

CREATING CARING COMMUNITIES

Building A Community-Wide System Of Support For Vulnerable Children and Their Families

Facilitator Workshop



Prepared for CLNkids by
Teaching Solutions NM

Acknowledgements

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Strengthening Families Initiative

all of the unidentified colleagues who have worked with us over the years to develop many of the handouts

*Thank you for your work on behalf
of children and families in New Mexico!*

Policy for Use of Materials

We have developed these materials drawing on the work of many esteemed colleagues in our various disciplines – both academic and in the field. We are eager to share their knowledge and our methods. Permission is granted to quote, copy and use these materials as long as credit is given to *Teaching Solutions NM* and CLNKids and additional information is provided on how to participate in Creating Caring Communities, an initiative supported by the W.K. Kellogg Foundation.



CREATING CARING COMMUNITIES

MISSION

To increase the capacity of our communities to fully address the unique needs of families with young children experiencing or at risk of homelessness.

DAY ONE

Learning Goal

Participants will be able to explain the Creating Caring Communities mission, guiding principles, and underlying themes in order to engage communities in a series of workshops.

Prime the Brain

Engage participants in an activity that emphasizes the role of focusing attention as part of informing practice.

Definitions

- **trauma informed practice** - incorporates an understanding of the prevalence and impact of trauma and the paths to healing and recovery; seek “safety first” and avoid retraumatizing
- **community collaboration** - a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone
- **reflective practice** - the capacity to reflect on action so as to engage in a process of continuous learning
- **reflective supervision** - the process of examining, with someone else, the thoughts, feelings, actions and reactions evoked in the course of one’s work.

Video

Building Adult Capacities

https://www.youtube.com/watch?v=urU-a_FsS5Y

Research

- Trauma informed practice is critical in building resiliency.
- People's beliefs in their capabilities affect how much stress and depression they experience in threatening or taxing situations, as well as their level of motivation to address challenges.
- Training, ongoing reflective practice, consultation and support are needed to create and sustain trauma-informed organizations.
- Community collaboration increases resources available to children, families and organizations.

Major Tasks

- Become knowledgeable about the essential elements of the Creating Caring Communities curriculum
- Promote the major themes of the Creating Caring Communities curriculum in your work
- Help organizations in your community identify the benefits of this professional development opportunity
- Find ways to engage colleagues in the Creating Caring Communities initiatives

Discussion Question

How can I use the Creating Caring Communities curriculum in my community to promote trauma-informed organizations and build supportive networks for vulnerable children and families?

Outcomes

- Increased access to Creating Caring Communities curriculum
- More trauma informed organizations; less burnout
- New community connections and common goals
- More resilient children and families
- Healthy, caring communities

What's Next?

Read through the Creating Caring Communities curriculum and create a graphic or “elevator speech” for learning more about the Creating Caring Communities professional development opportunity.

Carrying the Work Forward

- Promote the Creating Caring Communities initiative in your community
- Recruit other facilitators in your community for the Creating Caring Communities workshops
- Participate in facilitator meetings
- Use the web-based supports to share information and ideas and to solicit support and discussions from other facilitators

Quotes

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou

"Belief in oneself is one of the most important bricks in building any successful venture." Lydia M. Child

"A beautiful thing happens when we start paying attention to each other. It is by participating more in your relationship that you breathe life into it." Steve Maraboli

"Get everyone to do a small part to help, then no one feels helpless." Ken Frohock

Additional Resources

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DAY ONE

HANDOUTS

Handout 1.1

Homelessness in New Mexico

Who is Homeless?

- One-third of all people who were homeless in Albuquerque on January 30, 2011 were in families with children.
- Last year, *at least* 20,000 children and youth were homeless in New Mexico; at least 11,000 in Albuquerque.
- More than 40% of homeless children and youth are under the age of 6; at least 8,500 in New Mexico and at least 4,500 in Albuquerque.
- Families with young children are the fastest-growing population of homeless.

Why are Children and Families Homeless?

- Poverty and the lack of affordable housing are the principal causes of family homelessness.
- One in four New Mexican children are poor.
- One-fifth of all jobs do not keep a family of four out of poverty.
- In New Mexico, a minimum wage earner must work 73 hours per week, 52 weeks per year to afford to rent a two-bedroom apartment.
- Nationally, 63% of homeless women have experienced domestic violence; at Cuidando los Niños, 75% of its families experienced domestic violence.
- Mothers experiencing homelessness struggle with health and mental health issues; about 50% experience severe depression; over one-third have a chronic physical health condition.

