



SCHOOL OF
YOUTH
DEVELOPMENT

SPILLET
LEADERSHIP
UNIVERSITY

Trauma- Informed Practices for Youth Development Professionals

Virtual Instructor-Led
Training

FACILITATOR'S GUIDE

Trauma-Informed Practices for Youth Development Professionals VILT Session Facilitator's Guide

Funding was made possible (in part) by Cooperative Agreement Number, DP16-1601, from the Centers for Disease Control and Prevention. The views expressed do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

		Total Time 120 minutes (2 hours)
<i>0.2 Academy Learning Credits are awarded to participants upon their successful completion of this session.</i>		
<i>Format adapted from the David P. Weikart Center for Youth Program Quality Method Sessions.</i>		
Schedule at a Glance	Sections	Estimated Time
	<ul style="list-style-type: none"> Welcome and Introduction Opening Central Ideas and Practice Implementation Reflection and Closing 	20 minutes 20 minutes 60 minutes 5 minutes 15 minutes
Materials to Be Emailed to Participants: (One per participant) <ul style="list-style-type: none"> Participant's Guide PowerPoint notes Participant's Evaluation Participants Should Have: <ul style="list-style-type: none"> Computer with internet access Pen or pencil and paper 		Facilitator Supplied Materials: <ul style="list-style-type: none"> Computer with internet access Video conferencing platform (e.g., Zoom, Adobe, GoToMeeting)
Purpose: The purpose of this session is to introduce youth development professionals to trauma-informed practices to be used in Club settings.		
Learning Outcome: By completing this session, participants will be able to identify trauma-informed practices that can be used in a Club setting.		
Learning Objectives: Participants will be able to: <ul style="list-style-type: none"> Identify the principles of trauma-informed practices. Develop activities that are trauma-informed for working with youth. Gain an understanding of how to make Club settings more trauma-informed. 		
NAA Competencies		
<ul style="list-style-type: none"> Safety and Wellness: Youth development professionals ensure the safety and wellness of youth and teens by implementing prevention, preparedness, and health and safety practices. Interactions With Youth: Youth development professionals recognize the importance of relationships and communication in quality practice. They are able to implement guidance techniques and strategies to support youth and teens in their development. Learning Environments, Programs and Activities: Youth development professionals create a high-quality learning environment and implement age-appropriate curricula and program activities. Cultural Competency and Responsiveness (NAA Definition): Youth development professionals actively promote respect for cultural diversity and create an inclusive, welcoming and respectful environment that embraces diversity. 		
Key Concepts		

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- **Attention Getter:** A phrase, chant or gesture that can be used throughout a session to get the group's attention in a respectful and engaging way.
- **Community Builder:** An activity, such as an icebreaker or team-building exercise, that builds trust and supportive relationships among youth and staff through play, fun and active engagement.
- **Cultural Responsiveness:** Intentionally building programming that includes a diverse representation of the cultural backgrounds, abilities, needs, interests and experiences of youth to create a sense of belonging and encourage meaningful participation.
- **DDADA Technique:** Describe It, Demonstrate It, Ask Questions, Do It, Assess/Adjust It.
- **Developmentally Appropriate:** Describes experiences in which content and delivery methods are suitable for, or match with the physical, emotional, social and cognitive characteristics of the age group participating.
- **Grouper:** A quick activity to divide a large group of participants into multiple small groups.
- **Reflection:** A method that helps youth make meaning out of, and express what they have learned and identify how they can apply it in other areas of their lives. Reflection is one of the elements of a high-quality session.
- **Staff Practices:** Describes what youth development professionals do every day to make sure youth and teens experience high-quality youth development.
- **Trauma-Informed Practice:** Practices that promote a culture of safety, empowerment and healing.
- **Trauma-Informed Principles:** Key set of six guidelines that minimize the effects of trauma and promote safety, recovery and resilience in an organization.
- **Principles:**
 - **Safety:** Organizational leadership and youth development professionals prioritize physical and emotional safety to ensure all staff, youth and families feel safe at the Club or Youth Center.
 - **Trustworthiness and transparency:** Organizational decisions are made with transparency with the goal of building and maintaining trust with staff, youth and families.
 - **Peer support:** Youth development professional colleague relationships, youth-to-youth peer relationships and caregiver involvement lead to further enhancing safety, hope, trust and collaboration.
 - **Collaboration and mutuality:** Organizational leadership works collaboratively with youth development professionals in the decision-making process, and Club or Youth Center staff partner with youth and families to shape organization practice. The organization recognizes that everyone has a role to play and brings value.
 - **Empowerment, voice and choice:** Organizational leadership, youth development professionals, and youth and families are recognized and valued for their strengths and contributions to the Club or Youth Center. Each is given an opportunity to participate in shared decision-making, choice and goal-setting.
 - **Cultural, historical and gender issues:** Organizational leadership and youth development professionals actively work to eliminate stereotypes, bias and discrimination based on race, ethnicity, sexual orientation, age, religion, gender identity and socioeconomic status through Club or Youth Center policies and practices.
- **WIBYT:** A facilitation strategy that stands for "Write It Before You Talk."

