

## **TRAINING THE TRAINERS: SUPPORTING AN EMERGENCY EARLY CHILDHOOD DEVELOPMENT RESPONSE FOR UKRAINIAN REFUGEES**

### **Introduction**

This training manual is intended for trainers who will deliver Family Consultant training course. This manual's training materials will provide trainers with the information and tools they need to deliver a training course to support Family Consultants on the core values of Early Childhood Intervention (ECI). The manual is based on the Training of Trainers delivered by expert trainers from October 3rd to October 6th, 2022, as part of the first stream of the Early Childhood Development Support Response – the ECDUR project – which is funded by UNICEF and coordinated by EASPD. The training is an emergency response, and its goal is not to provide comprehensive ECI training, but rather to introduce ECI values.

### **About the project**

In July 2022, the United Nations Children's Fund (UNICEF) and the European Association of Service providers for Persons with Disabilities (EASPD) launched an 18-month partnership project that will increase the availability of trained Family Consultants who will provide Early Childhood Development parental counselling and support to children at risk of, or with, developmental difficulties, including delays and disabilities. The project will also support system strengthening for the provision of ECI services in host countries, as well as raise awareness of the importance of early support for developing the potential of every child. It is also expected to build awareness around the main ECI problems identified at both a national and EU level. The initiative is being implemented in Poland, Slovakia, Romania, Moldova, and Bulgaria.

### **Course contents:**

- Module 1 – Human rights foundation, inclusion, and ECI Values, and how human rights values apply to the role of 'family consultants'
- Module 2 – Neurodevelopment and a family-centred approach in war and emergency situations
- Module 3 – The difference between families and how we can accept them
- Module 4 – Developing a social network
- Module 5 – Relationship-based approach in dealing with trauma
- Module 6 – Assessment and understanding the needs of the child and the family

Module 7 – Case management  
Module 8 – Burnout prevention

### **How to deliver this course:**

This course has been designed to be delivered over a 4-day training period. However, it could also be delivered in a time frame that better suits the trainers and participants. The course can be delivered online, or in person with slight adjustments.

Regardless of the time frame, the training course must:

- Be delivered in chronological order of modules;
- Have a set group of participants throughout its entire duration;
- Offer an opportunity for all participants to come together and interact with each other.

### **Delivery method: Online or in person with slight adaptations**

Although this course has been designed and envisioned as an online project, it is also possible to partake in person, depending on the needs of the participants. This blended approach is to be decided by the national coordinator on a case-by-case basis.

### **Training objectives:**

- To provide the Trainers of Trainers with an understanding of the theoretical and conceptual foundations of the training package.
- To provide the Trainers with knowledge and interactive training skills to effectively transmit the selected modules from the training package and associated activities to Family Consultants.
- To provide participants with a robust understanding of the Human Rights Foundation's fundamental values, and how they apply to child and support sectors.
- To provide participants with an understanding of the role and scope of the trainer's and family consultant's work.
- To provide participants with knowledge of Early Childhood Intervention (ECI), as well as its key pillars and values.
- To help participants understand the different components of the ECI intervention cycle.
- To develop participants knowledge and skills that will allow professionals to integrate the principles of family-centred ECI in their daily practice with children, families, and other services.
- To provide participants with practical tools and methodologies for working specifically with Ukrainian families.

### **Expected results:**

40 trainers who have been equipped with the knowledge and tools to deliver training to 60-120 Family Consultants in each partner country.

### Role and Scope of the Family Consultant referenced in this manual and during the training:

- To provide psychological first aid.
- To provide counselling and coaching, or other support, to parents that promote nurturing care, as per the Family Support Plan.
- To provide information to families that facilitates their access to available services provided by the organisation (including peer support), and from other service providers in the community.
- To provide support for referrals to available services in the community in coordination with the organisation.
- To conduct home visits to the child and the family when possible, and when the person is physically located in the country. If not, virtual counselling is expected.
- To hold virtual meetings with the families for the purpose of providing them with information and support.
- To work in collaboration with other specialists from the organisation or other service providers to address the needs of the child and the family.

### Materials provided in this manual:

Within this manual, you will find the supporting training materials for each module. These materials consist of:

1. **A Module Overview.** This provides information on the proposed module activities, as well as an outline of materials that you, as trainers, may need. Each module outline provides a more detailed breakdown of the module contents, the information that is to be delivered, and the activities that should be implemented.
2. **A PowerPoint presentation.** To support trainers in delivering the course, each module comes with a PowerPoint presentation, whose contents correspond directly with the information provided in the module overview.
3. **A Video Recording.** The Training of Trainers sessions' recordings in English and Ukrainian are attached to each of the modules.

### Example of an introduction

This is a sample introduction plan that you can use for your first training session with your participants.

The following are the objectives of the introductory session:

1. To welcome everybody.
2. To encourage participants to get to know one another and establish good energy from the start
3. To introduce the training programme, including practical details

On the following page is a sample introduction plan.

10-15 mins	<b>Welcome</b> <ol style="list-style-type: none"> <li>Welcome</li> <li>Translation – how to switch on</li> <li>Organisers intro</li> <li>Plan for this session</li> </ol>	Organisers	
10 mins	<b>Get to know each other (survey)</b> <ol style="list-style-type: none"> <li><b>Your name</b> – rename yourself in Zoom, add <b>UA</b>, <b>ENG</b> speaker, or both</li> <li>Poll: <b>nationality</b> <ol style="list-style-type: none"> <li>Reactions: who is from, e.g., Bulgaria, Poland, Moldova, Romania, Slovakia, put a heart</li> </ol> </li> <li>Poll: <b>profession</b>, e.g., psychologist, teacher, social workers, health worker, NGO employee, ‘other’.           <ol style="list-style-type: none"> <li>Reactions. For those who selected ‘other’, use the mic to say who you are</li> </ol> </li> <li><b>Cats or dogs</b>, both, I hate animals</li> </ol>	Organisers, participants	Zoom survey
30 mins	<b>Fears, hopes, contributions</b> <ol style="list-style-type: none"> <li>Explain the rules – 3 mins</li> <li>Individual work – 5 mins</li> <li>Group work (6/7 people in one group) – 10 mins           <ul style="list-style-type: none"> <li>Rapporteurs must be ENG-speaking or bilingual – organisers determine who the rapporteur is for each group</li> </ul> </li> <li>Wrap up – 15 mins</li> </ol>	Organisers, participants	Suggested tools: Jamboard – Zoom breakout rooms
10 mins	<b>Project and roles</b> <ul style="list-style-type: none"> <li>Introduce project: background, goals, timeline, etc.</li> <li>Roles: ECDR trainer, NCs, FCs, PSGF</li> <li>Additional training PSGF</li> </ul>	Organisers	
5 mins	<b>Training process</b> <ul style="list-style-type: none"> <li>Outline</li> <li>Emphasise importance of punctuality</li> </ul>	Organisers	

	<ul style="list-style-type: none"> <li>- Manual, presentations, glossary</li> <li>- Recordings provided for all sessions, however we encourage to participate in all</li> <li>- Be active (questions, etc.)</li> <li>- Monitoring survey</li> </ul>		
5 mins	<b>Wrap up</b>	Organisers	

### Trainers' and organisers' notes

Other suggested activities for your introductory session can be found here, as well as tips and tricks for carrying out the aforementioned activities.

