

Child Welfare Trauma Training Toolkit

Trainer's Guide

1st Edition March 2008

From the National Child Traumatic Stress Network

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

Established by Congress in 2000, the National Child Traumatic Stress Network (NCTSN) is a unique collaboration of academic and community-based service centers whose mission is to raise the standard of care and increase access to services for traumatized children and their families across the United States. Combining knowledge of child development, expertise in the full range of child traumatic experiences, and attention to cultural perspectives, the NCTSN serves as a national resource for developing and disseminating evidence-based interventions, trauma-informed services, and public and professional education.

Acknowledgments

This *Trainer's Guide* was adapted by Miriam Wolf, LCSW, of the California Social Work Education Center (CalSWEC) from materials developed by the National Child Traumatic Stress Network (NCTSN). It forms part of a larger project, the Trauma-Informed Child Welfare Training Project, a collaboration with:

- Rady Children's Hospital, Chadwick Center for Children and Families,
- Child and Family Policy Institute of California (CFPIC), and
- California Institute for Mental Health (CIMH).

Others who provided guidance and assistance on this project include:

Jane Berdie, Bill Carter, Lisa Conradi, Arlene Fisher, James Henry, Robyn Igelman, Barrett Johnson, Susan Ko, Jenifer Maze, Lynne Marsenich, Stuart Oppenheim, Cynthia Parry, Karen Ringuette, Barbara E. Ryan, Christine Siegfried, Cally Sprague, Patricia Van Horn, Charles Wilson, and Leslie W. Zeitler.

Suggested Citation

Child Welfare Collaborative Group, National Child Traumatic Stress Network & The California Social Work Education Center. (2008). *Child welfare trauma training toolkit: Trainer's guide* (1st ed.). Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

Child Welfare Trauma Training Toolkit: Trainer's Guide—1st Edition

Contents

Materials Checklist	4
Goals and Learning Objectives	6
Sample Daily Agenda, Day 1 of 2	9
Sample Daily Agenda, Day 2 of 2	11
Lesson Plan, Day 1	14
Lesson Plan, Day 2	19
Module 1: Creating Trauma-Informed Child Welfare Practice: Introduction to the Essential Elements	26
Module 2: What Is Child Traumatic Stress?	35
Module 3: The Impact of Trauma on Children's Behavior, Development, and Relationships	48
Module 4: Assessment of a Child's Trauma Experiences	59
Module 5: Providing Support to the Child, Family, and Caregivers	73
Module 6: Managing Professional and Personal Stress	80
Module 7: Summary	89
Appendix A: Optional Follow-Up 1–3 Months After The Training	95
Appendix B: Additional Case Vignettes	96
Appendix C: References and Resources	105
Appendix D: About the NCTSN and California Partners	111

Materials Checklist

Trainer Note: Materials are listed in the order they appear throughout the *Trainer's Guide*.

- Laptop and LCD projector
- Flip chart and stand (Post-it® type preferred)
- Markers
- Supplemental Handouts, including printouts of PowerPoint slides, for each participant. It may be best to print them out in different colors by module so participants can easily see which handout is in use.
- NCTSN Child Welfare Trauma Training Toolkit: Comprehensive Guide, one for each participant
- Yellow highlighters, one for each participant
- Post-it® notes (2"-square size, approximately 20 for each participant)
- Audio clip of LISA 9-1-1 (included on accompanying CD)
- Speakers (if using the LCD to project video and audio clip)
- 2 twist-top bottles of seltzer water, unopened
- 1 twist-top bottle of seltzer, opened, emptied, and refilled with plain water (Label this bottle in some way so that you can later distinguish it from the other unopened seltzer bottles.)
- Paper towels, approximately one roll
- Blank white paper, approximately 100 sheets
- Prizes (optional)
- Extra pens/pencils
- DVD player and TV (optional)
- DVDs (optional)
 - Digital Stories: Choose from More Than a Case File (2006), In Our Own Voices (2002), or What Made a Difference? (2003). Order from the Youth Training Project, Bay Area Academy, San Francisco State University, www.youthtrainingproject.org.