Advanced Preparations

- **Read** and review the Facilitator's and Participant's Guide for Trauma-Informed Practices. Notes in **yellow** indicate when you will have to interface with elements of the video conferencing platform (e.g., breakout rooms, chat, etc.); notes for the facilitator begin in bold, blue type.
- **Practice** facilitating exercises/activities using the steps of the DDADA technique.
- **Email** a Participant's Guide and PowerPoint notes to each participant.
- **Prepare** the virtual room and check your tech.

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- **Secure** a co-facilitator to run tech behind the scenes.
- **Prepare** the poll, if choosing to use this resource.
- **Prepare** Padlet instructions in the Central Ideas and Practice section.

	WELCOME AND INTRODUCTIONS	PG Page #	PPT Slide #
Estimated Time:	FACILITATOR'S NOTES		
10 minutes	<ul style="list-style-type: none"> • Warmly welcome all participants to the session. • Briefly introduce yourself to participants. • Review the different functions of the video conferencing platform – chat box, polling feature, mute/unmute button, share video button and breakout rooms. • Practice any of the relevant functions to make sure participants can locate and operate them. • Ask participants to type one word in the chat box to represent how they're feeling right now. • Review the agenda with participants. <p><i>Facilitator's Note: If this session will be recorded, tell participants now, and begin recording.</i></p> <p><i>Facilitator's Note: Ensure all participants have received a copy of the Participant's Guide and downloaded it. If not, send them the file now.</i></p> <p><i>Facilitator's Note: Gauge how participants are accessing this session – is each participant at their own computer? Or are multiple participants logged in on one device? If there are multiple participants using one device, you will need to alter breakout rooms throughout this session to put those individuals in their own group.</i></p>	2	1 2
	<ul style="list-style-type: none"> • Share the purpose and goal of the session and where this session fits in to BGCA's Training Initiative through the Spillett Leadership University School of Youth Development's Training Continuum. • Say, "The purpose of this session is to introduce youth development professionals to trauma-informed practices to be used in Club settings with youth." • Say, "By completing this session, you will be able to: <ul style="list-style-type: none"> ○ Identify the principles of trauma-informed practices. ○ Develop activities that are trauma-informed for working with youth. ○ Practice opportunities to incorporate trauma-informed practices in the Club setting." 	3	3 4

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	<ul style="list-style-type: none"> • Share the following: <ul style="list-style-type: none"> ○ Spillet Leadership University provides meaningful, continuous learning opportunities designed to help youth development professionals practice the necessary skills to work with youth. ○ The Youth Development Learning Pathway is a series of foundational trainings. It is recommended that youth development professionals complete these trainings within their first 12 months. 		5								
	<table border="1"> <thead> <tr> <th>Onboarding (Before Working With Youth)</th><th>Milestone 1 (Months 1-3)</th><th>Milestone 2 (Months 4-7)</th><th>Milestone 3 (Months 8-12)</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Safety 101 • Boys & Girls Club Basics • Staff-to-Youth Interactions </td><td> <ul style="list-style-type: none"> • Emotional Safety • Promoting Positive Behavior • Cultural Responsiveness and Inclusion • Building Blocks of Programming </td><td> <ul style="list-style-type: none"> • Basics of Trauma • Hands-On Learning • Promoting Positive Peer Relationships • De-escalating Concerning Behavior </td><td> <ul style="list-style-type: none"> • Trauma-Informed Practices for Youth Development Professionals • Programming in Your Space • Getting and Using Youth Input • Youth as Leaders </td></tr> </tbody> </table>	Onboarding (Before Working With Youth)	Milestone 1 (Months 1-3)	Milestone 2 (Months 4-7)	Milestone 3 (Months 8-12)	<ul style="list-style-type: none"> • Safety 101 • Boys & Girls Club Basics • Staff-to-Youth Interactions 	<ul style="list-style-type: none"> • Emotional Safety • Promoting Positive Behavior • Cultural Responsiveness and Inclusion • Building Blocks of Programming 	<ul style="list-style-type: none"> • Basics of Trauma • Hands-On Learning • Promoting Positive Peer Relationships • De-escalating Concerning Behavior 	<ul style="list-style-type: none"> • Trauma-Informed Practices for Youth Development Professionals • Programming in Your Space • Getting and Using Youth Input • Youth as Leaders 		6
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	<ul style="list-style-type: none"> • Say, “As you are all aware, safety remains the number one priority for the Boys & Girls Clubs Movement. To keep safety a priority, we must instill a strong culture of safety throughout the Boys & Girls Club Movement. Not only is a strong culture of safety an integral component of a positive Club Experience, it is also key to our mission and continued success.” • Share: <ul style="list-style-type: none"> ○ In a culture of safety, employees who speak up about unsafe behaviors or practices are protected by what are called Whistleblower Protection Policies. This just means that employees shouldn’t be afraid that reporting their concerns will affect their job security, pay or emotional safety at work. ○ No matter the role throughout the Movement, Boys & Girls Clubs of America and local organizations can create a culture of safety with these four foundational practices. Every staff person and volunteer must understand the importance of their individual role in setting this culture. • Say, “Youth development professionals have a duty to speak up about safety concerns. Staff are encouraged to follow their Club’s reporting procedures whenever possible. Boys & Girls Clubs have additional feedback loops for local (and national) staff to get support and technical assistance to report potential risks and known or suspected harm. Anyone can use these resources to get support for sharing concerns about safety, in addition to getting assistance to report suspected child abuse.” • Ask, “What is mandated reporting? All states and U.S. territories have statutes that require specific persons, typically based on profession, to 		7								