#### 1. Introductions (15 minutes)

The trainer asks everybody to introduce themselves to the group, stating:

- who they are
- where they come from
- the kind of work they do
- something random (favourite meal, dream job, name of their first pet, etc.)

Or

#### Paired introduction (15 minutes):

Pairs are put into breakout rooms, so participants get together and exchange information about themselves. Then they get back together in the plenary and introduce each other.

- who they are
- where they come from
- the kind of work they do
- something random (favourite meal, dream job, name of their first pet, etc.)

### What key questions?

Presentations (10 minutes)

**2. Expectations and concerns (45 minutes)**

Each participant should take piece of paper and write their: (5 minutes)

- HOPES: what they hope to get out of the course.
- FEARS: what they fear may happen, or what they hope will not happen.
- CONTRIBUTIONS: each person brings their own unique experience, certain skills, and aptitudes. Give these examples to the groups and encourage everyone to identify their own contribution in the process of learning.

Participants to divide into groups of 4-5 people and discuss their hopes, fears and contributions (10 minutes). Select one person to bring this back to the group.

The groups report back to the plenary (15 minutes) – feedback should then be provided by the trainers.

**3. Explain any which may not be met – and why – in each case.** Go through each presentation.

**4. Monitor the group of participants, and ask for feedback about the following:**

- Is the training content appropriate, relevant, comprehensive, and conducted at a good pace (e.g., too fast or slow)?
- Process: how are the group dynamics? Is everyone getting a chance to contribute?
- Practicalities

Report feedback back to trainers. Trainers then present the training objectives, activities and pool of trainers.

Introduction PowerPoint: [To access the module PowerPoint, click here](#)

## MODULE 1 – Human Rights Foundation, Inclusion and ECI Values

Module 1.1: Human rights foundation, inclusion, and ECI Values		Expected time 2 hours (part 1)	Materials (laptop, pen, etc.)
Trainer(s): Irene Bertana, Eric Bloemkolk			
Training objectives	<ul style="list-style-type: none"><li>• Learn how human rights values apply to the role of ‘family consultant’</li><li>• Learn about the history of human rights values</li><li>• Learn about characteristics and key values of human rights</li><li>• Cover key elements of the UN Convention on Refugees, UN Convention on the Rights of the Child, and the UN Convention on the Rights of Persons with Disabilities<ul style="list-style-type: none"><li>○ Cover their impact on service provision</li></ul></li><li>• Start reflection on how the refugee context impacts the rights of those implicated</li><li>• Learn the basic notions of ECI</li><li>• Introduction of child and family development</li><li>• Explain how the basic notions of ECI can be transferred into emergency situations</li><li>• Introduce what will happen in the coming days</li></ul>	Laptop	
Suggested icebreaker (10 minutes)	<p>What are human rights for you?</p> <ul style="list-style-type: none"><li>• Participants write one or more words they associate with human rights in the whiteboard/Google Jamboard (<a href="https://jamboard.google.com">https://jamboard.google.com</a>)</li></ul>	Zoom whiteboard function, Google Jamboard	
Methodology	Lessons, and group discussions		

Content: theory and models	<ul style="list-style-type: none"> <li>• Characteristics of human rights</li> <li>• History of human rights <ul style="list-style-type: none"> <li>○ E.g., ancient history, 13<sup>th</sup> – 16<sup>th</sup> centuries (magna carta, Bill of Rights), French and American revolutions, agreements on slavery and work, 1948 Universal Declaration of Human Rights and Conventions</li> </ul> </li> <li>• Key principles of UN Conventions on the Status of Refugees, UNCRC, and UNCRPD, and what is relevant for the work of family consultants</li> </ul>	
Content: practice and exercises (suggested activities, exercises, discussion points, etc.)	<p>What it means to be aware of human rights in social work? (30 minutes)</p> <ul style="list-style-type: none"> <li>• Participants are divided in groups of 5 to discuss the following questions (15 mins): <ul style="list-style-type: none"> <li>○ Do you think your everyday practice is aligned with human rights?</li> <li>○ Did you face any challenges or dilemmas?</li> </ul> </li> <li>• An elected rapporteur then refers the key outcomes of the discussion in the plenary (15 mins)</li> </ul> <p>Group discussion: was this useful? (20 minutes)</p> <ul style="list-style-type: none"> <li>• Participants answer the following questions by, first, writing individually on a piece of paper, and then sharing with the group: <ul style="list-style-type: none"> <li>○ What part did you like most? (3 mins individual + 7 mins discussion)</li> <li>○ What are the main takeaways of this session you will bring with you? (3 mins individual + 7 mins discussion)</li> <li>○ Are there parts where you'd like to receive more information? (3 mins individual + 7 mins discussion)</li> </ul> </li> </ul>	
Guidance for the ECDR trainers to support their delivery of the training.	The notes on the PowerPoint slides contain information and references for reading and preparation materials.	



	For group activities, it can be useful to use tools like Google Jamboard ( <a href="https://jamboard.google.com">https://jamboard.google.com</a> ). You can use it for the initial brainstorming phase on what human rights are, and for the rapporteurs of the groups during the activity “What it means to be aware of human rights in social work?”	
Additional comments that ECDR trainers should consider for the localisation	N/A	
Links to multimedia resources that are recommended to be used during trainings	<a href="https://youtu.be/nDgIVseTkuE">https://youtu.be/nDgIVseTkuE</a>	
Suggested bibliography and other resources for further preparation	<p>What are human rights (nature, values):</p> <ul style="list-style-type: none"> <li>• <a href="https://www.coe.int/en/web/compass/what-are-human-rights-">https://www.coe.int/en/web/compass/what-are-human-rights-</a></li> </ul> <p>History of human rights:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.coe.int/en/web/compass/the-evolution-of-human-rights">https://www.coe.int/en/web/compass/the-evolution-of-human-rights</a></li> <li>• <a href="http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/short-history.htm">http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/short-history.htm</a></li> <li>• <a href="https://www.un.org/en/chronicle/article/international-human-rights-law-short-history">https://www.un.org/en/chronicle/article/international-human-rights-law-short-history</a></li> </ul> <p>UNCRC:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child">https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child</a></li> </ul> <p>UNCRPD:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities">https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities</a></li> </ul>	

Module 1.1 PowerPoint: [To access the module PowerPoint, click here](#)

