

# Using Medical: Health and Wellness Navigation Essentials Toolkit for Training and Professional Development



## *Leadership Essentials Guidance*

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Administrators, supervisors, and team leaders are often responsible for providing professional/staff development or training for their team members. Below are some suggestions on how to use the *Medical: Health and Wellness Navigation Essentials* toolkit as a foundation for professional/staff development or training activities. Also refer to the general guidance included in *Using Navigation Essentials for Training and Professional Development* for additional information and ideas when using toolkits for staff training. This general guidance is found in the *Leaders' Essentials* toolkit.

**Embed Staff Development in Meetings.** Include staff development in non-training meetings using one or more of the following ideas. Set aside five to fifteen minutes to focus on the toolkit content.

- **Introduce the Toolkit.** Have the team use their phone, tablet, or laptop to access the *Medical: Health and Wellness Navigation Essentials* toolkit. Invite comments about topics or tools of interest in the toolkit.
- **Watch One Video Together.**
  - Have the group view the “Learn” videos about the impact of health and wellness on behaviors and learning and factors that can contribute to health concerns in youth with complex needs.
  - After viewing the selected video, invite the group to have a two-minute discussion with the person next to them about the important points of the video. Ask several people to share one point.
  - Comment on how we all experience changes in our own tolerance to stress when we do not feel well. Ask the group to reflect on how often health conditions are considered when youth have dysregulated behavior. Comment on the importance of looking at health and wellness as a proactive behavior support.
  - Finally, ask the group, “On a scale of one to five, how familiar are you with the issues of health and wellness that should be considered when working with youth with complex needs? One being not familiar at all and five being very familiar with the topic and the needed interventions and support.” Have each person place their rating on a notecard that is collected at the end of the meeting. If the rating is 3 or less, further training using the *Medical: Health and Wellness Navigation Essentials* toolkit should be considered.

- **An Experienced Team Approach.** If the team has some foundation and experience with health conditions and positive health practices, try a different approach during a staff meeting. This activity will need 15 minutes.
  - Ask each team member to select either a video or a document in the “Do” section of the *Medical: Health and Wellness Navigation Essentials* toolkit. These three videos and three documents support positive health practices and the importance of team communication surrounding health and wellness. If time permits, plan to review all videos and documents in the “Do” section.
  - Give approximately 5 minutes for the group to watch their selected video or review a document. Beginning with the first video in the “Do” section of the toolkit and ending with documents, ask for a volunteer to give a one-minute summary of the video or document.
  - Survey the group after hearing the summaries to determine if there is an interest in using the *Medical: Health and Wellness Navigation Essentials* toolkit videos and documents for a more extensive professional development or training session on health and wellness.

## Plan and Facilitate A 60-Minute Session.

The following is one example of how to structure a training session using the *Medical: Health and Wellness Navigation Essentials* toolkit. If preferred, the content of the toolkit can be expanded to several 60-minute sessions by extending the time in each of the sections of the agenda outlined below.

### Planning (Prior to session)

- **Agenda Time Allocation.** The time devoted during the training to each portion of the “Learn” section will depend on the foundational knowledge of the audience. If the audience has strong foundation in health and wellness issues for youth with complex needs, less time can be spent on the “Learn” section videos and instead the agenda can focus more heavily in the “Do” section videos, tools, and resources. If unsure of the audience’s knowledge, plan to start with the foundation in the “Learn” section and move at the rate that is comfortable to the audience. The suggested agenda times can be adjusted based on the audience and the content to be highlighted.
- **Handouts.** Download and print several documents from the toolkit to use in the session.
  - My Essentials Plan document found in the resource section of the *Medical: Health and Wellness Navigation Essentials* toolkit. Make enough copies for each participant to have their own copy.
  - Documents and Tools. Print several copies of the following documents and tools for team members to share. However, some documents are best viewed online to explore the linked resources.
    - Health Factors That Contribute to Dysregulated Behavior
    - Positive Health Practices for Youth with IDD and Behavioral Health Needs
    - My Medications
    - Health and Wellness Review

- **Training Supports.**

- If holding an in-person session, have available notecards, pens, highlighters, etc.
- Chart Paper. Large chart paper can be useful for making notes or for use as a “Parking Lot” for questions or topics that you want to come back to at the end of the session or in a different session.