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	<p>report suspected child abuse or maltreatment to an appropriate agency like child protective services, law enforcement or a child abuse reporting hotline.”</p> <ul style="list-style-type: none"> • Ask, “Who is a mandated reporter? A mandated reporter is a person who, because of his or her profession, is legally required to report any suspicion of child abuse or neglect to the relevant authorities. Typically, these professions include people who have frequent contact with children. Additionally, almost 20 states require that any person who suspects child abuse or neglect must report it regardless of profession. To find out more about reporting requirements in your state, please go to BGCA.net/ChildSafety or contact your DOD or Safety Director.” • Explain, “In many cases of abuse, someone notices something suspicious or inappropriate, but doesn’t know what to do. Should they call the authorities? Interview the kids involved? Watch for other signs? Now they can use Praesidium’s Helpline to ask an expert how to respond. Use the Ethics Hotline to report concerns related to: <ul style="list-style-type: none"> ○ Unethical business practices ○ Fraud ○ Policy violations ○ Conflicts of interest ○ Theft or bribery ○ Discrimination or harassment ○ Other violations of laws or regulations.” 		<p>8</p> <p>9</p>
10 minutes	<p>Community Builder: The Feelings Roundtable</p> <ul style="list-style-type: none"> • Define Community Builder by saying, “A Community Builder is an activity, such as an icebreaker or team-building exercise, that builds trust and supportive relationships among youth and staff through play, fun and active engagement. A Community Builder is one of the elements of a high-quality session at a Boys & Girls Club.” • Say, “There are different types of Community Builders such as name games, team builders and collaborations. When groups are not familiar with one another, you want to use name games. When groups are more familiar with one another, you can use team builders or collaborations.” • Say, “The purpose of a Community Builder is to provide an opportunity for you to meet each other in order to create a positive learning environment.” • Tell participants they will be participating in a Community Builder called The Feelings Roundtable. • Facilitate the Community Builder using the following step-by-step process: <ul style="list-style-type: none"> ○ Step 1: Instruct each person to complete the sentence “I feel ____ 	6	<p>10</p> <p>11</p>

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	<p>today?”</p> <ul style="list-style-type: none"> ○ Step 2: Say, “In a Club setting, you could go around in a circle to complete this activity. In an effort to make this activity trauma-informed we will be giving each participant a ‘Skip’ card, sort of like in the game Uno. Each person has the option of using the ‘Skip’ card when it is their turn. Today, everyone will use the chat feature to participate.” ○ Step 3: Ask for volunteers to share how they are feeling. Allow them to elaborate if they feel comfortable doing so. ○ Step 4: Ask participants to name emotions that could be experienced by participants as a result of the content in this session. Ask them to type their responses in the chat box. ○ Step 5: Select several different emotions reported by participants in the chat and call them out to the group. ○ Step 6: Request that participants either put some examples of how they can support peers with different emotions in the chat or unmute themselves and tell the group. For example: do not take things personally, offer help if needed, be kind, offer some humor, give a person space if needed, be a friend. ○ Step 7: Ask each participant to make a commitment to a way of supporting each other for the rest of the day. <p><i>Facilitator’s Note: Ensure you use DDADA to model an effective facilitation practice.</i></p> <ul style="list-style-type: none"> ● Share that other examples of Community Builders can be found on the YDToolbox app. As virtual engagement is increasing, check out the Conversations Tool in the YDToolbox. ● Ask participants to share the name of their favorite Community Builder in the chat box and read some of the responses aloud. ● Poll the group using the poll function or by having participants respond in the chat, “Who has downloaded the YDToolbox app?” <ul style="list-style-type: none"> ○ If participants have not downloaded, ask them to go to Google Play or the iTunes App Store and search YDToolbox. ○ Then, ask them to download and install the app. <p><i>Facilitator’s Note: You may want to download the app on your laptop before the training at ydtoolbox.goodbarber.com to demonstrate app navigation.</i></p>		12
	<ul style="list-style-type: none"> ● Share the Virtual Group Agreements. ● Say, “To gain the most from this experience, prepare to engage actively by: <ul style="list-style-type: none"> ○ Checking Your Tech <ul style="list-style-type: none"> ○ Find the mute button. Be sure to use it when you are not talking. ○ Make sure you are in the best location possible away from 		13