<b>Module 1.2: Human Rights Foundation, Inclusion and ECI Values</b>  Trainer(s): Eric Bloemkolk, SOFT tulip	Expected time <b>Part 2. (2 hours)</b>	Materials (laptop, pen, etc.)
Training objectives	<ul style="list-style-type: none"> <li>• Learn how human rights values apply to the role of ‘family consultant’</li> <li>• Learn about the history of human rights values</li> <li>• Learn about the characteristics and key values of human rights</li> <li>• Cover key elements of the UN Convention on Refugees, UN Convention on the Rights of the Child, and the UN Convention on the Rights of Persons with Disabilities <ul style="list-style-type: none"> <li>○ Cover their impact on service provision</li> </ul> </li> <li>• Start reflection on how the refugee context impacts on the rights of those implicated</li> <li>• Learn about the basic notions of ECI</li> <li>• Introduction of child and family development</li> <li>• How the basic notions of ECI can be transferred into emergency situations</li> <li>• Introduce to what will happen to the coming days</li> </ul>	
Suggested icebreaker	N/A	
Methodology	Lessons, using visualisation with info graphics and videos	Laptop

Content: theory and models	<ul style="list-style-type: none"> <li>• Human rights values in ECI</li> <li>• Characteristics of ECI</li> <li>• Comparing the medical model of care with ECI</li> <li>• The importance of ECI</li> <li>• Paradigm shift from ‘expert’ to family support provider</li> <li>• The impact of the war in Ukraine on professionals, parents, and children</li> <li>• The importance of ECI and the family-centred approach</li> <li>• Introduction of the themes of the following training modules.</li> </ul>	
Content: practice and exercises (suggested activities, exercises, discussion points, etc.)	Lessons should be a mixture of attractive presentations that are accompanied by infographics and videos, which summarise and provide more depth to the content. Participants should also be allowed to ask questions.	
Guidance to the ECDR trainers to support their delivery of the training.	The notes on the PowerPoint slides contain information and references for reading and preparation materials.	
Additional comments that ECDR trainers should consider for localisation	N/A	
Links to multimedia resources that are recommended to be used during trainings	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=OpxGC6G0HMY">https://www.youtube.com/watch?v=OpxGC6G0HMY</a></li> <li>• <a href="https://drive.google.com/file/d/11pDAVTftkwpXmXmQw3ez75xcXU860hG5/view?usp=sharing">https://drive.google.com/file/d/11pDAVTftkwpXmXmQw3ez75xcXU860hG5/view?usp=sharing</a></li> </ul>	

Suggested bibliography and other resources for further preparation	<ul style="list-style-type: none"><li>• EASPD Position Paper on Early Childhood Intervention (unpublished, September 2022)</li><li>• <a href="https://www.eurlyaid.eu/eciguidebook-englishversion/">https://www.eurlyaid.eu/eciguidebook-englishversion/</a></li><li>• <a href="https://www.zerotothree.org/resources/for-families/">https://www.zerotothree.org/resources/for-families/</a></li><li>• <a href="http://www.riseinstitute.org/conflict.htm">http://www.riseinstitute.org/conflict.htm</a></li></ul>	
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Module 1.2 PowerPoint: [To access the module PowerPoint, click here](#)

Module 1 [ZOOM RECORDING](#)

## MODULE 2 – Neurodevelopmental importance and the family-centred approach

Trainer(s): Agapi Papadaki / Amimoni		Expected time	Materials (laptop, pen, etc.)
Training objectives	<ul style="list-style-type: none"> <li>• This presentation aims to provide the conceptual framework and overview of: <ul style="list-style-type: none"> <li>○ the training programme</li> <li>○ the different elements that constitute the basis of supporting services addressed to families with children with disabilities in war and emergencies environment</li> </ul> </li> <li>• Specific tools and methodologies used to address the challenges presented will be further developed during the following modules of the training programme</li> <li>• Provide the scientific base of child development and the theoretical framework of the family-centred approach in Early Intervention</li> <li>• Define the environmental factors that affect the well-being of the child and family</li> <li>• Present the challenges related to supporting services for families with children with disabilities</li> <li>• Acquire an understanding of the Ecological model</li> <li>• Emphasise the importance of working with the family in providing support services <ul style="list-style-type: none"> <li>○ Provide an overview of the technicalities and skills required</li> </ul> </li> <li>• Provide research outcomes related to specific challenges faced by families and service providers during war and emergency situations</li> <li>• Encourage reflection on the appropriate adaptations required in supporting services provision in humanitarian emergency and displacement settings</li> </ul>		
Suggested icebreaker (10 minutes)	“Without overthinking, please share an experience that you believe has impacted your development as a child.” Trainers initiate the discussion by sharing a personal story first.		
Methodology	Lectures and videos.		

Content: how children develop (40 minutes)	<ul style="list-style-type: none"> <li>• Brain architecture</li> <li>• Neurodevelopment: how does experience influence gene expression <ul style="list-style-type: none"> <li>○ Neuroplasticity</li> </ul> </li> <li>• How is Early Intervention linked to neurodevelopment</li> <li>• The appropriate environment – healthy care relations</li> <li>• The Still Face experience</li> <li>• A poor, neglecting environment</li> </ul>	
Content: theory on how children learn, and the role of ECI in supporting families with children with disabilities (30 minutes)	<ul style="list-style-type: none"> <li>• Learning in early childhood – how do children learn</li> <li>• The family-centred practice (Carl Dunst ECI Model)</li> <li>• The family-centred approach</li> <li>• ECI and children with disabilities</li> <li>• The importance of elations/ the Ecological Model</li> </ul>	
Content: child development during humanitarian emergency and displacement settings (40 minutes)	<ul style="list-style-type: none"> <li>• Defining the context of humanitarian emergency and displacement settings for children and families</li> <li>• Challenges for children with disabilities</li> <li>• Strong family programme</li> <li>• Designing an intervention programme</li> </ul>	
Content: practice and exercises (suggested activities, exercises, discussion points, etc.)	<p>It is important before starting every unit to ask trainees to reflect on their proper experiences. Before and at the end of each unit there is an activity foreseen to promote self reflection. The activities are simple and are described in the respective slides</p> <p>These activities aim at facilitating participants to link their existing expertise, new theoretical information related to family -centred approach family support services and the peculiarities of a challenging environment such as the war and displacement environment.</p>	

