

	<i>Before</i>	<i>During</i>	<i>After</i>
Minimum requirement	<p>Logistics:</p> <ul style="list-style-type: none"> Establish the time of day for training and other timing issues Logistics, basic needs, welcome variety of participation Confirm with Principal a day and time. ID who, what time, logistics, etc. <p>Targeting staff, assessing baseline knowledge and need</p> <ul style="list-style-type: none"> Gage or measure current knowledge [of training participants] Needs assessment, survey monkey Identify who: different levels of staff and diversity of staff ID needs, specific to the group, and establish learning targets ID what their staff are hoping for, what they need and what they're ready for Assess pre training the level of awareness and motivation Trainer needs to know in advance what the needs are and target <p>Share materials ahead of time:</p> <ul style="list-style-type: none"> Share all slides before hand pre send slides and materials Materials <p>Determine status of other social emotional learning initiatives</p>	<p>Responsive facilitation</p> <ul style="list-style-type: none"> Attend to pacing, with activities sprinkled in Read the room and adjust the pacing as possible Don't rush through content, Give them time to process Flexible response to participants. Check in on what is making sense. <p>Format, attention to diverse learning styles</p> <ul style="list-style-type: none"> Variety of presentation styles Get people moving and talking Action planning: now what? Time for discussion and case presentation Assist participants in making connections both personal and professional Mix of small group and whole group reflection <p>Icebreakers, move around, fun, snacks</p> <p>Follow up, eval</p> <ul style="list-style-type: none"> Have list of resources to give people, folks may be triggered to shave EAP Some way to ensure bare bones fidelity 	<p>Commitment</p> <ul style="list-style-type: none"> Ask what listeners could to commit to trying Process to share – how it's going Celebrate successes <p>Report back which modules you trained on, how many, and audience type</p> <p>Looping back with leadership, admin</p> <ul style="list-style-type: none"> Check back with leadership, admin and culture and climate committee Debrief with Principal and Counselor Plan for next module Regularly scheduled meetings, maybe with IDd focus group of staff to review, implement and problem solve <p>Evaluation</p> <ul style="list-style-type: none"> Ratings/eval of presenter Post survey <p>Follow up communication with training participations</p> <p>Follow up e-mails with hand outs and things promised</p> <p>Follow-up e-mail of resources mentioned</p>

Engagement, planning with school:
 Ensure with the director that I should approach Principal
 Meet with administrator,
 Meet with culture and climate committee/leadership.
 Determine/asses what they want out of training = their goals
 Get admin to articulate one main goal
 Discuss co presenting with Counselor.
 Determine the follow up plan.

- Evaluations
- Be cognizant of possible triggers
 Put in time for regulation breaks, breathing and movement

Center yourself before you go in, breathe

Bonus

Trauma Informed Assessment	Have a co presenter	Small focus groups for those who have questions
Survey staff / participants – ‘pre training’	Guided art therapy exercise for teachers secondary trauma	Check back 1 month later on use of skills learned
Have the administer agree to the follow up activities	Customize to setting	Developing a plan – opportunity to continue building wide
Bonus would be ‘platform skills’ in being a trainer. How to project your voice, keep things moving.		Tips for them to use
		Monthly updates
		Individualized coaching