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	<p>distractions like televisions or other people's music.</p> <ul style="list-style-type: none"> ○ If we hear someone else's background noise we will respectfully ask them to mute. ○ Ask for help if you need it, but don't let tech wreck the meeting. ○ Being Kind Online <ul style="list-style-type: none"> ○ Remember, it's hard to know the tone of what someone has said or typed when you are not in the same place, so be mindful with your words. ○ Be patient, we are all learning! ○ Listening Actively <ul style="list-style-type: none"> ○ It's easy to get distracted when you aren't in the same place. Show participants the same respect you would show them if you were in the room with them. ○ Limit your digital engagement to the one device you are using for this training – put away extra devices and minimize other screens. ○ Do your best to be present. ○ Actively Engaging <ul style="list-style-type: none"> ○ Use the chat box to ask questions or have discussions. ○ Participate actively when we break up into smaller groups. ○ Speak up when facilitators are asking for input. ○ Emotional Safety <ul style="list-style-type: none"> ○ These are sensitive topics we are discussing today. ○ It is important that nothing is repeated outside of this space. ○ A person has the right to walk away from the screen if time is needed for emotional reasons. ○ All participants will participate in calming activities to help regulate their emotional responses to what is being discussed. <ul style="list-style-type: none"> ● Ask participants to type anything else that could create a positive learning experience. ● Say, "We will be developing a Youth Development Professional Trauma-Informed Toolbox throughout our session today. The goal will be for you to leave this session with a comprehensive list of options that you can use in your Club or Youth Center space. There will be reminders to turn to page 16 of your Participant's Guide throughout the session. The toolbox graphic in your Participant's Guide will serve as a reminder to you to be documenting some of the suggestions." ● Say, "Let's transition to our Opening Activity." 		14
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Estimated Time	OPENING ACTIVITY FACILITATOR'S NOTES	Content PG Page #	PPT Slide #
	Preparation: None		
20 minutes	Instructions: <ul style="list-style-type: none"> • Share the purpose of the exercise by saying, "The purpose of our Opening Activity today is to do a brief review of Session #1: Basics of Trauma. We will review some key concepts for all of those who may have forgotten or have not had an opportunity to complete this session." • Share the definition of trauma by saying, "There are many types of events that may be considered traumatic. Each person can experience and process a potentially traumatic event differently. This is not a one size fits all situation." • Share the Adverse Childhood Experiences (ACEs) PowerPoint slide. • Say, "The ACEs identified here represent some of the areas of potential trauma that can be experienced during childhood. There are other areas as well." • Ask, "Can anyone identify other areas of potential trauma for children (e.g., violence in community or at school, bullying, illness, accidents, historical trauma)? You can either unmute and share with the group or use the chat feature." • Say, "We know that more than 60% of people will have experienced at least one ACE prior to adulthood. This knowledge is key when identifying why it is important for youth development professionals to have an understanding of trauma principles." • Say, "We know that trauma can impact behavior due to it's effect on the brain. These are a few of the areas where we typically see behavioral issues in youth." • Ask participants to give you examples from each area one point at a time. Participants can either unmute and share with the group or use the chat feature. • Review the areas and give one example in each area. <ul style="list-style-type: none"> ○ "What types of challenges may a young person with poor reasoning experience in a Club setting (e.g., unable to follow directions well, distorted view of interactions/conflicts)?" ○ "What types of behavioral problems may occur if a child has a poor ability to think of consequences (e.g., not following rules, social cues and acceptable behavior)?" ○ "What behaviors do you think would be aligned with a lack of impulse control (e.g., unable to focus, breaks rules, poor social skills with peers)?" ○ "What type of challenges would a young person who has difficulty interpreting social interactions have (e.g., think people are mad at 		15 16 17 18

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	<p>them, think people are starting fights with them, unsure how to start or navigate a peer interaction)?”</p> <ul style="list-style-type: none"> • Say, “Not all youth who have challenging behaviors have been traumatized. There are, of course, many reasons why a child many exhibit concerning behaviors.” • Say, “Let’s review the trauma triggers from the last session. Our goal is to be mindful of these typical triggers when designing a toolbox for youth development professionals. We know that we cannot avoid all of these triggers, but understanding them will better equip us to respond to the needs of young people in a way that does not trigger a trauma response.” • Review several of the triggers. • Ask participants to use the chat feature or unmute and provide some of the triggers they see in the Club. • Say, “Trauma-informed practices help us create a space where fewer triggers are present for youth. This allows them to feel safe and can lead to healing.” • Explain to participants that the group is going to play a quiz game to review the information from our review. Each participant will participate in the game by using the chat function in the platform. • Say, “Each question will be worth a different number of points. The first person to identify the correct answer in the chat will win the designated number of points for that question.” • Ask each participant to keep track of the points they are awarded. • Start the game by clicking on the “enter” function to bring the question up in the PowerPoint and reading the question aloud. The first person to display the correct answer in the chat is the winner of those points. Questions and the answers are listed below. <ul style="list-style-type: none"> ○ 200 – True or False: People experience trauma in different ways and have different reactions to potentially traumatic events. <ul style="list-style-type: none"> ○ True ○ 400 – A life experience that involves actual or perceived threats to the safety and well-being of an individual or someone close to the individual is called _____. <ul style="list-style-type: none"> ○ Trauma ○ 600 – Adverse Childhood Experiences are often referred to as _____. <ul style="list-style-type: none"> ○ ACEs ○ 800 – What percentage of the population will experience at least one ACE by the age of 18? <ul style="list-style-type: none"> ○ Over 60% ○ 1000 – Loud noises, changes in routine or schedule and new people are all examples of _____. <ul style="list-style-type: none"> ○ Trauma triggers ○ 1200 – Name two of the four types of behavioral effects of childhood trauma. 		<p>19</p> <p>20</p>
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	<ul style="list-style-type: none"> ○ Poor reasoning, poor ability to weigh consequences, lack of impulse control, difficulty interpreting social interactions ● Ask who has more than 4,000 points, 3,500 points, 3,000 points, etc. until you find your winner. ● Congratulate the winner. 		
	<p>Reflection:</p> <ul style="list-style-type: none"> ● Facilitate a reflection with the group by asking them share their answers to the following questions in chat: <ul style="list-style-type: none"> ○ What did you learn during this activity? ○ Why do you think it's important to avoid trauma triggers for youth? ○ How do you feel about your role in a trauma-informed space? ● Say, "This activity introduced you to the central ideas that we will discuss and practice for the remainder of the session." ● Say, "Throughout the session we will be using Emotional Checks-Ins to gauge how you are feeling about the content and when you may need support. Each Emotional Check-In will be followed up with a brief calming activity. Both the practice of Emotional Check-Ins and the calming activities are examples of trauma-informed practices that you can easily incorporate into your daily routine with youth." ● Say, "Let's do our first Emotional Check-In now, called Happy Face or Sad Face. Use an emoji or create a happy or sad face in the chat to tell us how you are feeling." ● Say, "Now let's practices our first calming activity, which is called Mindful Coloring. Grab a scrap piece of paper and something to write with. Draw a small circle on your paper. Now take a moment and create a doodle or design around your circle. Pay attention to the shapes that your mind decides on. Feel the pen or pencil in your hand, focus on the pressure of your hand on the table. Focus on the color change on the paper and listen for any sounds the pen may be making on your paper." ● Acknowledge and thank everyone for participating. ● Say, "Let's transition to our Central Ideas and Practice so that we can explore the ideas from our Opening Activity." 	8	21
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Estimated Time	CENTRAL IDEA AND PRACTICE FACILITATOR'S NOTES	Content PG Page #	PPT Slide #
60 minutes	Central Idea = 20 minutes Practice Exercises = 40 minutes		
	Preparation <ul style="list-style-type: none"> Create a Padlet for Central Idea #2 exercise. 		