Guidance for the ECDR trainers to support their delivery of the training.	The PPT is accompanied with detail notes for each slide and respective bibliography and video material in some cases. There is also suggested bibliography for trainers if they want to further go deeper in the suggested approaches. In order to successfully replicate this training module it is important to take under consideration that trainees should always be encouraged to reflect on the peculiarities of the humanitarian emergency environment, since this creates further challenges that need to be addressed. It is also important to mention that the adaptation of the existing knowledge to this type of environment is not fully supported by existing literature and therefore the personal experiences and feedback is a major trait of this training.	
Additional comments that ECDR trainers should consider for localisation	N/A	
Links to multimedia resources that are recommended to be used during trainings	<ul style="list-style-type: none"> <li>• <a href="https://developingchild.harvard.edu/resources/the-brain-architects-connecting-health-learning-part-i-the-science/">https://developingchild.harvard.edu/resources/the-brain-architects-connecting-health-learning-part-i-the-science/</a></li> <li>• <a href="https://developingchild.harvard.edu/resources/project-for-babies/">https://developingchild.harvard.edu/resources/project-for-babies/</a></li> <li>• <a href="https://www.youtube.com/watch?v=YTTSXc6sARg">https://www.youtube.com/watch?v=YTTSXc6sARg</a></li> </ul>	
Suggested bibliography and other resources for further preparation	<ul style="list-style-type: none"> <li>• <a href="https://www.eurlyaid.eu/eciguidebook-englishversion/">https://www.eurlyaid.eu/eciguidebook-englishversion/</a></li> <li>• <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5296539/pdf/jcdr-10-SC16.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5296539/pdf/jcdr-10-SC16.pdf</a></li> <li>• <a href="https://reliefweb.int/report/myanmar/national-strategic-plan-early-childhood-intervention-national-service-programme-all">https://reliefweb.int/report/myanmar/national-strategic-plan-early-childhood-intervention-national-service-programme-all</a></li> <li>• <a href="https://www.hrw.org/news/2022/02/02/un-high-risk-conflicts-children-disabilities#:~:text=Children%20with%20disabilities%20can%20also,get%20assistive%20devices%20or%20rehabilitation">https://www.hrw.org/news/2022/02/02/un-high-risk-conflicts-children-disabilities#:~:text=Children%20with%20disabilities%20can%20also,get%20assistive%20devices%20or%20rehabilitation</a></li> <li>• <a href="https://unesdoc.unesco.org/ark:/48223/pf0000190712">https://unesdoc.unesco.org/ark:/48223/pf0000190712</a></li> <li>• <a href="https://sipri.org/commentary/topical-background/2022/child-development-and-resilience-war-conflict-and-displacement">https://sipri.org/commentary/topical-background/2022/child-development-and-resilience-war-conflict-and-displacement</a></li> <li>• <a href="https://childrenandarmedconflict.un.org/wp-content/uploads/2022/01/Study-on-the-evolution-of-the-Children-and-Armed-Conflict-mandate-1996-2021.pdf">https://childrenandarmedconflict.un.org/wp-content/uploads/2022/01/Study-on-the-evolution-of-the-Children-and-Armed-Conflict-mandate-1996-2021.pdf</a></li> <li>• <a href="https://news.un.org/en/story/2022/08/1124492">https://news.un.org/en/story/2022/08/1124492</a></li> <li>• <a href="https://www.unodc.org/documents/drug-prevention-and-treatment/Strong_families_Brochure.pdf">https://www.unodc.org/documents/drug-prevention-and-treatment/Strong_families_Brochure.pdf</a></li> </ul>	

	<ul style="list-style-type: none"> <li>• <a href="https://www.unodc.org/res/prevention/prevention-through-family-skills_html/Caring-for_Children-Through-Conflict-and-Displacement-booklet-UNODC-ENG.pdf">https://www.unodc.org/res/prevention/prevention-through-family-skills_html/Caring-for_Children-Through-Conflict-and-Displacement-booklet-UNODC-ENG.pdf</a></li> <li>• <a href="https://www.un.org/disabilities/documents/WH5/Disability-in-humanitarian-contexts-HI.pdf">https://www.un.org/disabilities/documents/WH5/Disability-in-humanitarian-contexts-HI.pdf</a></li> </ul>	
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Module 2 PowerPoint: [To access the module PowerPoint, click here](#)

Module 2 PowerPoint with notes for trainers: [To access the module PowerPoint, click here](#)

Suggested resources: [To access the additional suggested resources, click here](#)

Module 2 [ZOOM RECORDING](#)



## MODULE 3 – The difference between families and how we can accept them

Trainer(s): Anna Kukuruza, Nikoleta Yoncheva		Expected time <b>1 hour 30 mins</b>	Materials (laptop, pen, etc.)
Training objectives	<p>The purpose of the first part of the module is to:</p> <ul style="list-style-type: none"> <li>• show the importance of building relationships, and the ability to identify and recognise the strengths of family</li> <li>• give experience of observation, research, and description of family resources</li> </ul> <p>The aim of the training in the third part of Module 3 is to:</p> <ul style="list-style-type: none"> <li>• familiarise consultants with the impact of labels that attempt to define families</li> <li>• teach counsellors what effective words, phrases, and questions they can use in everyday situations with families</li> </ul>		
Suggested icebreaker	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=7ZLdG82wYc4">https://www.youtube.com/watch?v=7ZLdG82wYc4</a></li> <li>• <a href="https://www.youtube.com/watch?v=7BrdHfdiaWw">https://www.youtube.com/watch?v=7BrdHfdiaWw</a></li> </ul>		
Methodology	<ul style="list-style-type: none"> <li>• Individual work and group discussion.</li> <li>• What families are going through <ul style="list-style-type: none"> <li>○ Easily recognisable signs/indicators of distress, fear, insecurity</li> </ul> </li> <li>• <b>Concern not care:</b> a major difference between counsellors and therapists is the attitude towards the parent, as well as the position and behaviour towards the parents. <ul style="list-style-type: none"> <li>○ The consultant: empowers the parents, does not take care of them, avoids working with the child, gives the opportunity for choice and freedom.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ The consultant: promotes active communication in the daily life of parents and the child and stimulates the emergence of functional skills.</li> <li>● <b>Active listening:</b> you can suggest different implementation strategies, try role-playing activities, group assignments, or individual ones for practice.</li> <li>● First words are not forgotten</li> <li>● <b>Reporting – effective words:</b> you can use a table or other visualisation tools to suggest paraphrasing or full replacement of words / phrases.</li> <li>● What words should we use? Comment again on enabling freedom of choice. Avoid imperative and confessional forms.</li> <li>● <b>Case study:</b> you can use an audio or video recording for authentication. <ul style="list-style-type: none"> <li>○ Let the learners step into different roles and share their impressions of the strategies applied.</li> <li>○ You could divide the participants so that each person can share how they would feel in the other person's role.</li> </ul> </li> </ul> <p>What questions can we ask participants?</p> <ul style="list-style-type: none"> <li>● Ask about which questions they like to be asked and questions that provoke anger.</li> <li>● Check out different issues and comment on which ones are appropriate or not.</li> <li>● Focus on avoiding the "Why" question</li> </ul>	
Content: theory and models	N/A	
Content: practice and exercises (suggested activities, exercises, discussion points, etc.)	<p><b>Exercise</b></p> <ul style="list-style-type: none"> <li>● Step 1: Look carefully at the picture, focusing on the details. <ul style="list-style-type: none"> <li>○ Take a pen and a piece of paper and write down 10 signs that you see in the picture that make you ask questions, show problems, possible troubles, etc.</li> </ul> </li> <li>● Step 2: Discussion of Step 1.</li> <li>● Step 3: Look carefully at the picture again. <ul style="list-style-type: none"> <li>○ Turn over a piece of paper and write down 10 signs you see in the picture that demonstrate the capabilities and resources of this family.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• Step 4: Discussion of this part.</li> <li>• Step 5: Questions for general discussion. <ul style="list-style-type: none"> <li>○ What was easier to do - the first or the second task?</li> <li>○ Why, what do you think?</li> <li>○ What does the angle of view from which we look depend?</li> <li>○ Why is it important to see the positive and strong sides of the family?</li> <li>○ What does such a vision give specialists?</li> </ul> </li> </ul> <p>Examination of case studies, role-playing games, icebreakers, discussions, aquarium.</p>	
Guidance to the ECDR trainers to support their delivery of the training.	N/A	
Additional comments that ECDR trainers should consider for localisation	N/A	
Links to multimedia resources that are recommended to be used during trainings	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=17PkUsTVa7g">https://www.youtube.com/watch?v=17PkUsTVa7g</a></li> </ul> <p>Just for trainers:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=7wUCyjiyXdg">https://www.youtube.com/watch?v=7wUCyjiyXdg</a> –</li> <li>• <a href="https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/">https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/</a></li> <li>• <a href="https://fs.blog/active-listening/">https://fs.blog/active-listening/</a></li> </ul>	
Suggested bibliography and other resources for further preparation	N/A	

