PRESENTATION GUIDE*

MODULE 2
Toxic Stress: Why Environment Matters
*format/content adapted from AAP Advocacy Guide Training Guide Modules

Educational Objectives
This module covers the topic of toxic stress and why environment matters. The intent of this module is to:

- Provide a basic understanding of toxic stress and why the environment matters when it comes to early brain and child development.
- Explore ways that pediatricians and other health care providers can promote a healthier life course for their patients by using what is known about toxic stress.

Resources for more information as you prepare your presentation:

- AAP Early Brain and Child Development Resource Library (includes additional presentations, policy statements, articles, handouts, and background information on EBCD) - available at [www.aap.org/ebcd](http://www.aap.org/ebcd)
- Centers for Disease Control and Prevention (CDC) Adverse Childhood Experiences (ACE) Studies at [www.cdc.gov/ace/](http://www.cdc.gov/ace/)
Overview/Schedule
The core presentation of this module is designed to take about 45 minutes. Options for additional activities and follow up are included. A general break down of the time is as follows:

Core Presentation:
- Welcome, Introductions (5 minutes)
- Slide presentation (25 minutes)
- Questions and Answers (10 minutes)
- Closing, Evaluation, and Resources/Opportunities (5 minutes)

Optional Materials:
- Case Study (15 minutes)
- Video clip(s) (3-5 minutes)

Materials and Equipment
For this module, you will need the following:

If you are using PowerPoint:
- LCD projector
- Screen or white wall for viewing PowerPoint presentation
- Copy of PowerPoint with trainer notes

If you are using a video clip:
Internet connection with projector or downloaded copy of video clip
Handouts and Information:

- Copies of presentation (if desired)
- URL for AAP Early Brain and Child Development website: www.aap.org/ebcd
- Handouts (if desired)
  - Handouts for patients that may be printed and provided are available on the AAP EBCD web site at www.aap.org/ebcd under “family and caregiver resources”
  - The 5 R’s of Early Literacy
- Copies of the evaluation form for each attendee

Other equipment:

- Flip chart or white board for possible use if using case study
- Markers or dry erase markers for flip chart or white board

Room Set-Up and Environment

You are encouraged to set-up the room in a way that promotes participation and provides a safe learning environment. Some room set-up tips to consider include:

- Setting up tables in an “u-shaped” style to promote sharing
- Greeting attendees as they come into the room
- Playing upbeat music prior to starting the presentation
- Providing refreshments
Welcome and Introductions

The welcome and introductions are designed to give you an opportunity to welcome attendees, quickly highlight the topic and skills that will be covered and tell a bit about yourself and why you are here.

General Tips:

- Welcome everyone and acknowledge that everyone has busy lives and thank them for being here today. Briefly introduce yourself and consider sharing:
  - Your experience with EBCD and toxic stress and how you have personally seen EBCD knowledge improve the health and well-being of children and their families
  - Why you became interested in EBCD
- Mention that you know there is a lot of wisdom and experience in the room
- Encourage attendees to share and participate throughout the presentation

Presentation

This module provides you with a few options for presenting materials. It allows you to pick and choose which teaching medium to use based on your time, resources, and current needs. If time permits you can select to add a case study to your presentation and/or a video clip.
Core Presentation: PowerPoint and Questions and Answers

- Show PowerPoint Presentation
- As you are presenting the PowerPoint, pay special attention to the notes section. The PowerPoint notes section includes key points and information for each slide.
- Personalize the presentation by adding your own notes or personal experience with a concept or idea
- End with Questions and answers and or discussion (see guided questions)

Option 1: Add Case Study to the Presentation (15 minutes)

The purpose of the case study is to provide an opportunity to apply the knowledge in your presentation to practice. The case study includes guided questions.

Option 2: Add a video clip (3 to 5 minutes)

- Science in Seconds: Children’s Mental Health from Alberta Family Wellness Initiative (3:16 minutes)
  
  This video clip highlights how the quality of a child’s relationships helps to determine his or her ability to regulate stress throughout life.

- Science in Seconds: Epigenetics from Alberta Family Wellness Initiative (3.44 minutes)
  
  This video clip looks at the complex interaction between experience and genetic predisposition and the creation of a child’s brain foundations.

These video clips can be used to introduce your presentation or as a way to conclude your presentation, as both of them highlight the role of toxic stress on brain development.
For additional sources for videos related to toxic stress, visit the AAP Early Brain and Child Development resource library at www.aap.org/ebcd.

**Closing, Evaluation, and Resources/Opportunities**

The closing, evaluation, and resources/opportunities segment is designed to provide closure on the topic, identify possible action steps that attendees can take as a result of attending the presentation, and give attendees time to evaluate the session.

**Closing**

- Thank attendees for coming
- Remind them that they do not need to be experts in EBCD or toxic stress to make a difference
- Emphasize that implementing what has been shared today does not have to take a lot of time to implement into practice. Encouraging parents to do the following can make a difference in early brain development:
  - **Read** together every day with your child (your practice can participate in Reach Out and Read and provide books to families)
  - **Rhyme**, play and cuddle with your child every day
  - Develop **Routines**, particularly around meals, sleep, and family fun
  - **Reward** your child with praise for successes to build self-esteem and promote positive behavior
  - Develop a strong and nurturing **Relationship** with your child as the foundation for their healthy development

**Evaluation**

Pass out an evaluation form and ask them to fill it out.

While the form is being filled out, pass out any handouts and remind attendees to go to the AAP EBCD web site at www.aap.org/ebcd for more information.