## Day of the Session

- **Prepare the Learning Environment.**

- Organize the space so that the group can easily work in pairs or small groups.
- Distribute the materials prior to the session beginning.

### Introduction (5 minutes)

- **Connect the Topic.** Convey to the group that health and wellness is a critical component of proactive support planning for youth with complex needs. This is true even if the youth does not have chronic health issues. Explain how you view this knowledge as being important to the role of the participants in the training.
- **Highlight Objectives.** Include information about the objective(s) of the session. This can be reviewed verbally or visually displayed when time is short. Below are some possible objectives that may apply to one or more sessions.
  - *Learners will be familiar with the impact of health and wellness on learning.*
  - *Learners will be aware of health factors that could contribute to dysregulation and result in behavioral concerns.*
  - *Learners will identify strategies that focus on monitoring health concerns and teaching positive health practices.*
  - *Learners will be aware of resources to support positive health practices.*

### Content Agenda (Total 50 minutes)

#### **Learn Section.** (25 minutes)

**Videos.** The videos in the “Learn” section of the toolkit explore the connection between health and behavior and learning. Health factors that can negatively impact behavior are discussed in the videos and the associated document, Health Factors That Contribute to Dysregulated Behavior.

- View the three videos in the “Learn” section of the toolkit and have the group engage in a *Think-Pair-Share* activity. This activity can be done after viewing all videos or repeated between videos. Ask the group to:
  - *Think* about the information in the video(s).
  - *Pair* with the person next to them and discuss the important concepts from the video(s).
  - Several volunteers *Share* one important concept with the group.
- With the remaining time for this section of the agenda, guide the group to explore the document, Health Factors That Contribute to Dysregulated Behavior. Ask participants to download the document found in the “Learn” section of the toolkit or display for the whole group to view together.

**Extended Session.** If the training session has been extended beyond 60 minutes or if only focusing on the “Learn” section of the toolkit, engage the group in the following activities.

- **Health Factors That Contribute to Dysregulated Behavior Tool.** Extend time to focus on this document. Have participants engage in a *Think-Pair-Share* activity as described above to discuss the content of the document.
- **Health Factor Considerations Activity.** The toolkit activity in the “Learn” section offers youth scenarios that support application of the information in the videos and documents. The Health Factor Considerations activity is an effective small group activity.
  - Share the first scenario about Melissa in the Health Factor Considerations activity with the entire group.
    - Prompt the group with the question: “*Based on this information, what questions about health factors would you want to explore?*”
    - Ask individuals to respond with questions they would explore and why they have those questions.
    - Once participants have shared, read the responses in the Health Factor Considerations activity and discuss any new ideas that may not have been identified by the group.
  - Assign the Kyle scenario to half of the group and the Janet scenario to the other half.
    - If the groups are small enough, have them work together and discuss the assigned scenario. If too large, have them separate into smaller groupings that can more easily discuss the scenario together.
    - After 5 -10 minutes, ask several people to share about the questions they identified for their assigned scenario.

## **Do Section.** (25 minutes)

The videos and download resources in the “Do” section of the toolkit review a variety of practices that can promote health and wellness and appropriate medication management. Allocate more time to the health practices that are of most interest or where participants have less knowledge. If desired, select several to highlight and focus on during the training. Reduce the activities in the other parts of the training to allow more time for small and large group activities in the highlighted section.

**Videos.** View the videos in the “Do” section to gain more information about recommendations for health practices, team communication, and strategies to support health and wellness for youth.

- View each video and have the group engage in a *Think-Pair-Share* activity. This activity can be done after viewing all videos or repeated between videos. Ask the group to:
  - *Think* about the information in the video(s).
  - *Pair* with the person next to them and discuss the important concepts from the video(s).
  - Several volunteers *Share* one important concept with the group.