Module 3 PowerPoint: [To access the module PowerPoint, click here](#)

Module 3 [ZOOM RECORDING](#)

## MODULE 4 – Developing a Social Network

Trainer(s): Monika Fričová, Anna Kukuřuza		Expected time: <b>3 hours</b>	Materials (laptop, pen, etc.)
Training objectives	<ul style="list-style-type: none"> <li>• Learn about the different basic stages of inclusion</li> <li>• Understand the impact of family and public attitude towards inclusion</li> <li>• Know how to support the parents to be open to the community</li> <li>• Understand the structure of community, institutional, peer and NGO network</li> <li>• Understand the differences among parent/friend-parent/peer-professional</li> <li>• Be able to create and offer community activities to the family</li> <li>• Use the eco-map as a tool for developing the social network</li> </ul>		
Suggested icebreaker	Switching your cameras on/off to answer questions linked to the topic, e.g.: <ul style="list-style-type: none"> <li>• who has experience with networking?</li> <li>• who is social worker?</li> <li>• who has already been involved in developing social network?</li> </ul>		Laptop with cameras
Methodology used	<ul style="list-style-type: none"> <li>• Lessons, discussions in pairs, contribution to module outputs</li> <li>• List of community activities for families, practical experience in creating the eco-map</li> </ul>		Stable internet connection
Content: theory and models	<ul style="list-style-type: none"> <li>• Inclusion, integration, segregation</li> <li>• Family and societal attitudes towards inclusion</li> <li>• Structures for support and inclusion</li> <li>• Community activities for children with disabilities</li> </ul>		

	<ul style="list-style-type: none"> <li>Eco-map</li> </ul>	
Content: practice and exercises (suggested activities, exercises, discussion points, etc.)	<p>Inclusion, integration, segregation</p> <ul style="list-style-type: none"> <li>Lesson</li> </ul> <p>Family and societal attitudes towards inclusion</p> <ul style="list-style-type: none"> <li>Lesson</li> <li>Voting at menti.com about what would help inclusion (5 min)</li> <li>Individual work in menti.com: writing a message to parents, encouraging them to be open to community (10 min)</li> </ul> <p>Structures for support and inclusion</p> <ul style="list-style-type: none"> <li>Lesson</li> <li>Give an example of the Slovak regional support map, and support web for UA children with disabilities</li> </ul> <p>Community activities for children with disabilities</p> <ul style="list-style-type: none"> <li>Work in pairs on the list of community activities for children with disabilities and record on menti.com</li> </ul> <p>Eco-map</p> <ul style="list-style-type: none"> <li>Lesson</li> <li>Discussion about the quality of an Eco-map, i.e., what does it mean, who decides, quantity and quality</li> </ul>	
Guidance to the ECDR trainers to support their delivery of the training.	<p>Interaction with the trainees during the training will help family consultants to understand how to make a social network with client families. By the end of the training, the trainees will have the following at their disposal:</p> <ul style="list-style-type: none"> <li>Messageboard for the parents to be open for community</li> </ul>	

	<ul style="list-style-type: none"> <li>List of community activities for children with disabilities from UA</li> <li>Eco-map – practical tool on how to develop a network for the family</li> </ul>	
Additional comments that ECDR trainers should consider for localisation	Before training family consultants, the regional partner will provide them a <b>Regional Map of Support</b> for UA families with children with disabilities.	
Links to multimedia resources that are recommended to be used during trainings	<ul style="list-style-type: none"> <li><a href="https://www.menti.com/alahbo3ku8xa">https://www.menti.com/alahbo3ku8xa</a></li> <li>or menti.com, voting code: xxxx</li> </ul>	
Suggested bibliography and other resources for further preparation	<ul style="list-style-type: none"> <li><a href="http://www.thinkinclusive.com">www.thinkinclusive.com</a></li> <li><a href="http://www.mentimeter.com">www.mentimeter.com</a> (to set up their own questionnaire)</li> <li><a href="https://www.platformarodin.sk/en-support-for-ukrainian-refuges-with-disability-and-their-families/for-persons-with-disability/">https://www.platformarodin.sk/en-support-for-ukrainian-refuges-with-disability-and-their-families/for-persons-with-disability/</a></li> </ul>	

Module 5 [ZOOM RECORDING](#) Module 5

PowerPoint: [To access the module PowerPoint, click here](#)

Glossary: [Glossary](#)

Additional session on Ecomap:

- [EN Ecomap PowerPoint](#)
- [UA Ecomap PowerPoint](#)
- [Recording](#)

## MODULE 5 – Relationship-based approach to deal with trauma (tolerance window, coping, resilience, etc.)

Trainer(s): Dr Judith Butler & Dr Annie Cummins		Expected time <b>3 hours</b>	Materials (laptop, pen, etc.)
Training objectives	<ul style="list-style-type: none"> <li>To increase understanding of toxic stress (trauma) and how it impacts our minds, bodies, behaviour, and relationships</li> <li>To increase understanding of Adverse Childhood Experiences (ACEs) with a focus on war as an adverse experience</li> <li>To increase understanding of trauma and ACEs within the context of our work</li> <li>To increase understanding about the importance of relationships in healing trauma and adversity</li> <li>Enhance knowledge and understanding of the key elements of a Trauma Sensitive Approach</li> <li>To gain a better understanding of secondary/vicarious trauma, and the importance of self-care</li> </ul>		
Suggested icebreaker	<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Take a deep breath, breathe in like we are smelling the most beautiful flower and breathe out like we are blowing out candles on a birthday cake.</li> <li>This shows breathing as our primary tool for self-regulation and preparing us for listening, learning, and thinking. It also feels particularly good to do this.</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>After the first hour we will be inviting the attendees to ‘shake the stress’ away by moving.</li> <li>We will be referring to the word ‘EMOTION’.</li> <li>If you want to change an emotion we must move</li> </ul>		Laptop with audio

