case Vignettes

Appendix A lists a few learning points, for each case vignette, for the facilitator to highlight in discussions.

### Appendix B: Videos

Appendix B provides availability and purchase information for videos that are referenced in the Toolkit as well as additional videos that the facilitator may choose to include in a training. The videos in the training have been designated as “optional,” as they may require purchasing and/or may not fit the needs of the group. Note that the videos that are suggested have limitations in that they do not feature children with visible disabilities, are not close-captioned, and are not very diverse. This is clearly an area for further research and development. Despite these significant limitations, videos have been included as suggestions in the Toolkit, with the “optional” designation, in order to demonstrate areas where it may be good to break up didactic content with a video. Additional videos on various types of disabilities can also be found in the Supplemental Materials.

### Appendix C: How to Embed Video

Appendix C provides instructions for how to embed videos into PPT slides.

### Appendix D: Transfer of Learning Follow-Up Form

The Toolkit includes an embedded evaluation and optional follow-up evaluation activity. If moving forward with the Follow-Up Activity, personnel assigned to follow up with former participants of this training can use the Transfer of Learning Follow-Up Form in Appendix D. See *Evaluation Activities* section below for more information.

### Appendix E: Optional Follow-Up 1-3 Months Following Training—Sample Letter

If the organization decides to move forward with a follow-up evaluation, the facilitator should work with administrators to complete the Sample Letter found in Appendix E so that it can be distributed to training participants on the organization’s letterhead at the training.

### Appendix F: References

Appendix F lists references for the Facilitator Guide.

## **Supplemental Materials**

Supplemental Materials refer to additional resources for facilitators to enhance their understanding of topics presented in the training. For example, they include fact sheets and links to online resources. Before conducting the training, some facilitators may choose to select some resources from the Supplemental Materials section to provide to participants during the training. The Pre-Training Evaluation may help facilitators decide what types of additional resources may be most helpful for participants.

## ***Participant Manual***

The *Participant Manual* includes a copy of the slides, Essential Messages, Learning Objectives and Activity handouts.

## Slidekit

The Slidekit is included as a PDF of Day 1 and Day 2 slides. It is designed to allow participants to follow along during the training and take notes.

## Evaluation Activities

### Pre-/Post-Training Evaluation

The Toolkit includes a Pre- and Post-Training Evaluation. The Pre-Training Evaluation can be administered in two ways: 1. on the first day of the training, or 2. in advance of the training through an online link on Qualtrics or through a handout (see the NCTSN Learning Center: Trauma & IDD Toolkit webpage). It is recommended that the Pre-Training Evaluation be given to participants in advance of the training so that time is saved on the training days and so that the facilitator can review them prior to the training to identify areas to emphasize during the training. The Post-Training Evaluation is designed to be administered separately at the end of day 1 and day 2 and is included as two separate handouts in the *Participant Manual*.

### Transfer-of-Learning Protocol

This Toolkit includes an evaluation that is embedded throughout the *Facilitator Guide* (i.e., in the “What Can a Provider Do?” sections of Modules 1–6). It is intended to assist facilitators and/or administrators/staff in supporting further integration of knowledge into practice by asking participants to select specific strategies that they plan to use to implement each Essential Message.

Facilitators should review the Evaluation Activities and corresponding handouts (i.e., Day 1 Slides 30, 55, 81; Day 2 Slides 28, 60, 85) in their entirety before attempting to facilitate these activities. These activities enable trainers to emphasize the learning of strategies that can be implemented in support of each of the Essential Messages. The Personal Trauma-Informed Practice Action Plan (i.e., Day 2, Slide 85) allows participants time to review all the strategies for each of the Essential Messages, and to select their top three strategies that they would like to commit to implement over the next three months.

### Optional Follow-Up Evaluation Activity

An optional Follow-Up Activity is to ask participants to create two copies of their Personal Trauma-Informed Practice Action Plan. They would turn one copy in at the end of the training and keep the other copy for themselves. One to three months after the training, the facilitator or administrator at the organization providing the training can follow-up with participants to evaluate whether or not participants were able to follow through with the strategies that they chose. If moving forward with the Follow-Up Activity, personnel assigned to follow up with former participants of this training can use the Transfer of Learning Follow-Up Form (see Appendix D in the *Facilitator Guide*). This Follow-Up Form can be used as an interview protocol to be completed by phone, or sent to participants via a Qualtrics link (see the NCTSN Learning Center: Trauma & IDD Toolkit webpage).

A decision about whether or not the Follow-Up Activity will be conducted should be made prior to the training. The facilitator should talk with administrators at the training site about:

1. Whether there will be follow-up with participants a few months after the training regarding Action Plan implementation. If so, the facilitator should work with administrators to complete the Sample Letter (see Appendix E in the *Facilitator Guide*) so that it can be distributed to training participants on the organization's letterhead at the training. (If it is decided that administrators will not follow-up with participants—or have not contracted with anyone else to do so—then it is unnecessary to distribute this letter.)
2. If moving forward with the Follow-Up Activity, the facilitator should ask participants to complete both copies of The Personal Trauma-Informed Practice Action Plan in the *Participant Manual* (Day 2, Slide 85), so that they can keep one for themselves and turn the other one in to the facilitator.

### ***The Road to Recovery Toolkit: Available on the NCTSN Learning Center***

The Toolkit, in its entirety, is available for download from the Trauma & IDD Toolkit webpage on the NCTSN Learning Center. This includes the PowerPoint files of the Slidekit; NCTSN videos (i.e., NCTSN PSA & excerpts from *The Promise*), and all of the Board Game files, to be printed and prepared for the training. Additionally, facilitators can find a few other documents on the Learning Center site which they may want to customize for each training:

- Sample Agenda (Word version)
- Appendix E: Optional Follow-Up 1-3 Months Following Training: Sample Letter (Word version)
- Pre-Training and Follow-Up Evaluations (PDF versions) and links to online Qualtrics versions

The NCTSN Learning Center is designed to promote communication between a community of facilitators, where information and training events can be shared. To that end, we ask that facilitators register training events by clicking on the “Register Your Training Event” link.

In order to download the Toolkit materials, facilitators are required to set up a free account on the NCTSN Learning Center at <http://learn.nctsn.org/login/signup.php>.

1. Sign up for your account.
2. Check your email and confirm your account (click on the link).
3. Return to <http://learn.nctsn.org> and click on *Special Populations* at the top of the page or go to directly to the Trauma & IDD Toolkit at <http://learn.nctsn.org/course/view.php?id=370>.
4. Click on *Trauma & IDD Toolkit*.

For NCTSN Learning Center technical assistance, email [help@nctsn.org](mailto:help@nctsn.org).