Train the Trainer:
Parent Leadership & Advocacy for Change through Empowerment
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ssw.umaryland.edu/traininginstitutes
• Apply foundational concepts of family focused, strength-based strategies to the training model using peer mentors, coaches and facilitators to extend learning beyond training sessions
• How to use the PLACE training curriculum, best practices for coordinating training sessions to be culturally and linguistically relevant and supportive of a variety of audiences.
• Develop and plan concrete steps to engage parents in transformational, life story-based leadership training to activate and engage in projects individually or within the community
• Utilize the personal plan for action concept during the session and how to use it during PLACE training sessions.
• Summarize expectations for using PLACE curriculum and need for additional support
PLACE training to me has been an extraordinary experience. I never thought I would walk away feeling that I learned so much. It meant a lot to me that there was a safe place to share and to learn.

I am so happy to come to PLACE. I did not know what to expect. I go to a lot of trainings and leadership classes. It helped me strengthen my strengths and be more aware of my weaknesses. So now I am better able to work on these things now that the training is over.
1. What is your passion?

2. Personal Story

3. Views of your topic/passion

4. What do I want to change?

5. What can I change?

6. Steps and strategies

Action for change
1. Why are you interested in PLACE?

2. Personal Story

3. What Skills/Knowledge or resources to I have?

4. What do I need to successfully implement PLACE?

5. Where can I get Support to do PLACE?

6. Steps and strategies
Let's get started...

Community Agreement

A group process designed to help set a safe environment and welcoming culture in the group and build mutual trust.

1. Identify as a group what is necessary for this training to be meaningful or pleasant

2. Identify ways to make sure these are carried out during the training (actions)

3. All must be in agreement, everyone is responsible to uphold the agreement and make sure everyone respects it.
PLACE Overview

- Background
- Target Audience
- Training Objectives
- Past Participant Feedback
- Outcomes
Common Needs

to provide higher level training to parents

- funds to support childcare and transportation
- Space to hold training
- Staff time to develop, recruit and facilitate training
- Coaches time in-kind
- Network of parents to recruit for training
- Evaluation resource at University of Pittsburgh Office of Child Development
- Established parent leaders to provide input into training development and implementation

Parent Leadership & Advocacy for Change through Empowerment (PLACE)
Curriculum Development Process

Inclusive of key stakeholders including:

• Organization Staff
• Parents
• Community members
• University staff

Collaborative partners → Research → Design Curriculum → Cohort 1 → Reflect and Redesign → Cohort 2 → Reflect and Redesign

#LEADINGCHANGE
Our Target Audience:
parents, family members and supportive adults with a passion and desire to learn to create positive change in their family, programs and community.
WHAT DO YOU LEARN WHEN YOU ATTEND

PLACE

LEADERSHIP
Understanding and identifying leadership experiences and skills that you are passionate about doing. Gaining understanding of yourself, different perspectives and gaining confidence to speak in front of others.

PLANNING FOR ACTION
Understanding concepts of leadership and advocacy to create an individualized personal plan of action around your area of interest with specific ideas and resources to turn it into action.

TO USE INDIVIDUAL VOICE
Learning skills and strategies to communicate effectively and advocate for your child, family and community using personal stories and taking risks.

TO USE SHARED VOICE
Learning skills to work with others on issues of importance, finding common ground, building shared vision and working in collaboration on issues to facilitate change.

TO USE COLLECTIVE VOICE
Understanding issues, how to influence change through advocacy, and identifying ways to change specific policy, programs or system issues that impact families.

CIVIC ENGAGEMENT
Understanding and knowing how, when and where to connect with policy and decision makers in your community to create positive change.
I want to advocate more for mental health awareness and education, break the stigma and change perceptions. Bring empathy and understanding to the community for people living with mental health challenges.

- Margie W. (Allegheny Family Network)

PLACE inspired me to continue strengthening my community and advocating for activities for all ages. I want to be the voice for the community and let them know their voices are valuable.

- Camilla C. (Allegheny Family Network)
PLACE inspired us to be more involved in our son’s school and to support his A.D.H.D. We will continue to be parent leaders and work to better our community.

- Ed & Linda M.