	<b>End</b> <ul style="list-style-type: none"> <li>Pig personality test for fun</li> </ul>	
Methodology used	Lecture demonstrations, practical exercises, video demonstrations	
Content: theory and models	<ul style="list-style-type: none"> <li>Introduce trauma sensitive approaches</li> <li>Discuss ACEs and how Adverse childhood Experiences can have lifelong implications</li> <li>Introduce the hand model of the brain</li> <li>Discuss the brain's response to trauma or toxic stress</li> <li>Focus on war as a trauma</li> <li>Look at age-specific responses to war trauma</li> <li>Discuss characteristics of PTSD</li> <li>Introduce collective trauma</li> <li>Discuss triggers and how to respond</li> <li>Look at trauma sensitive, relational approaches to addressing trauma</li> <li>Introduce vicarious trauma and practical advice on self-care</li> </ul>	
Content: practice and exercises (suggested activities, exercises, discussion points, etc.)	Reflection activity on self-care	
Guidance to the ECDR trainers to support their delivery of the training.	Use practical examples from experience. Examples will be given in the training, but trainers can adapt to include their own experiences.	



Additional comments that ECDR trainers should consider for localisation	This training might be triggering for some attendees. Start with a warning and advise the attendees that they should always prioritise self-care.	
Links to multimedia resources that are recommended to be used during trainings	<ul style="list-style-type: none"> <li>• <a href="#">Still Face Experiment</a></li> <li>• <a href="#">The 1951 Convention relating to the status of Refugees</a></li> <li>• <a href="#">The Day War Came - Picturebook</a></li> <li>• <a href="#">Memories of Syria</a></li> <li>• <a href="#">FLEE - 2021 adult animated documentary on one man's experience of fleeing Afghanistan</a></li> <li>• <a href="#">Newspaper article on Mental Health Politics</a></li> <li>• <a href="#">Trailer for Paper Tiger documentary</a></li> <li>• <a href="#">What is Vicarious Trauma</a></li> <li>• <a href="#">Child Sexual Abuse</a></li> <li>• <a href="#">Self-care</a></li> <li>• <a href="#">Introduction to Vicarious Trauma</a></li> <li>• <a href="#">Trauma sensitive and relationship-based approaches</a></li> <li>• <a href="#">Childhood Trauma and the brain</a></li> <li>• <a href="#">Surviving the war in Ukraine</a></li> </ul>	
Suggested bibliography and other resources for further preparation	<p>Anda, R. F., Dong, M., Brown, D. W, Felitti, V.J., Giles, W.H., &amp; Dube, S. R (2009, April 16th). The relationship of Adverse Childhood Experiences into a history of premature death of family member. BMC Public Health. 9 106</p> <p>Butler, J., Trauma Sensitive early Childhood Education &amp; Care.  <a href="https://www.earlychildhoodireland.ie/scealta-blog/trauma-sensitive-early-childhood-care-and-education/">https://www.earlychildhoodireland.ie/scealta-blog/trauma-sensitive-early-childhood-care-and-education/</a> accessed 28th June 2021</p>	

	<p>Bremner, J. D. (2006). Traumatic stress: effects on the brain. Dialogues in clinical neuroscience, 8 (4), 445.</p> <p>Child Trends <a href="https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma">https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma</a>. (Slide 18 infographic)</p> <p>Curran, A., (2012) Autism &amp; the brain's working: how far have we got? Debate 144:5-6 Leicester: The British Psychological Society</p> <p>Dowling, M (2014). Young Children's Personal, Social and Emotional Development (4th Edition). London: Sage Publications</p> <p>Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., . . . Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. American Journal of Preventive Medicine, 14(4), 245-258. <a href="http://dx.doi.org/10.1016/S0749-3797(98)00017-8">http://dx.doi.org/10.1016/S0749-3797(98)00017-8</a></p> <p>Hurley, T., (2019) Relational and Developmental Trauma available online <a href="http://www.ageisteacht.com/relational-and-developmental-trauma/">http://www.ageisteacht.com/relational-and-developmental-trauma/</a> accessed 21st June 2019</p> <p>Ho, R. T. (2015). A place and space to survive: A dance/movement therapy program for childhood sexual abuse survivors. The Arts in Psychotherapy, 46, 9-16. doi:10.1016/j.aip.2015.09.00</p> <p>Jedd, K., Hunt, R. H., Cicchetti, D., Hunt, E., Cowell, R. A., Rogosch, F. A., ... &amp; Thomas, K. M. (2015). Long term consequences of childhood maltreatment: Altered amygdala functional connectivity. Development and psychopathology, 27 (4pt2), 1577-1589</p>	
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	<p>Larkin, H., Felitti, V.J., &amp; Anda, R. F (2011). Social Work and Adverse Childhood Experiences (ACEs) research: Implications for practice and health policy. <i>Social Work in Public Health</i> 29(1), 1-16</p> <p>Oved, O. Rethinking the Place of Love Needs in Maslow's Hierarchy of Needs. <i>Soc</i> 54, 537–538 (2017). <a href="https://doi.org/10.1007/s12115-017-0186-x">https://doi.org/10.1007/s12115-017-0186-x</a></p> <p>Pringle, M. Kellmer (1975). <i>The Needs of Children</i>. London: Hutchinson</p> <p>Taren, A. A., Gianaros, P. J., Greco, C. M., Lindsay, E. K., Fairgrieve, A., Brown, K. W., ... Creswell, J. D. (2015). Mindfulness meditation training alters stress-related amygdala resting state functional connectivity: a randomized controlled trial. <i>Social cognitive and affective neuroscience</i>, 10(12), 1758–1768. doi:10.1093/scan/nsv066</p> <p>Werner, E. (2012) 'Children and War: Risk, Resilience and recovery' in <i>Development and Psychopathology</i> Vol 24 pp. 553-558.</p> <p>Foster, H. and Brooks-Gunn, J. (2015) Children's exposure to community and war violence and mental health in four African countries: A stress process model' in <i>Soc Sci Med</i> Vol: 146 pp. 292 –299</p> <p>Reed, R. Fazel, M. Jones, L. Panter-Brick, C. and Stein, A. (2012) 'Mental Health of displaced and refugee children resettled in low income and middle-income countries: risk and protective factors" in <i>Lancet</i> Vol: 379 pp. 250-265</p> <p>Kienzler, H. (2008) 'Debating war trauma and post-traumatic stress disorder (PTSD) in an interdisciplinary arena' in <i>Social Science and Medicine</i> Vol: 67 pp. 218-227</p>	
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Module 4 [ZOOM RECORDING](#)

Module 4 PowerPoint: [To access the module PowerPoint, click here](#)

Glossary: [Glossary](#)

Suggested [resources](#)