What are the Consequences of Homelessness for Children and Families?

- Homelessness is an extremely stressful, traumatic and potentially dangerous experience, especially for young children.
- By age 12, 83% of homeless children have been exposed to at least one serious violent event.
- Homeless children are four times more likely to have health problems; twice as likely to go hungry; three times more likely to have emotional and behavioral problems; nearly half have problems with anxiety, depression and withdrawal.
- Moving about in search of shelter disrupts the education of children: fewer than 25% of homeless children graduate from high school.
- Parents also suffer from ill health and depression; one-third of homeless mothers have made at least one suicide attempt.
- Homelessness breaks up families; 30% of foster care children could return home – if they had a home; 30% of homeless adults in the U.S. were foster children; these adults are twice as likely to have their own children placed in foster homes.

Source: CLNKids, <http://www.clnkids.org>

Handout 1.2

CLNkids

Mission

To provide high quality early childhood education and therapeutic services to address the unique needs of children experiencing homelessness; to provide support services that assist families to become rehoused and more resilient; to be a community leader and advocate for social change to end child homelessness in our community.

Guiding Principles

CLN believes that:

- Shelter is a basic human right.
- People experiencing homelessness represent all cultural groups and walks of life and deserve to be treated with respect as individuals.
- Children experiencing homelessness deserve access to high quality early childhood development.

CLN is committed to:

- Participation in community advocacy activities that promote social responsibility for ending homelessness.
- Leadership in the development and implementation of services that address the needs of children experiencing homelessness and their families.
- Providing opportunities for each individual we serve to develop self advocacy skills and strong interdependence.
- Providing each child experiencing homelessness with access to high quality early childhood development which addresses their needs.
- Providing services ethnically and efficiently.
- Understanding and demonstrating sensitivity to the beliefs and traditions of the communities/people we serve.
- Achieving cultural competency.
- Providing quality services.
- Providing continuing education, skill development and advancement opportunities for employees.

CLN acknowledges:

- That volunteers, clients, staff and the community are the cornerstones upon which our service is built.
- The skills and knowledge of the staff and their contributions to quality service delivery.

The Strengths Perspective

Individually and together, we have the power of choice. We can support families, or stress them; we can stimulate children, or isolate them; we can inspire youth, or imprison them. Every experience tells people how important they are and what they can expect from life. From those experiences, they build their future in their hearts and minds, for better or worse. Then they live out that future, and it affects all of us.

Difficult as it may be, we act most powerfully when we take full responsibility for our choices. We have the power to decide what to do and not do with present realities. We can't change the past, but we can creatively change the present to impact the future. When we develop our strengths we begin to see life from a different point of view.

Practicing the Strengths Perspective is a way to see the best in others and invite them to see the best in us – to build a better future starting now.

Created by Teaching Solutions, April 2013

DAY TWO

Learning Goal

Participants will be able to design a Creating Caring Communities workshop that is engaging and culturally appropriate for the workshop participants.

Review

Have participants share their “elevator speech” or graphic from Day One What’s Next.

Prime the Brain

Engage participants in an activity that helps them identify components of quality professional workshops.

Definitions

- ***culturally appropriate*** – acting with sensitivity and awareness of the cultural, ethnic and religious values, beliefs and norms represented in the group
- ***communication*** - a means of connection between people, a successful sharing or conveying of ideas, information and feelings
- ***curriculum*** - the total learning experience of the individual, usually a guided course of study
- ***assessment*** - all those activities that provide information that can be used to inform decision making and plan next steps
- ***motivation*** - the energy for action; motivation can be intrinsic or extrinsic

Video

Adult Learning

<https://www.youtube.com/watch?v=8lvkJhXnEZk>

Research

- Teaching and learning is a dynamic system.
- Effective learning requires multiple means of representation; multiple means for action and expression; and multiple means of engagement.
- An emotionally safe environment is essential for learning.
- The environment acts as the “third teacher” and impacts participation.

Major Tasks

- Develop Creating Caring Communities workshops that reflect the research on teaching & learning and are culturally appropriate
- Engage with key community leaders and organizations to promote the Caring Communities workshops
- Facilitate a full series of the Creating Caring Communities workshops
- Share adaptations and enhancements of modules with other facilitators
- Share challenges and progress in creating networks and Caring Communities

Discussion Question

How can I develop and conduct workshops? What supports do I need?