- Multiple Transitions: A Young Child's Point of View on Foster Care and Adoption (1997). Order from the Infant-Parent Institute, www.infant-parent.com.
- CD with relaxing music
- NCR paper (i.e., carbonless copy paper) or carbon paper (optional)
- Construction paper, assorted colors including black, approximately 50 pages (optional)
- Glue sticks (optional), one for each participant
- Koosh® Ball (optional)

Goals and Learning Objectives

GOALS

- To educate child welfare professionals about the impact of trauma on the development and behavior of children
- To educate child welfare professionals about when and how to intervene directly in a trauma-sensitive manner and through strategic referrals
- To ensure that all children in the child welfare system will have access to timely, quality, and effective trauma-focused interventions and a case planning process that supports resilience in long-term healing and recovery
- To support the Child and Family Services Review (CFSR) goals of safety, permanency, and well-being by increasing skills and motivation of child welfare workers to effectively serve children and families (biological and resource) in the child welfare system that have experienced traumatic stress

LEARNING OBJECTIVES

Knowledge

- K1. Participants will be able to recognize the importance of trauma-informed practices in achieving safety, permanency, and well-being.
- K2. Participants will be able to define the Essential Elements of trauma-informed child welfare practice.
- K3. Participants will be able to understand the term "child traumatic stress" and know what types of experiences constitute childhood trauma.
- K4. Participants will be able to understand the relationship between a child's lifetime trauma history and his or her behaviors and responses.
- K5. Participants will be able to understand how traumatic experiences affect brain development and memory.
- K6. Participants will be able to understand how cultural factors influence how children may identify, interpret, and respond to traumatic events.
- K7. Participants will be able to understand how traumatic experiences affect development.

- K8. Participants will be able to recognize how child traumatic stress is exacerbated by ongoing stressors (including separation from/loss of caregivers, and/or foster placement) in a child's environment and within the child welfare system.
- K9. Participants will be able to distinguish between general mental health practitioners and those who specialize in treating trauma, to facilitate effective referrals.
- K10. Participants will be able to describe the core components of evidence-based trauma treatment.
- K11. Participants will be able to identify coping responses, strengths, and protective factors that promote positive adjustment among traumatized children.
- K12. Participants will be able to understand the impact of secondary traumatic stress (STS) on child welfare workers.
- K13. Participants will be able to identify techniques for self-care.

Skills

- S1. Participants will be able to recognize, identify, and assess symptoms of traumatic stress within a developmental and cultural context.
- S2. Participants will be able to identify potential strategies to support children who have experienced traumatic events. These strategies consist of standard child welfare practice tools, additional resources available through referral or consultation, and immediate and practical intervention assistance.
- S3. Participants will be able to identify strategies for implementing the Essential Elements in their ongoing practice.
- S4. Participants will be able to accurately distinguish between behaviors that do not require current mental health treatment vs. those that require referrals for immediate stabilization, trauma-specific interventions, and/or general mental health services.
- S5. Participants will be able to identify strategies to support and promote positive and stable relationships in the life of a child.
- S6. Participants will be able to identify strategies to support and guide a child's family and caregivers.
- S7. Participants will be able to practice techniques for self-care.

Values

- V1. Participants will be able to appreciate how the impact of traumatic stress can be prevented and/or mitigated by trauma-informed responses of child welfare workers and child welfare systems.
- V2. Participants will be able to value the development of and need for trauma-informed professionals and multi-disciplinary teams.
- V3. Participants will be able to value the importance of referring children with a trauma history for a thorough trauma assessment and trauma-specific mental health services.
- V4. Participants will be able to appreciate the need for improved services and supports to traumatized children in the child welfare system and to their biological and resource families.
- V5. Participants will be able to appreciate the challenging role that resource parents (i.e., foster parents, relatives, legal guardians, and adoptive parents) face in caring for children who have experienced trauma.
- V6. Participants will be able to value their role in helping traumatized children in the child welfare system.