## Module 6 – Assessment and understanding of the needs of the child and the family

Trainer(s): Anna Kukuruz		Expected time <b>3 hours</b>	Materials (laptop, pen, etc.)
Training objectives met by this module	<ul style="list-style-type: none"> <li>• Understand the differences between traditional and family-centered approaches to child assessment</li> <li>• Know the principles of an appropriate assessment</li> <li>• Understand how to use observation and communication strategies in assessment scenarios</li> <li>• Reflect upon the family's experience that causes them to call for help</li> <li>• Learn about different screening tools</li> <li>• Be able to plan assessments and gather meaningful information</li> </ul>		
Suggested icebreaker	What do you associate with the word “assessment”? (10 min) <ul style="list-style-type: none"> <li>• Participants write on the whiteboard one or more words they associate the word with</li> </ul>		Laptop with cameras
Methodology	Lessons, group discussions, practical experience with open-ended questions, and observation.		Stable internet
Content: theory and models	<ul style="list-style-type: none"> <li>• Family-centred assessment</li> <li>• Communication strategies</li> <li>• Screening tools for child assessments</li> </ul>		
Content: practice and exercises	Family-centred assessment		

(suggested activities, exercises, discussion points, etc.)	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul> <p>Communication strategies</p> <ul style="list-style-type: none"> <li>• Lesson</li> <li>• Group discussion</li> <li>• Individual work to formulate open-ended questions</li> </ul> <p>Screening tools for child assessments</p> <ul style="list-style-type: none"> <li>• Lesson</li> <li>• Give an example of 10 steps of monitoring</li> </ul>	
Guidance to the ECDR trainers to support their delivery of the training.	Take an online course on your own: <a href="https://courses.ed-era.com/courses/course-v1:EarlyIntervention+EI_101+2020/about">https://courses.ed-era.com/courses/course-v1:EarlyIntervention+EI_101+2020/about</a>	
Additional comments that ECDR trainers should consider for localisation	N/A	
Links to multimedia resources that are recommended to be used during trainings	<ul style="list-style-type: none"> <li>• <a href="https://docs.google.com/forms/d/1TG00O0YI3H2AWyCXS39pHCyrtX84HHJCsi08-1Mm6-8/viewform?edit-requested=true">https://docs.google.com/forms/d/1TG00O0YI3H2AWyCXS39pHCyrtX84HHJCsi08-1Mm6-8/viewform?edit-requested=true</a></li> <li>• <a href="https://www.unicef.org/ukraine/documents/red-flags-development">https://www.unicef.org/ukraine/documents/red-flags-development</a></li> </ul>	
Suggested bibliography and other resources for further preparation	<a href="https://www.unicef.org/ukraine/documents/early-developement">https://www.unicef.org/ukraine/documents/early-developement</a>	

Module 6 [ZOOM RECORDING](#)

Module 6 PowerPoint: [To access the module PowerPoint, click here](#)

Suggested [resources](#)

## Module 7 – Case Management

Trainer(s): Nikoleta Yoncheva		Expected time <b>3 hours</b>	Materials (laptop, pen, etc.)
Training objectives	<ul style="list-style-type: none"> <li>• Open, track and close a case.</li> <li>• Peculiarities in the approach to work, the sharing of information and the frequency of family visits.</li> </ul>		
Suggested icebreaker	<a href="https://www.youtube.com/watch?v=7ZLdG82wYc4">https://www.youtube.com/watch?v=7ZLdG82wYc4</a>		
Methodology used	N/A		
Content: theory and models	<p>The Kübler-Ross model:</p> <ul style="list-style-type: none"> <li>• commonly known as the five stages of grief</li> <li>• first introduced by Elisabeth Kübler-Ross in her 1969 book, <i>On Death and Dying</i></li> <li>• <a href="https://www.healthline.com/health/stages-of-grief#background">https://www.healthline.com/health/stages-of-grief#background</a></li> <li>• <a href="https://www.psychom.net/stages-of-grief">https://www.psychom.net/stages-of-grief</a></li> </ul>		
Content: practice and exercises (suggested activities, exercises, discussion points, etc.)	<ul style="list-style-type: none"> <li>• Readiness to work – you can use battery or smile, also weather</li> <li>• What should the consultant do? <ul style="list-style-type: none"> <li>○ You can talk about the responsibilities of consultants.</li> <li>○ It is important to take the next step in your training by assessing how, and to what extent, some of them are feasible according to the specific situation in your country.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ With the coordinator, you could discuss whether you can influence at the local level in case of challenges in the implementation of some tasks.</li> <li>• What you should pay attention to:           <ul style="list-style-type: none"> <li>○ Grief cycle: try to create an idea that these stages are something natural that every person has encountered, or can experience. Practice recognising the different stages through case studies.</li> <li>○ Memes: give emotions a 'face'</li> <li>○ Feelings of parents: to make the consultations more sensitive and empathetic, use specific phrases from your practice or the ones shared from the presentation, which can be an indication of the experiences of the participants and the stage of acceptance of the situation.</li> </ul> </li> <li>• Case study: you can use audio recording, video recording or text with different situations recreated in first-person or described neutrally.           <ul style="list-style-type: none"> <li>○ First talk/visit</li> </ul> </li> <li>• Time management: depends on the service in the specific country</li> <li>• Urgent or not: discuss which situations are urgent so that you can have a common understanding.           <ul style="list-style-type: none"> <li>○ You might want to consider a specific protocol in these situations.</li> </ul> </li> <li>• Documents, individual planning process: these depend on the country in which you will train.           <ul style="list-style-type: none"> <li>○ Consider and discuss carefully the best and most understandable way for the parent to fill in the documents.</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>1) Case study</li> <li>2) Case close</li> <li>3) Q&amp;A: open the floor for questions, and the sharing of impressions and recommendations</li> </ol>	
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Guidance to the ECDR trainers to support their delivery of the training.	<ul style="list-style-type: none"> <li>• Try to use the experience of the learners as an example.</li> <li>• Let them experience the situations.</li> <li>• Use as many memories as possible to try to put users in the parents' shoes.</li> <li>• You can offer various strategies that will protect them from personal transmission.</li> <li>• Focus on the counselor's qualities, role, and strong parental role.</li> <li>• Talk about respect for parents and children, remember how important the parental role is.</li> <li>• Offer different strategies that empower parents instead of "fixing" them.</li> </ul>	
Additional comments that ECDR trainers should consider for localisation	Talk to experienced group consultants and coordinators about the characteristics of groups, their strengths, and possible challenges. Think carefully about cultural specificities.	
Links to multimedia resources that are recommended to be used during trainings	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=fmocj0Btgo4">https://www.youtube.com/watch?v=fmocj0Btgo4</a></li> <li>• <a href="https://www.youtube.com/watch?v=_W0bSen8Qjg">https://www.youtube.com/watch?v=_W0bSen8Qjg</a></li> <li>• <a href="https://www.youtube.com/watch?v=L76nkrYZ3m4">https://www.youtube.com/watch?v=L76nkrYZ3m4</a></li> </ul>	
Suggested bibliography and other resources for further preparation	N/A	