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	<ul style="list-style-type: none"> ○ Go to padlet.com and create a free account. ○ Click on "Make a Padlet." ○ Select "Shelf" style. ○ In the "Modify" screen: select name ("Collaboration Activities"), choose wallpaper of choice, toggle "On" for comments. ○ Click "start posting." ○ Name three columns: Activities for grades K-5; Activities for grades 6-8; Activities for grades 9-12 ○ Go to top of page and click on "Share." Then copy the link. <p><i>Facilitator's Note: It is helpful to open up the Padlet webpage prior to the session so that you can easily move it onto your shared screen. Also, put the link in a document so that you can easily copy and paste it into the chat box.</i></p>		
20 minutes	<p><u>Central Idea #1: The Principles of Trauma-Informed Practices: Safety and Trustworthiness and Transparency</u></p> <ul style="list-style-type: none"> ● Say, "Today we are going to look at the six basic principles of trauma-informed practices. These practices can be adapted for different levels of an organization. We are going to use the lens of a youth development professional and talk about how we can translate these principles into real life ideas, practices and methods for working with youth." ● Define trauma-informed principles. ● Say, "We are going to use these six principles as a lens to develop our trauma-informed practices today." ● Define safety by saying, "Safety is prioritizing physical and emotional safety to ensure all staff, youth and families feel safe at the Club or Youth Center." ● Ask participants to think of some ways safety is addressed in their Club setting. Have participants share ideas in the chat. ● Share participant responses. ● Share the following additional ideas: <ul style="list-style-type: none"> ○ Use Emotional Check-Ins at the beginning and end of activities. ○ Encourage youth to take breaks when they sense that they need one. ○ Use the six steps of de-escalation when responding to concerning youth behavior. ○ Take bullying seriously and work with supervisors to respond to it. ● Summarize by saying, "We know that safety is important for all youth, in particularly, youth who have been traumatized. There are many ways that we can ensure that youth are being protected both physically and emotionally in the Club setting. Many of you are already incorporating positive practices to ensure your space is trauma-informed." ● Define trustworthiness and transparency by saying, "Trustworthiness and 	9	23
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	<p>transparency are organizational decisions made with transparency toward the goal of building and maintaining trust with staff, youth and families.”</p> <ul style="list-style-type: none"> • Say, “The second trauma-informed principle – trustworthiness and transparency is when you operate and make decisions with the goal of building and maintaining trust with staff, youth and their families. This principle is closely aligned with safety. It is necessary to create safety for trust to occur. Safety and trust are the basis of any healthy relationship. All youth development professionals who function in these lenses will create environments that allows youth to thrive, heal and become more resilient.” • Transition to the practice exercise for Central Idea #1. 		
	<p><u>Practice Exercise: The Principles of Trauma-Informed Practices: Safety and Trustworthiness and Transparency</u></p> <p>Instructions:</p> <ul style="list-style-type: none"> • Share the exercise’s purpose by saying, “The purpose of the exercise is to identify several tools for the Youth Development Professional’s Trauma-Informed Toolbox.” • Explain that each group will brainstorm already existing and new practices for their assigned category. • Say, “We are going to break up into groups to cover separate principles. The safety groups will work on ideas or activities for youth that are in the emotional and physical safety principle. The trustworthiness/transparency groups will work on identifying ideas and activities that provide task clarity, consistency and interpersonal boundaries.” • Share some examples: <ul style="list-style-type: none"> ○ Safety <ul style="list-style-type: none"> • Clean space • Organized • Well lit • Kindness among staff • Safe space from bullying ○ Trustworthiness/Transparency <ul style="list-style-type: none"> • Consistent schedule • Modeling boundaries • Daily schedule • Time warnings • Change warnings • Instruct participants that if they are assigned to an even numbered breakout room they will brainstorm ideas about safety. All participants assigned to an odd numbered breakroom will brainstorm ideas on trustworthiness/transparency. Ask each group to assign one participant to share their ideas with the larger group. • Separate participants into breakout rooms of five to eight people and 		25