After viewing the videos, have the participants work in pairs or small groups to review one or more of the documents in the “Do” Section. These include Positive Health Practices for Youth with IDD and Behavioral Health Needs, My Medications, and Health and Wellness Review. These documents can be downloaded from the toolkit and printed, or viewed on a phone, tablet, or computer.

- Organize the activity based on available time for the document review. For example, have the entire group review all three documents if there is ample time. Or split the group into 3 subgroups and assign one document to each.
- Facilitate a discussion with these prompts:
  - For the document Positive Health Practices for Youth with IDD and Behavioral Health Needs: “Which health practices are you currently addressing and which would you like to address? Which resources in the document appear to be most useful?”
  - For the document My Medications: “How and when could you see using this document with the youth that you support?”
  - For the document Health and Wellness Review: “What aspects of the review process and resulting information would be most helpful to you?”

**Extended Session.** If the training session has been extended beyond 60 minutes or if only focusing on the “Do” section of the toolkit, engage the group in the following activities.

- Use the activities in the “Do” section of the toolkit as small group discussions.
  - **Essential Health Topics for Ongoing Communication Activity.** In small groups, have the participants review the topics that should be part of ongoing communication across provider, school, and home. Ask the groups to discuss how they are achieving this communication and identify where they may need to enhance their communication processes.
  - **Uncovering Underlying Medical Conditions Activity.** In small groups, prompt participants to review the types of recommendations included in the activity. Ask the groups to discuss which recommendations are familiar and which are not familiar. Suggest that the group discuss when they have seen these recommendations help to uncover important information about dysregulation.

## Next Steps (5 minutes)

In the last few minutes of the session, select one final action step for the group to take. Below are several ideas:

- **Option One: My Essentials Plan.**

- Download, print, and make copies of the one-page My Essentials Plan for Medical: Health and Wellness.
- Provide a copy for each participant as they are finishing the previous discussion activity.
- Ask the participants to identify one action step for their My Essentials Plan. Examples might include selecting a *Medical: Health and Wellness Navigation Essentials* video and the associated document to review further or plans for using the My Medications or Health and Wellness Review tools with one or more youth.

- **Option Two: Note Card Activity.**

- Provide note cards to each participant as they are finishing the discussion activity.
- Ask each person to use one or more note cards to write down an action step they would like to implement after viewing videos and engaging in group activities using the associated documents. Card responses are anonymous - no names included on the note cards.
- Collect the note cards and read several of the anonymous action steps identified.
- Within a few days, create a document with all the ideas and provide a copy to the group participants to encourage them to select and engage in one or more of the ideas generated during the training.

- **Option Three: Additional Information.**

- Provide note cards to each participant as they are finishing the discussion activity.
- Ask each person (individually, not as a group) to reflect on the videos and documents in the "Do" section. Ask each person to identify one health practice they wish to learn more about.
- Collect the cards and briefly review the topics that have been identified, highlighting those of the most interest. Discuss with the group how you will follow up on the topics of interest.

## More Support for Professional Development or Staff Training

Other content and features of the *Medical: Health and Wellness Navigation Essentials* toolkit to consider with professional development or staff training include:

- **Resources.** Additional training can include reviewing the resources identified in the “Resource” section of the *Medical: Health and Wellness Navigation Essentials* toolkit as well as in the documents *Health Factors That Contribute to Dysregulated Behavior* and *Positive Health Practices for Youth with IDD and Behavioral Health Needs*. Several resources offer tools and materials for teaching youth with disabilities about health practices. These can be accessed during a “make-and-take” training to create tools for educating youth.
- **Using Toolkit Tools.** The documents used during the session for small group activity can be highlighted in a follow up training for a team that works together to support the same group of youth. Assure that all participants have a foundation for understanding health and wellness. In the follow up session, use the tools in the “Do” section to identify target areas of concern or interest and resources to explore.
- **Leaders’ Essentials Resources.** Several resources in the [Leaders’ Essentials](#) resources for *Medical: Health and Wellness Navigation Essentials* toolkit offer videos to further support the learning experience. These videos can be viewed in a group or individual professional development session.