Sample Daily Agenda Day 1 of 2

8:30 am – 9:00 am	Registration
9:00 am – 9:10 am	Welcome, Overview and Introductions (10 minutes)
9:10 am – 9:25 am	What Impact Does Trauma Have on the Goals of Safety, Permanency, and Well-Being? (15 minutes)
9:25 am – 9:40 am	Introduction to Trauma-Informed Child Welfare Practice and the Essential Elements (15 minutes)
9:40 am – 10:05 am	Introduction to Strategies for Implementing the Essential Elements (25 minutes)
10:05 am – 10:30 am	What Is Child Traumatic Stress? (25 minutes)
10:30 am - 10:45 am	BREAK (15 minutes)
10:45 am – 11:15 am	How Does Trauma Affect Children? (30 minutes)
11:15 am – 11:35 am	What Is the Influence of Culture? (20 minutes)
11:35 am – 12:00 noon	What Is the Influence of Developmental Stage? (25 minutes)
12:00 noon – 1:00 pm	LUNCH BREAK (60 minutes)

1:00 pm – 1:45 pm	Case Vignette—Tommy (45 minutes)
1:45 pm – 1:55 pm	What Child Welfare Workers Can Do (10 minutes)
1:55 pm – 2:10 pm	BREAK (15 minutes)
2:10 pm – 2:30 pm	Lecture and Small Group Discussion on Essential Element 1: Maximize the Child's Sense of Safety (20 minutes)
2:30 – 2:50 pm	Large Group Discussion on Essential Element 2: Assist Children in Reducing Overwhelming Emotion (20 minutes)
2:50 pm – 3:00 pm	Lecture on Essential Element 3: Help Children Make New Meaning of Their Trauma History and Current Experiences (10 minutes)
3:00 pm – 3:40 pm	Case Vignette—Andrew (40 minutes)
3:40 pm – 4:10 pm	Summary of Essential Elements 1, 2, and 3 (30 minutes)
4:10 pm – 4:15 pm	Summary of Day 1 and Day 1 Training Evaluation (5 minutes)

Sample Daily Agenda Day 2 of 2

8:30 am – 9:00 am	Registration
9:00 am – 9:15 am	Welcome Back, Leftover Questions, and Energizer (15 minutes)
9:15 am – 9:25 am	Lecture on Essential Elements 4, 5, and 6: Address the Impact of Trauma and Subsequent Changes in the Child's Behavior, Development, and Relationships; Coordinate Services with Other Agencies; Utilize Comprehensive Assessment of the Child's Trauma Experience and Its Impact on the Child's Development and Behavior to Guide Services (10 minutes)
9:25 am – 9:35	Lecture: What Is Trauma Assessment? (10 minutes)
9:35 am – 9:50 am	Lecture: What Does Trauma-Informed Assessment and Treatment Look Like? (15 minutes)
9:50 am – 10:00 am	Trauma-Informed Bingo Game and Discussion of Local Resources (Optional Activity) (10 minutes)
10:00 am – 10:15 am	Child Welfare Trauma Referral Tool (15 minutes)
10:15 am – 10:30 am	BREAK (15 minutes)
10:30 am – 11:05 am	Case Vignette—Joshua (35 minutes)

11:05 am – 11:20 am	Summary of Essential Elements 4, 5, and 6 (15 minutes)
11:20 am – 11:25 am	Lecture on Essential Element 7: Support and Promote Positive and Stable Relationships in the Life of the Child (5 minutes)
11:25 am – 11:30 am	Lecture on Essential Element 8: Provide Support and Guidance to the Child's Family and Caregivers (5 minutes)
11:30 am – 12:00 noon	Discussion or Video Exercise (Optional Activity) (30 minutes)
12:00 noon – 1:00 pm	LUNCH BREAK (60 minutes)
1:00 pm – 1:35 pm	Case Vignette—Chris (35 minutes)
1:35 pm – 1:50 pm	Summary of Essential Elements 7 and 8 (15 minutes)
1:50 pm – 2:00 pm	Lecture on Essential Element 9: Manage Professional and Personal Stress (10 minutes)
2:00 pm – 2:15 pm	Case Vignette—Mary (15 minutes)
2:15 pm – 2:30 pm	What Can Help Prevent or Mitigate Secondary Traumatic Stress (STS)? (15 minutes)
2:30 pm – 2:45 pm	BREAK (15 minutes)
2:45 pm – 2:55 pm	Relaxation Exercises (10 minutes)
2:55 pm – 3:10 pm	Summary of Essential Element 9 (15 minutes)