What’s Next

- Develop a sample workshop and present it to workshop participants
- Provide feedback and participate in discussions on what is needed to present these workshops in your community

Carrying the Work Forward

- Develop a full series of workshops for a collaborative or organization
- Share activities, strategies, adaptations, and lessons learned on the Creating Caring Communities project site.
- Participate in a community of learners
- Seek assistance from Teaching Solutions for coaching, planning, ideas, etc. (funded through June of 2015)

Quotes

"Learning and teaching should not stand on opposite banks and just watch the river flow by. Instead they should embark together on a journey down the water." Loris Malaguzzi

"Every brain is uniquely wired, and therefore everyone's learning is unique."
John Medina

"Tell me and I forget. Teach me and I remember. Involve me and I learn."
Benjamin Franklin

"There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning." Jiddu Krishnamurti

Additional Resources

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DAY TWO

HANDOUTS

Teaching and Learning is a Dynamic System

A learning environment is the result of the interactions between and among learners, teachers/facilitators, and the environment. It consists of continuous input, evaluation, and response between teacher and learners.

Learners need:

- to feel accepted and a part of the group
- to feel they can make a positive contribution and be successful
- to feel physically and emotionally safe in the group

Teacher/facilitator responsibilities:

- manage the classroom climate so that every learner feels valued and appreciated
- establish a system for meaningful and corrective feedback
- create an aesthetically pleasing and interesting environment
- engage learners in meaningful experiences
- make adaptations based on feedback

Systems Involved in Learning

Attention

- Culture and emotion mediate attention.
- Three networks are involved in attention: alerting, orienting, executive.
- Alerting and orienting happen simultaneously in response to a sensory signal in the environment.
- Orienting attention can be internal; it assigns priority.
- The executive mediates conflict between other networks and requires effortful control and self regulation.
- You have about 10 seconds to move from alerting & orienting to executive.
- You have about 10 minutes of executive attention before needing to reorient.

Motivation

- Make tasks relevant.
- Provide opportunities for choice (participants feel autonomous, not controlled).
- Articulate desired outcomes.
- Acknowledge feelings.
- Provide positive feedback.
- Minimize pressure.
- Provide supportive environment.

Engagement

- Activate prior knowledge.
- Provide a frame for the activity.
- Allow sufficient time for learners to explore and engage with concepts and materials.
- Provide a safe, supportive environment.
- Incorporate movement and/or music when possible.
- Provide variety, multiple sensory inputs.

Memory

- There are 12 memory “gadgets” in the brain that operate semi-independently; for example, memory of smell and kinesthetic memory are different.
- Short term memory can hold about 7 bits of declarative information for 30 seconds; if not repeated, it is thrown out.
- Personally meaningful and positive emotional experiences increase memory storage.
- Rehearsal is essential for long term learning.
- Recognizing patterns and making connections to current knowledge increases retention.
- Memory is malleable; recalling a memory strengthens it, but can also change it.
- If you really want someone to remember something, say it twice in the first 30 seconds, repeat it within one to two hours, and review it within 24 - 48 hours. Then rehearse, use, and integrate for systems consolidation.

FRAMEWORK AND PRINCIPLES

Affective Networks
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

 Stimulate interest and motivation for learning

Provide Multiple Means of Engagement

Strategic Networks
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.


 Differentiate the ways students can express what they know

Provide Multiple Means of Action & Expression

Recognition Networks
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

 Present information and content in different ways

Provide Multiple Means of Representation

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
<p>1: Provide options for perception</p> <ul style="list-style-type: none"> • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information 	<p>4. Provide options for physical action</p> <ul style="list-style-type: none"> • Vary the methods for response and navigation • Optimize access to tools and assistive technologies 	<p>7. Provide options for recruiting interest</p> <ul style="list-style-type: none"> • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions
<p>2: Provide options for language, mathematical expressions, and symbols</p> <ul style="list-style-type: none"> • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media 	<p>5. Provide options for expressions and communication</p> <ul style="list-style-type: none"> • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance 	<p>8. Provide options for sustaining effort and persistence</p> <ul style="list-style-type: none"> • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback
<p>3: Provide options for comprehension</p> <ul style="list-style-type: none"> • Activate of supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing, visualization, and manipulation • Maximize transfer and generalization 	<p>6. Provide Options for executive functions</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress 	<p>9. Provide options for self-regulation</p> <ul style="list-style-type: none"> • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection
Resourceful, knowledgeable learners	Strategic, goal-directed learners	Purposeful, motivated learners

Feedback

What's one thing you learned today?

What's one thing you were reminded of today?

What supports do you need to carry the work forward?

What suggestions do you have for making this a better presentation for other professionals who are working with families experiencing homelessness?