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	<p>allow groups to meet for five minutes. Give groups one-minute reminders and then bring them back to the main room.</p> <ul style="list-style-type: none"> • Review group ideas with all participants by having the groups unmute themselves and share some ideas with the group. Ask group members to document all suggestions on their Youth Development Professionals' Trauma-Informed Toolbox worksheet on page 16 from their Participant's Guide. • Thank the group for their participation. • Summarize by saying, "There are many ways for youth development professionals to put the trauma-informed principles of safety and trustworthiness/transparency into action in their professional space." • Say, "Let's do our Emotional Check-In – Happy Face or Sad Face." • Say, "Now we are going to do calming activity called Positive Me. I am going to say the following three positive statements and you will repeat after me. Try to focus on the words and believe them as you say them. <ul style="list-style-type: none"> ○ I am feeling calm. ○ I am okay. ○ There is no one better to be than me." • Transition to Central Idea #2: The Principles Trauma-Informed Practices: Peer Support and Collaboration/Mutuality. 		26
			27
20 minutes	<p><u>Central Idea #2: The Principles of Trauma-Informed Practices: Peer Support and Collaboration/Mutuality</u></p> <ul style="list-style-type: none"> • Say, "Peer support and collaboration/mutuality are our next principles. We are going to use the term 'peer support' today to refer to all persons connected to youth. Collaboration is the practice of making decisions together. It is important to create a setting of partnership and leveling of power differences among professionals and youth, but also in an organizational structure. This does not mean that there is no one in charge. This is more about how power is used with youth. Sharing power and decision-making with youth creates safety and supports resiliency. We do this by being intentional and modeling behavior with our co-workers and youth." • Say, "One of the more common ways we can teach peer support and collaboration is through team-building activities." • Say, "There are many examples of team-building and collaboration activities identified on the YDToolbox app. The Shoe Tower is an example of one of these activities. In this activity, you create teams of four to six youth and have them use their own shoes to create the tallest tower within a set period of time. This activity requires youth to work and think together. Staff can model working together by doing this activity quickly in front of youth." • Ask, "Is anyone willing to unmute themselves and share one of their 	10	28

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	<p>favorite team-building activities with the group?"</p> <ul style="list-style-type: none"> • Review the team-building activities mentioned by participants. • Instruct participants to write down the team-building activities on their Youth Development Professional's Trauma-Informed Toolbox handout. • Say, "We know that team-building activities can help groups of youth create a bond which will hopefully lead to support and collaboration among their youth group. Let's now shift to how youth development professionals can create a sense of shared power and decision-making in the Club setting." • Review the examples of collaborative activities. • Ask participants to offer more examples to the group through Padlet. • Share the Padlet link with participants in the chat box. Instruct participants to open the link. • Open Padlet and give participants three to five minutes to add their personal ideas. • Ask participants to review the Padlet suggestions and add some to their Youth Development Professional's Trauma-Informed Toolbox handout. • Review several ideas with the group. • Ask if there are any questions. • Say, "Let's do an Emotional Check-In called Thumbs Up or Thumbs Down." • Say, "Now let's do another calming activity called Push It Away. You will need to stand up and go to a wall for this activity. You will push against the wall as hard as you can for 10 seconds, wait five seconds and then do it again. You will want to push against the wall three times total. Try to imagine your stress leaving your body as you push the wall out of your way." 		31
20 minutes	<p><u>Central Idea #3: The Principles of Trauma-Informed Practices: Empowerment, Voice and Choice; and Cultural, Historical and Gender Issues</u></p> <ul style="list-style-type: none"> • Define empowerment, voice and choice by saying, "Empowerment, voice and choice is recognizing all staff, youth and families for their strengths and contributions to the Club or Youth Center, giving each an opportunity to participate in shared decision-making, choice and goal-setting." • Say, "Empowering the youth we serve lets us create a setting of healing and resiliency. The focus should be on helping youth identify strengths and teaching them to use these strengths as protective factors for youth moving forward. These protective factors equate to resiliency, which we know can help protect against traumatic experiences and/or some of the negative effects of these events." • Ask youth to find the Youth Strengths Assessment Tool on page 12 of their Participant's Guide. • Explain that taking some time to ask oneself the following questions 	11	32 33