3:10 pm – 3:25 pm	Strategizing Activity (15 minutes)
3:25 pm – 3:55 pm	Summary of Essential Elements 1 Through 9 (30 minutes)
3:55 pm – 4:10 pm	Art Summary Activity, Koosh® Ball Summary Activity, Read Summary Quote (Choose 1 or more Optional Activities) (15 minutes)
4:10 pm – 4:15 pm	Training Evaluation (5 minutes)

Lesson Plan Day 1

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 1, Module 1	Introduction to the Goals and the Learning Objectives for the 2-day training.	Trainer's Introduction
Activity 1A: 10 minutes		Review goals and objectives.
9:00 am – 9:10 am		PPT Slides 1-4
Welcome, Overview, and Introductions		
Day 1, Module 1	K1. Participants will be able	Lecture and Small Group
Activity 1B:	to recognize the importance of trauma-informed practices in	Discussion
15 minutes	achieving safety, permanency,	Connect CFSR goals to new knowledge of child
9:10 am – 9:25 am	and well-being.	traumatic stress.
What Impact Does Trauma Have on the Goals of Safety, Permanency, and Well-Being?		PPT Slide 4
Day 1, Module 1	K2. Participants will be able to	Lecture
Activity 1C: 15 minutes	define the Essential Elements of trauma-informed child welfare practice.	Trainer introduces participants to the
9:25 am – 9:40 am		Essential Elements, which will be the framework
Introduction to Trauma- Informed Child Welfare		for the remainder of the training content.
Practice and the Essential Elements		PPT Slides 5–19

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY	
Day 1, Module 1 Activity 1D: 25 minutes 9:40 am – 10:05 am Introduction to Strategies for Implementing the Essential Elements	K2. Participants will be able to define the Essential Elements of trauma-informed child welfare practice.	Small Group Discussion Apply the Essential Elements to participants' own practice.	
Day 1, Module 2 Activity 2A: 25 minutes 10:05 am – 10:30 am What Is Child Traumatic Stress?	K3. Participants will be able to understand the term "child traumatic stress" and know what types of experiences constitute childhood trauma.	Lecture Use Lisa 9-1-1 audio clip. Facilitate large group discussion. PPT Slides 20–31	
BREAK (15 minutes) 10:30 am – 10:45 am			
Day 1, Module 2 Activity 2B: 30 minutes 10:45 am – 11:15 am How Does Trauma Affect Children?	K4. Participants will be able to understand the relationship between a child's lifetime trauma history and his or her behaviors and responses. K5. Participants will be able to understand how traumatic experiences affect brain development and memory.	Lecture PPT Slides 32-44	

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 1, Module 2 Activity 2C: 20 minutes 11:15 am – 11:35 am What Is the Influence of Culture?	K6. Participants will be able to understand how cultural factors influence how children may identify, interpret, and respond to traumatic events.	Lecture and Discussion Introduce framework of Lisa Aronson Fontes as example of how culture can support or exacerbate the experience of trauma. Case sharing. PPT Slides 45–51
Day 1, Module 2 Activity 2D: 25 minutes 11:35 am – 12:00 noon What Is the Influence of Developmental Stage?	K7. Participants will be able to understand how traumatic experiences affect development.	Lecture PPT Slides 52–59
LUNCH (60 minutes) 12:00 noon – 1:00 pm		
Day 1, Module 2 Activity 2E: 45 minutes 1:00 pm – 1:45 pm Case Vignette	S1. Participants will be able to recognize, identify, and assess symptoms of traumatic stress within a developmental and cultural context.	Case Vignette—Tommy Identify history of traumatic events, areas of strength and resilience, current behaviors and domains in which he is having difficulty, potential areas for assessment, case management and planning, short-term and long-term outcomes, child welfare worker (CWW) roles.