Module 7 PowerPoint: [To access the module PowerPoint, click here](#)

Module 7 [ZOOM RECORDING](#)



## MODULE 8 – Burnout Prevention

Trainer(s): Irene Bertana, Agapi Papadaki		Expected time <b>2 hours</b>	Materials (laptop, pen, etc.)
Training objectives	<ul style="list-style-type: none"> <li>• Learn the definition and research outcomes about burnout</li> <li>• Signs, symptoms, and effects of burnout</li> <li>• Parental burnout</li> <li>• Reflection on professional burnout in emergency or crisis environments</li> <li>• Preventing and tackling burnout</li> </ul>		
Suggested icebreaker	Can you say a word that comes into your mind associated with burnout?	5 mins	
Group activity	<ul style="list-style-type: none"> <li>• “What do we know about burnout?”</li> <li>• Professional burnout in emergency, war and displacement contexts?</li> </ul>	20 mins	
Methodology	Lesson and group discussions		
Content: theory and models <ul style="list-style-type: none"> <li>• Burnout out in the Work</li> </ul>	<ul style="list-style-type: none"> <li>• Studies of Freudenberg</li> <li>• Definition of burnout (11th Revision of the International Classification of Diseases (ICD-11))</li> <li>• Signs, symptoms, and effects of burnout on the brain</li> <li>• Causes of burnout and psychological hazards</li> </ul>	20 mins	

Environment	<ul style="list-style-type: none"> <li>Christina Maslach research: MBI/Maslach Burnout Inventory assessment instrument for occupational burnout</li> </ul>		
Content: theory and models <ul style="list-style-type: none"> <li>Parental burnout</li> </ul>	<ul style="list-style-type: none"> <li>Roskam, Raes and Mikolajczak research</li> </ul>	10 mins	
Content: burnout in care work and in emergency crisis environments	<ul style="list-style-type: none"> <li>How to avoid burnout: what professionals say</li> <li>Preventing and tackling professional burnout (organisation and individual levels)</li> <li>Conclusions</li> </ul>	15 mins	
Content: practice and exercises (suggested activities, exercises, discussion points, etc.)	<ol style="list-style-type: none"> <li> <b>What do we know about burnout?</b> (20 minutes: 10 in groups, 10 in plenary)           <ul style="list-style-type: none"> <li>Split in groups, elect a rapporteur</li> <li>Each group answers one of these questions:               <ul style="list-style-type: none"> <li>What do you know about the definition and signs of burnout?</li> <li>What are the consequences of burnout for the individual and the organisation?</li> <li>What a person can do to prevent burnout?</li> <li>What an organisation can do to prevent burnout?</li> <li>What are the strategies to deal with burnout?</li> </ul> </li> <li>For responses use Google Jamboard</li> <li>The trainers read the responses</li> </ul> </li> <li> <b>Did you / your friends / colleagues experience burnout?</b> In the time of a song, think of your personal experience with burnout and write on Jamboard words you associate with it.           </li> <li> <b>Professional burnout in emergency, war and displacement environments?</b> (15 minutes)           </li> </ol>		

	<ul style="list-style-type: none"> <li>• Write individual responses to the questions on Jamboard, and trainers read the responses</li> <li>• What are the aggravating conditions that may lead to professional burnout in emergency environments?</li> <li>• What are the additional measures and support required to prevent burnout of professionals</li> </ul> <p><b>4. In groups, participants have a final discussion: (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Create one “page” on Jamboard per group where they are invited to write a challenge at a time (the most important ones) and then solutions</li> <li>• Then the trainer reads responses</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What are the specific challenges that can lead to burnout of the family facilitators / counsellors (whatever we decided to call them)</li> <li>• What are the actions to prevent / tackle them</li> </ul>		
Guidance to the ECDR trainers to support their delivery of the training.	<ul style="list-style-type: none"> <li>• Google Jamboard for interactive activities: <a href="https://jamboard.google.com/">https://jamboard.google.com/</a></li> <li>• You can adapt the activities / their length to the needs of participants.</li> </ul>		
Additional comments that ECDR trainers should consider for the localisation	N/A		
Links to multimedia resources that are recommended to be	<ul style="list-style-type: none"> <li>• <a href="https://www.burnoutfree.eu/">https://www.burnoutfree.eu/</a></li> <li>• <a href="https://www.instagram.com/burnoutfreeproject/">https://www.instagram.com/burnoutfreeproject/</a></li> </ul>		

used during trainings	<ul style="list-style-type: none"> <li><a href="https://burnout-aid.eu/uploads/cz_burnoutaid_workshop_onlineworkshopforindividuals_english-6148cde475a55.pdf">https://burnout-aid.eu/uploads/cz_burnoutaid_workshop_onlineworkshopforindividuals_english-6148cde475a55.pdf</a></li> </ul>		
Suggested bibliography and other resources for further preparation	<ul style="list-style-type: none"> <li><a href="https://journals.sagepub.com/doi/pdf/10.1177/2158244017697154">https://journals.sagepub.com/doi/pdf/10.1177/2158244017697154</a></li> <li><a href="https://mentalhealth-uk.org/burnout/">https://mentalhealth-uk.org/burnout/</a></li> <li><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4911781/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4911781/</a></li> <li><a href="https://www.researchgate.net/publication/46722657_Burnout_35_Years_of_research_and_practice">https://www.researchgate.net/publication/46722657_Burnout_35_Years_of_research_and_practice</a></li> <li><a href="https://www.psychologicalscience.org/observer/burnout-and-the-brain">https://www.psychologicalscience.org/observer/burnout-and-the-brain</a></li> <li><a href="https://www.forbes.com/sites/christinecomaford/2022/05/05/how-burnout-changes-your-brain-and-what-to-do-about-it/?sh=7ffa896a7e68">https://www.forbes.com/sites/christinecomaford/2022/05/05/how-burnout-changes-your-brain-and-what-to-do-about-it/?sh=7ffa896a7e68</a></li> <li><a href="https://hbr.org/2016/11/beating-burnout">https://hbr.org/2016/11/beating-burnout</a></li> <li><a href="https://www.ehps.net/ehp/index.php/contents/article/view/ehp.v13.i3.p44/997">https://www.ehps.net/ehp/index.php/contents/article/view/ehp.v13.i3.p44/997</a></li> </ul> <p>Socials:</p> <ul style="list-style-type: none"> <li><a href="https://www.burnoutfree.eu/">https://www.burnoutfree.eu/</a></li> <li><a href="https://www.instagram.com/burnoutfreeproject/">https://www.instagram.com/burnoutfreeproject/</a></li> <li><a href="https://www.facebook.com/search/top?q=burnout%20free%20eci%20project">https://www.facebook.com/search/top?q=burnout%20free%20eci%20project</a></li> </ul>		

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Module 8 [ZOOM RECORDING](#)