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	<p>about the individual youth we work with will help us learn more about how to support them while working with the larger group.</p> <ul style="list-style-type: none"> • Ask participants to choose a youth that they work with and answer the questions about that youth. • Ask participants if anyone would like to share their answers about a youth they work with. Ask the participant who shares if they feel like they were able to learn something new about youth or have changed their perspective at all about that youth. • Review the PowerPoint slide about identifying strengths and helping youth thrive. • Define cultural, historical and gender issues by saying, “The principle of cultural, historical and gender issues is to actively work to eliminate stereotypes, bias and discrimination based on race, ethnicity, sexual orientation, age, religion, gender identity and socioeconomic status through policies and practices.” • Say, “Central Idea #3: Cultural, Historical and Gender Issues brings up many ways we can be responsive to youth trauma. We have previously discussed historical trauma and know the impact that it can have on youth. There are many marginalized groups in our society. It is imperative that youth development professionals are aware of the potential experiences the youth they serve may be processing. There are several ways that a youth development professional can embrace cultural differences among youth.” • Ask, “Can anyone give me some examples of ways your Club has embraced cultural differences and created a safe space for youth who may be struggling and/or traumatized due to their marginalized status?” • Say, “The following are some examples of embracing differences and empowering youth: <ul style="list-style-type: none"> ○ Youth-developed games/activities: ask individual or small groups to design a game or activity for the larger group to do. ○ Youth “teach me” days: have youth take turns teaching peers something that is part of their culture or identified group. ○ The Toilet Paper Game: have each youth take as much toilet paper as they want, tell them that they must share one fact about themselves for each square of toilet paper they have. • Instruct participants to share additional ideas in the chat box. • Review ideas in the chat box and ask if there are a few participants who are willing to unmute and explain their activity to the larger group. • Ask participants to document their ideas on their Youth Development Professional’s Trauma-Informed Toolbox handout. • Say, “Let’s do one last Emotional Check-In. We will do Happy or Sad Face again.” • Say, “Let’s do a calming activity called Turtle Stretch. We are going to pretend to be turtles and use our muscles to take us in and out of our 	13	34
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	<p>shells. Slowly bring your head, arms and legs into your shell. Hold your body in your shell. Know that you are safe and sound inside your shell. Okay now release your body from your shell. Stretch your arms, legs and head out of your shell as far as you can. Okay, one more time into your shell. Hold it for one more moment and now stretch out of your shell. Pull your arms, legs and head as far as you can out of your shell.”</p> <ul style="list-style-type: none"> • Transition to the practice exercise. 		
	<p>Practice Exercise: Creating Changes</p> <p>Preparation: None</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Share the exercise’s purpose by saying, “The purpose of this exercise is to apply skills and knowledge to identify areas of weakness and find trauma-informed solutions.” • Review the skills that participants have gained in developing better trauma-informed activities for youth. • Say, “You have learned about common trauma triggers and the principles of trauma-informed practices. We have also created an extensive list of activities, ideas and concepts to incorporate in the Club setting. We will now look at some common youth activities to find areas of weakness from a trauma-informed lens. You will then alter the activities to make them more trauma-informed.” • Instruct participants to turn to page 14 in their Participant’s Guide. • Say, “We are going to look at some of these games individually and think about any changes that may need to occur to incorporate our trauma-informed principles. Let’s start with the activity we looked at earlier – the Shoe Tower.” • Explain to participants that they will be separated into groups of four to six and then go into breakout rooms. They should assign a leader and speaker when in the room. Their groups will meet for 15 minutes to discuss some changes to the games identified or they can choose games they use and look at them. The groups will reconvene to discuss everyone’s answers. • Send participants to the breakout rooms; return everyone to the main group after 15 minutes. • Review responses with participants. • Ask, “Can anyone identify some ways to change a game to make it more trauma-informed?” • Review the following games the same way: <ul style="list-style-type: none"> ○ I Spy – rules around using players and their clothing being the “spied” object 	13	36
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	<ul style="list-style-type: none"> ○ Telephone – lots of space in between players so close whispering isn't necessary ○ Follow the Leader – allow players to choose to be a leader ○ Floor is Lava – rules about not touching one another during the game ○ Heads Up Seven Up – the very nature of this game can be problematic – heads down, eyes closed and touching can all be triggers ○ Dodgeball – only soft sponge balls, no adults playing, team out (i.e., two peers must be out for both to be out) team up youth where one may be a stronger athletic peer <ul style="list-style-type: none"> ● Ask if anyone has any games they want to add to the list. ● Say, “The goal here is not for youth development professionals to create all new games and activities for the Club. The goal is for your trauma-informed lens to give you ways to forecast what may be triggering and find solutions for the youth you work with.” ● Review the common alternatives that can be added to most games and/or activities. ● Say, “The following list of alternatives can be helpful and applied to most activities.” ● Review the PowerPoint slide of general alternatives to have available during most activities. ● Check for understanding and answer any follow-up questions. ● Thank the group for their participation. ● Transition to the Implementation Plan. 		
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Estimated Time	IMPLEMENTATION PLAN FACILITATOR'S NOTES	Content PG Page #	PPT Slide #
5 minutes			
5 minutes	<p>Implementation Plan</p> <p><i>Facilitator's Note: If you are running short on time, assign the Implementation Plan to be completed independently after the training, and move on to the Closing.</i></p> <ul style="list-style-type: none"> ● Say, “The purpose of this exercise is to outline specific commitments based on what you learned today about trauma-informed practices, and to identify opportunities to put what you learned into practice when you facilitate it back at your Club or Youth Center.” 	17	38