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY	
Day 1, Module 2 Activity 2F: 10 minutes 1:45 pm – 1:55 pm What Child Welfare Workers Can Do	K8. Participants will be able to recognize how traumatic stress is exacerbated by ongoing stressors in a child's environment and within the child welfare system. V1. Participants will be able to appreciate how the impact of traumatic stress can be prevented and/or mitigated by trauma-informed responses of CWWs and child welfare systems (CWSs).	Lecture and Discussion What CWWs can do to support traumatized children in the CWS. PPT Slides 60-62	
	BREAK (15 minutes) 1:55 pm – 2:10 pm		
Day 1, Module 3 Activity 3A: 20 minutes 2:10 pm – 2:30 pm Essential Element 1: Maximize the Child's Sense of Safety	K1. Participants will be able to recognize the importance of trauma-informed practices in achieving safety, permanency, and well-being.	Lecture and Small Group Discussion Distinguish between physical and psychological safety, and what CWWs can do. PPT Slides 63-66	
Day 1, Module 3 Activity 3B: 20 minutes 2:30 pm – 2:50 pm Essential Element 2: Assist Children in Reducing Overwhelming Emotion	K8. Participants will be able to recognize how traumatic stress is exacerbated by ongoing stressors in a child's environment and within the child welfare system.	Lecture and Large Group Discussion Simulate children's emotions using seltzer bottles, and what CWWs can do. PPT Slides 67–74	

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 1, Module 3 Activity 3C: 10 minutes 2:50 pm – 3:00 pm Essential Element 3: Help Children Make New Meaning of Their Trauma History and Current Experiences	K4. Participants will be able to understand the relationship between a child's lifetime trauma history and his or her behaviors and responses.	Lecture Essential Element 3: Help Children Make New Meaning of Their Trauma History and Current Experiences. PPT Slides 75–77
Day 1, Module 3 Activity 3D: 40 minutes 3:00 pm – 3:40 pm Case Vignette	S2. Participants will be able to identify potential strategies to support children who have experienced traumatic events. These strategies consist of standard child welfare practice tools, additional resources available through referral or consultation, and immediate and practical intervention assistance.	Case Vignette—Andrew
Day 1, Module 3 Activity 3E: 30 minutes 3:40 pm – 4:10 pm Summary of Essential Elements 1, 2, and 3	S3. Participants will be able to identify strategies for implementing the Essential Elements in their ongoing practice.	Evaluation Activity Participants identify and record strategies to help them implement the Essential Elements.
Day 1, Module 3 Activity 3F: 5 minutes 4:10 pm – 4:15 pm Summary of Day 1 and Day 1 Training Evaluation		Summarize Day 1 Allow opportunities for lingering questions.

Lesson Plan Day 2

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 2, Module 4 Activity 4A: 15 minutes 9:00 am – 9:15 am Welcome Back, Leftover Questions, and Energizer	K2. Participants will be able to be able to define the Essential Elements of trauma-informed child welfare practice.	Trainer elicits leftover questions. As Energizer, participants write down as many things as they can remember from the day before.
Day 2, Module 4 Activity 4B: 10 minutes 9:15 am – 9:25 am Essential Elements 4, 5, and 6: Address the Impact of Trauma and Subsequent Changes in the Child's Behavior, Development, and Relationships; Coordinate Services with Other Agencies; Utilize Comprehensive Assessment of the Child's Trauma Experience and Its Impact on the Child's Development and Behavior to Guide Services	V2. Participants will be able to value the development of and need for traumainformed professionals and multidisciplinary teams.	Brief review of Essential Elements 4, 5, and 6: Address the Impact of Trauma and Subsequent Changes in the Child's Behavior, Development, and Relationships; Coordinate Services with Other Agencies; Utilize Comprehensive Assessment of the Child's Trauma Experience and Its Impact on the Child's Development and Behavior to Guide Services PPT Slides 78–82