PLACE motivated me to expand my work with the Latino special needs parents support group Contigo+ Conmigo and helped me gain confidence to become a Promotora in my community.

- Olimpia C.
1. Why are you interested in PLACE?

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Training Approach

- Training Principles
- Curriculum Structure
- Training Team
- What we learned...
- Connections
- Barriers and Supports
The goal of this training is to enable participants to increase their knowledge and skills around leadership and advocacy in schools, programs and communities while sustaining an advocacy and leadership network using our training approach as the core. The training builds on the approach with flexible content, and incorporate opportunities for practice to develop action for change.
PLACE Training Principles:

- Strength Based
- Experience = Expertise
- Flexible and adaptable
- Interactive and fun
- Ongoing supports
- Culturally Relevant activities

- Touches hearts and minds
- Practical and accessible
- Welcome, safe environment
- Personal stories and story telling
- Small group experience
Curriculum Structure:

- Focus on using individual voice/power, shared voice/power and collective voice/power
- Six sequential session with 2-4 supporting topics of study
- Topics begin with self-reflection, identifying leadership then moving into skills development, planning and action steps
- Flexible and adaptable to variety of audiences
  - Education
  - Community
  - Mental Health
  - Families of the incarcerated
  - Family Strengthening
Learning Cycle

1. Content
2. Discussion
3. Group Activity
4. Practice
5. Self Reflection, Independent Learning

Structured but flexible to meet the needs of the individual.
FACILITATOR
Provides coordination of training sessions, organizes guest speakers, materials and resources for the training. Conducts training sessions in collaboration with coaches and peer mentors. Provides time management, oversight and support to the team. Facilitates and supports adaptations and individualization of curriculum for participants.

COACH
Supports facilitation of training, may conduct some training topics. Encourages and supports participants in exercises, ensures understanding and provides ongoing support in between training sessions on homework and applying concepts outside of training.

PEER MENTORS
Support participants in training by providing examples of personal experiences, encouraging and providing as a positive role model during training.

Training Team
1. Why are you interested in PLACE?

2. Personal Story

3. What Skills/Knowledge or resources do I have?

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5. Where can I get Support to do PLACE?

6. Steps and strategies

Action for change
What we have learned...

• Cohort size of 8-12 participants
• 1 coach and peer assigned to every 3-5 participants
• Training sessions every other week
• With participants’ permission, provide copies of their completed Personal Action Plans to referring agencies.
• Coaches regularly conduct semi-structured check-ins between sessions.
• Use a variety of speakers with lived experience
• Know your audience both culturally and linguistically
• Training team practice Reflect, Review and Revise process in between sessions
Connections:

To Peers and coaches: to have support and encouragement

To content: to make it individually relevant and meaningful

To community members: to have an expanded network and resources
Barriers to participation

**Childcare:**
Provide on site or stipends for parents

**Transportation:**
In neighborhood or accessible location or provide transportation supports

**Time:**
Use parents time well, and provide incentives if possible
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2. Personal Story

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4. What do I need to successfully implement PLACE?

5. Where can I get Support to do PLACE?

6. Steps and strategies
Let’s Practice

At your table, you will have a topic from the curriculum. Your table will review it and answer the key questions.

These focus on the training approach and how you would use it to deliver the content.

Your table will present out the group.
Key Questions

What is the key concept you are teaching?

How would you connect this material to individual experiences?

How would you modify or accommodate different learners?
Guidelines for Use

- Access to Materials
- Fidelity Measure
- Data Collection
- Support
PLACE Materials
Adaptable Curriculum

Facilitator Guide

Participant Workbook

PowerPoint Slides
Fidelity Measures:

• Fidelity measure tool
Data Collection and Feedback

- Number of participants trained
- Feedback on success, adaptations
- Outcomes survey
Supports Available:

• Consultation from the PLACE curriculum team
  • Adaptations and individualization of curriculum for specific populations
  • Training coordination assistance

• Training facilitation services
  • Trainers, coaches and peer mentors
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Thank You

...It feels like we have become a family. Everyone has a different way of becoming a leader. I feel that now I am ready. I feel I am ready for the work, and give to others a bit of what I learned here in the training.

[Training Participant]