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	<ul style="list-style-type: none"> • Instruct participants to find the Implementation Plan Worksheet on page 17 in their Participant's Guide. • Tell participants to list at least two ideas they are committed to doing to put what they learned into practice. • Tell participants they have five minutes to complete the worksheet. • Wait five minutes for participants to complete the worksheet. • Ask one to two participants to share one of their commitments aloud or ask all participants to share a commitment in the chat box. • Remind participants to share their commitments with their supervisor when they return to their Club or Youth Center. • Transition to the Reflection and Closing. 		
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Estimated Time	REFLECTION AND CLOSING FACILITATOR'S NOTES	Content PG Page #	PPT Slide #
15 minutes			
	<ul style="list-style-type: none"> • Say, "In summary, we have learned a great deal about trauma, it's effects and trauma-informed practices over the past two sessions. It is important to remember your role when interacting with all the youth you serve. You are not therapist, and no one expects you to be at this time. You can truly do more harm than good if you attempt to counsel any youth through any type of traumatic experience. You do not have to be a therapist to be therapeutic though. These practices allow you to interact and manage youth in a therapeutic manner. It is also important for you to know what to do in a situation where you feel that a youth may need more help." • Review steps to helping youth. • Say, "If you see that a child is struggling behaviorally or emotionally in the Club setting, go through your list of options to see what may be helpful. The list includes: <ul style="list-style-type: none"> ○ Review your style of interacting with the youth and managing the group. Are you being trauma-informed in your approach? ○ Talk to your supervisor and/or the Club director. What policies are in place to help struggling youth (e.g., team approach to managing youth, family involvement, outside social service referrals, etc.)? ○ You are a mandated reporter. You are to report any potential abuse to local authorities. This is where your abuse intervention should start and end. You should never further question a youth about what may be going on beyond what is needed for reporting purposes. It could ultimately affect future therapeutic interventions and legal action if youth is questioned in the wrong way." 	20	39

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	<ul style="list-style-type: none"> • Review the learning outcome and objectives. • Say, “Remember, the learning objectives were that by completing this session, participants would be able to: <ul style="list-style-type: none"> ○ Identify the principles of trauma-informed practices. ○ Develop activities that are trauma-informed for working with youth. ○ Gain an understanding of how to make Club settings more trauma-informed.” • Facilitate the Closing Reflection by asking the following questions: <ul style="list-style-type: none"> ○ What did you learn today about trauma-informed practices? ○ How will the skills you learned today help you support trauma-informed practices? ○ How can you support other staff at your Club or Youth Center to incorporate these skills in their programs? • Ask participants to complete the Reflection Worksheet on page 19 in their Participant’s Guide. Give participants five minutes to complete the reflection. • Wait five minutes for participants to complete the worksheet. • Say, “Let’s do our last Emotional Check-In now. In the chat box, add an emoji face that depicts how you are feeling.” • Say, “This time we are going to a calming activity called Call It Like You See It. Look around you and name as many items that you see. Tick things off on your fingers as you go. No need to count, simply tick things off using your fingers. When you get to 10, start again.” • Instruct participants to look at the Additional Resources list in their guide. • Share other resources available to support this session. <ul style="list-style-type: none"> ○ Program Basics: The BLUEprint Program Basics: The BLUEprint is the definitive guide to program planning and delivery in Boys & Girls Clubs and BGCA-affiliated Youth Centers on U.S. military installations. It also reviews Club history, culture and youth development fundamentals. ○ Club Experience Blog This engaging blog offers activity ideas, learning opportunities and practical wisdom from Club professionals. Every week, new posts are tagged to relevant components of the NYOI Club Experience indicator and are filled with practical information you can implement to cultivate a high-quality Club Experience. ○ Spillett Leadership University There is a new Foundation Level Learning Pathway for youth development professionals available on Spillett Leadership University. The series of eight self-led, distance-learning trainings 		40
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	<p>builds upon concepts presented in the Program Basics Blueprint and provides youth development professionals with a foundation for how to work effectively with youth of all ages. To register, go to Spillet Leadership University and search “Youth Development Professional – Foundation Level.”</p> <ul style="list-style-type: none"> ○ Virtual Programming Resources <ul style="list-style-type: none"> ▪ BGCA.net/virtualprogramming is a hub for virtual programming and training information. ▪ MyFuture.net/HowItWorks provides information about setting up accounts for youth on My Future. ▪ facebook.com/groups/837855836694240/ is an online Facebook group where Club staff share activity and programming ideas. ▪ bit.ly/LiveClubTraining is a calendar of distance-learning trainings being held in the upcoming weeks. ○ Safety Resources <p>BGCA has partnered with Praesidium and Ethics Point where you can anonymously report any incident ensuring appropriate follow-up and action. There are 13 free courses about safety for all Clubs professionals and volunteers:</p> <ul style="list-style-type: none"> ▪ Each online course is about 30-40 minutes and accessed through Spillet Leadership University on BGCA.net. ▪ Upon completion, each course generates a certificate of completion and sends a completion email back to your organization. ○ Positive Club Climate Guides: The Positive Club Climate Resources Guides includes toolkits and project guides to support building positive relationships among staff, staff and youth, and youth themselves. ○ Behavior Support Toolkit: The Behavior Support Toolkit is a comprehensive, trauma-informed, culturally inclusive approach to support behavior. Users are guided through a process and provided with the tools they need to create an environment that supports youth’s behavior. ○ LGBTQ Inclusion Initiative: Practices to create an inclusive environment for youth who identify with the LGBTQ community. ○ Disability Initiative: Practices to create an inclusive environment for youth with different abilities. 		
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	<p><i>Facilitator's Note: Make sure participants know they need to be registered on Spillet Leadership University to see the credits posted on their transcripts. If they have a BGCA.net account, they can register for Spillet Leadership University by going to the BGCA.net Training Page and clicking on the blue "Register for Training" tab.</i></p> <ul style="list-style-type: none">• Thank everyone for their participation and end the session. <p><i>Facilitator's Note: If you are recording the session, end the recording at this time.</i></p>		43
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