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 2, Module 4 Activity 4C: 10 minutes 9:25 am – 9:35 am What Is Trauma Assessment?	V3. Participants will be able to value the importance of referring children with a trauma history for a thorough trauma assessment and trauma-specific mental health services.	Lecture Trauma Assessment is defined. PPT Slides 83-85
Day 2, Module 4 Activity 4D: 15 minutes 9:35 am – 9:50 am What Does Trauma- Informed Assessment and Treatment Look Like?	K9. Participants will be able to distinguish between general mental health practitioners and those who specialize in treating trauma. K10. Participants will be able to be able to describe the core components of evidence-based treatment, including Trauma-Focused Cognitive Behavioral Therapy.	Lecture Trainer defines and distinguishes between general therapists and trauma-informed therapists and evidence-based treatments. Discuss worker role in obtaining such treatment for children in the CWS. PPT Slides 86–96
Day 2, Module 4 Activity 4E: 10 minutes 9:50 am – 10:00 am Trauma-Informed Bingo and Discussion of Local Resources (Optional Activity)	V2. Participants will value the development of and need for trauma-informed professionals and multidisciplinary teams.	Bingo Game and Discussion Participants play "Trauma-Informed Bingo" to review content and learn about local resources from fellow participants.

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 2, Module 4 Activity 4F: 15 minutes 10:00 am – 10:15 am Child Welfare Trauma Referral Tool	K4. Participants will be able to understand the relationship between a child's lifetime trauma history and his or her behaviors and responses. K9. Participants will be able to distinguish between general mental health practitioners and those who specialize in treating trauma to facilitate effective referrals.	Introduce Child Welfare Trauma Referral Tool using PPT slides and handout samples of the tool. PPT Slides 97–98
BREAK (15 minutes) 10:15 am – 10:30 am		
Day 2, Module 4 Activity 4G: 35 minutes 10:30 am – 11:05 am Case Vignette	S4. Participants will be able to accurately distinguish between behaviors that do not require current mental health treatment vs. those that require referrals for immediate stabilization, traumaspecific interventions, and/or general mental health services.	Case Vignette—Joshua
Day 2, Module 4 Activity 4H: 15 minutes 11:05 am – 11:20 am Summary of Essential Elements 4, 5, and 6	S3. Participants will be able to identify strategies for implementing the Essential Elements in their ongoing practice.	Evaluation Activity Participants identify and record strategies to help them implement Essential Elements 4, 5, and 6.

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 2, Module 5 Activity 5A: 5 minutes 11:20 am – 11:25 am Essential Element 7: Support and Promote Positive and Stable Relationships in the Life of the Child	V4. Participants will be able to appreciate the need for improved services and supports to traumatized children in the CWS and to their biological and resource families.	Lecture Why supporting and promoting positive and stable relationships in the life of the child is essential. PPT Slides 99–101
Day 2, Module 5 Activity 5B: 5 minutes 11:25 am – 11:30 am Essential Element 8: Provide Support and Guidance to the Child's Family and Caregivers	V5. Participants will be able to appreciate the challenging role that resource parents (i.e., foster parents, relatives, legal guardians, and adoptive parents) face in caring for children who have experienced trauma.	Lecture Why providing support and guidance to the child's family and caregivers is essential. PPT Slide 102
Day 2, Module 5 Activity 5C: 30 minutes 11:30 am – 12:00 noon Discussion or Video Exercise (Optional Activity)	K11. Participants will be able to identify coping responses, strengths, and protective factors that promote positive adjustment among traumatized children.	Videotape, Handout, and Discussion Participants view Digital Stories or Multiple Transitions and discuss what CWWs can do to support Essential Elements 7 and 8.
LUNCH (60 minutes) 12:00 noon – 1:00 pm		

