

REMEMBERING TRAUMA: FACILITATOR'S GUIDE

1 Keep The Key Messages In Mind

This film was created to address a gap in awareness and understanding about the recognition of complex trauma and the impact it has on youth and families across systems. The film also speaks to the importance of using a trauma-informed lens when working with youth and families. Key messages include providing an accurate mental health diagnosis and the potential impact of multiple diagnoses on the type of interventions a child may or may not receive. When planning a screening or training with the film, be sure to keep these key messages in mind.

2 Always Use A Verbal Disclaimer

It is important to note that the film includes sensitive material and that viewers may be “triggered” or unexpectedly impacted by the emotional content in this film. We recommend giving the audience a verbal disclaimer before showing the film.

You may provide a disclaimer in your own words, or use the language below that is included in the film:

“This story shows the various ways that trauma can impact youth. It contains adult language and includes scenes with family violence and sexual assault, which may be upsetting to watch. It is strongly recommended that youth view this film in the presence of a trusted adult that can offer support as needed.”

Additional Ideas for Disclaimers:

- Offer the option for people to leave the room if they need to
- Remind them that though this is based on a true story, it is a fictional depiction and the people in the film are actors
- Leave time after the screening and before the discussion of the film to process the emotions that may have arisen for the audience

3 Provide Support If Someone Is Triggered

If you notice that someone is distressed when viewing the film, use your best judgement to decide what kind of support they may need. You may want to check in with this person privately during a break. You may also want to consider having someone familiar with trauma and its impact available to consult or offer support during or following the screening of the film.

If there is an emergency that requires immediate attention, call 911.

4 Prepare for Discussion

We have developed general discussion questions that can be used to guide a group discussion or conversation after viewing the film (see page 3). They are intended to support a broader discussion about trauma-informed practice and the value of using a trauma lens when working with youth.

We have also have developed role-specific discussion questions for the following audiences:

- Therapists or Other Mental Health Clinicians
- Teachers
- Juvenile Probation Officers
- Child Welfare Staff
- Higher Level Administrators (Across Systems)

You can consider using these questions in conjunction with the general questions depending on the audience. The role-specific questions are available for download at rememberingtrauma.org.

The discussion questions we have created are not meant to be static. They are just a guide and can be adapted for your use. You may want to use only some of the general questions and certain role-specific questions. We encourage you to do whatever is best for your audience and training needs.

Below are a few tips and things to consider when selecting discussion questions for your screening.

Audience

Consider your audience. Is it made up of individuals primarily from one of the roles or systems mentioned above? Is it made up of a mixed group of individuals who hold many different roles?

If you do not know your audience, it may be a good idea to ask viewers about their background and roles prior to or after viewing the film. Even if the people in your audience do not fit into one of the roles above, you can adjust some of our questions to be appropriate for their experience.

It is also important to ensure that attention is given to all people in the audience from all backgrounds and roles.

Timing

Consider how much time you have for viewing and discussion. We recommend spending 20-25 minutes to view the actual film, which will allow time for a disclaimer before and a very simple check in after. If you plan to engage the audience in discussion, we suggest planning for 30–60 minutes of additional discussion time.

It is important to note that the questions can sometimes spark rich discussions that takes longer than anticipated. You may need to make a decision in the moment if you want to continue with a particular question or move on to another. It may be helpful to prioritize the questions you want the audience to respond to during the discussion.

5

Provide Training and Screening Feedback

As part of our funding requirements, CCTASI is responsible for collecting data and information about trainings that utilize products and resources developed by our Center. Additionally, our team is interested in learning more information about how the film(s) and resources have been used with providers and families in the field. For this reason, we are encouraging facilitators of screenings and trainings to complete this short survey after sharing Remembering Trauma:

<https://goo.gl/forms/1XfKNfhAEAlf6dPh2>

www.remembeberingtrauma.org

REMEMBERING TRAUMA: DISCUSSION QUESTIONS

After the film: Take a moment of silence. Then write down three words that come to mind as a result of viewing the film. Share these words in the discussion (if you are comfortable).

1. What traumatic events did Manny experience in his life? As a child? As an older adolescent/young adult?
2. How did Manny's reactions to these events become evident or impact other parts of his life? As a child? As a young adult?
3. List all of the labels or diagnoses you heard for Manny during the film. What additional labels might he carry?
4. How do you think these labels impact his relationship with his family, how he was treated by professionals, or the services he received?
5. How do you think these labels impacted the work of the probation officer, school social worker and therapist who interacted with Manny and how they tried to address his needs?
6. What other labels or diagnoses have you heard associated with youth with similar trauma histories?
7. What questions did this film raise for you? What ideas do you have for how this might influence or change your current practices?