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 2, Module 5 Activity 5D: 35 minutes 1:00 pm – 1:35 pm Case Vignette	S5. Participants will be able to identify strategies to support and promote positive and stable relationships in the life of a child. S6. Participants will be able to identify strategies to support and guide a child's family and caregivers.	Case Vignette—Chris Participants use the case vignette to identify strategies to maximize stability and support the caregivers in Chris's life.
Day 2, Module 5 Activity 5E: 15 minutes 1:35 pm – 1:50 pm Summary of Essential Elements 7 and 8	S3. Participants will be able to identify strategies for implementing the Essential Elements in their ongoing practice.	Evaluation Activity Participants identify and record strategies to help them implement Essential Elements 7 and 8.
Day 2, Module 6 Activity 6A: 10 minutes 1:50 pm – 2:00 pm Essential Element 9: Manage Professional and Personal Stress	K12. Participants will be able to understand the impact of secondary traumatic stress on CWWs.	Lecture Secondary traumatic stress (STS) is defined. PPT Slides 103–106
Day 2, Module 6 Activity 6B: 15 minutes 2:00 pm – 2:15 pm Case Vignette	K12. Participants will be able to understand the impact of secondary traumatic stress on CWWs.	Case Vignette—Mary Trainer reads a vignette to the group to identify symptoms of STS as well as prevention and self-care strategies for workers.

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 2, Module 6 Activity 6C:	K13. Participants will be able to identify techniques for self-care.	Large Group Discussion Participants brainstorm
15 minutes 2:15 pm – 2:30 pm		ideas to prevent or mitigate STS and to practice self-care.
What Can Help Prevent or Mitigate Secondary Traumatic Stress?		PPT Slide 107
	BREAK (15 minutes)	
	2:30 pm – 2:45 pm	
Day 2, Module 6	S7. Participants will be able to	Relaxation Exercises
Activity 6D: 10 minutes	practice techniques for self-care.	Trainer leads a relaxation exercise, or may
2:45 pm – 2:55 pm		substitute one suggested by a participant. Or a
Relaxation Exercises		participant may lead one.
Day 2, Module 6	S3. Participants will be able	Evaluation Activity
Activity 6E: 15 minutes	to identify strategies for implementing the Essential Elements in their ongoing	Participants identify and record strategies
2:55 pm – 3:10 pm	practice.	to help them implement Essential Element 9.
Summary of Essential Element 9		Eddontial Elomont of
Day 2, Module 7	S2. Participants will be able	Small Group Activity
Activity 7A: 15 minutes	to identify potential strategies to support children who have experienced traumatic events.	Participants apply the Essential Elements to
3:10 pm - 3:25 pm	These strategies consist of	cases within their own county.
Strategizing Activity	standard child welfare practice tools, additional resources available through referral or consultation, and immediate and practical intervention assistance.	-

ТОРІС	LEARNING OBJECTIVE	METHODOLOGY
Day 2, Module 7	S3. Participants will be able	Evaluation Activity
Activity 7B: 30 minutes	to identify strategies for implementing the Essential Elements in their ongoing	Participants identify and record strategies to help
3:25 pm – 3:55 pm	practice.	them implement the Essential Elements.
Summary of Essential Elements 1 Through 9		
Day 2, Module 7	K11. Participants will be able	Activity
Activity 7C, 7D, or 7E: 15 minutes	to identify coping responses, strengths, and protective factors that promote positive adjustment	Trainer selects a concluding activity.
3:55 pm – 4:10 pm	among traumatized children.	
Art Summary Activity, Koosh® Ball Summary Activity, or Read Summary Quote (Optional Activities)	V6. Participants will be able to value their role in helping traumatized children in the child welfare system.	
Day 2, Module 7		Training Evaluation
Activity 7F: 5 minutes		PPT Slides 108-109
4:10 pm – 4:15 pm		
Training Evaluation		