

SESSION PLAN

Mellow Ability Training Plan

Revised June 2019

Day One Morning Session 9.30				
Aims	Outcomes	Trainer Activity	Trainee Activity	Resources
Welcome and orientation (LM)				
To introduce Mellow Ability 2 mins	Participants will feel orientated	Give a brief description of what Mellow Ability is about and why participants are here See pages 4+5 in manual	Active listening	MA powerpoint (slides 1 and 2), laptop, projector, speakers
Name Game (RT)				
To welcome participants, introduce trainers and trainees, and the format of the training. 5 mins	Practitioners will know the names of trainers and other practitioners, and the format and rationale behind the Name Game.	Introduce the Name Game. Trainer starts and finishes. Share your name, how you got it if known, how you feel about it. Take feedback on the experience from the group; discuss rationale and how it may run in the parents' group. Write names on flip chart to aid memory.	Take part in activity. Actively listen and reflect on rationale. Consider how this exercise may run in a parents' group.	Flip chart and pens.
Our Experience (RT)				
To establish trainees' prior knowledge and personal or professional experience of people with ASN 10 mins	Trainers and practitioners will know each other's professional and personal experiences of ASN.	Share experience of Mellow groups and training, and other relevant experience. Consider how training is best pitched to meet needs of this group.	Share experiences of working with families where ASN is an issue, including use of other parenting programmes.	
What to Expect from Training (LM)				
To introduce trainees to the structure and ethos of the three day training. 2 mins	Trainees will know what is expected of them over the three days. Trainees will be encouraged to share personal information (in so far as they feel comfortable)	Describe the structure and ethos of the training. Encourage trainees to share personal information (in so far as they feel comfortable). Acknowledge that some of us know each other better than others - either through working together or having participated in a mellow ability group together. And	Actively listen and question. Reflect on own learning style. Trainees will be encouraged to share personal information (in so far as they feel comfortable)	MA Powerpoint (slides 3 and 4), etc

		some of us will know a bit more about MA than others because they've maybe already been through a group. This might leave some participants feeling on the back foot but we are mindful of this and will try to make the training accessible for everyone, no matter their experience.		
Hopes and Fears (RT)				
To create a safe learning environment and help trainees to feel a sense of belonging and ownership in the training group. 5 mins	Trainees will have identified and shared their hopes and fears and understood the rationale behind this exercise.	Share own hopes and fears and ask group to share theirs. Answer any questions and refer back to group where appropriate.	Share expectations for the training and identify fears or reservations.	Flip chart and pens.

Group Agreement (RT)				
To create a safe learning environment with practitioners, and to know how to do this in a parenting group. 10 mins	Trainees will contribute to formulating their Group Agreement and understand the rationale behind this exercise. They will consider how to do this in a parenting group with regard to balancing confidentiality and child protection.	To support trainees in identifying what safety measures need to be in place to create a safe learning environment in the training group. Link to fears expressed in previous exercise. Encourage group to reflect on the similarity/difference of doing this exercise in a parenting group. Trainees will be encouraged to consider how emotional some of the groups might be for parents and how the group agreement could be used to help pace and contain sessions. This might involve participants having the option to not contribute to aspects of sessions or to go last and decide then whether they want to contribute.	Trainees to formulate their own agreement for the training group. To explore rationale for this and how they will manage this in a Mellow Ability group.	Flip chart, pens, and blue tack.

Background, Ethos, Materials and Evidence (LM and RT)				
<p>To explain the background to the development of Mellow Ability and where it sits within the wider context of Mellow Parenting Programmes. To introduce the ethos, methods and evidence base upon which it is based and to consider the feedback and findings from the pilot groups.</p> <p>To compare and contrast it with other programmes such as “Stepping Stones”.</p> <p>20 mins</p>	<p>Practitioners will understand the background to Mellow Ability and the context within which it was developed. They will learn about the structure of the day and the 14-week programme and how and why it works in practice.</p>	<p>Show the Going Mellow PowerPoint which gives an overview of all the programmes</p> <p>LM to show Mellow Ability cake power point, describe background, ethos, theoretical framework (e.g. additional elements from evolutionary psychology, Compassionate Mind, ACT, Mindfulness) and daily and weekly programme.</p> <p>Show “There She Goes Clips”</p> <p>RT to describe the pilots to date and the main findings and learning points we’ve gleaned.</p> <p>Read “The wind in her hair” poem (page 24)</p> <p>Encourage and answer questions or refer back to group if appropriate. Encourage group to compare and contrast with other parenting programmes they work with.</p>	<p>Active listening and discussion</p>	<p>MA Power Point (slides 5-12), laptop, data projector, speakers.</p> <p>“There She Goes” clips</p>
<p>To introduce trainees to the range of materials used in Mellow Ability.</p> <p>15 mins</p>	<p>Trainees will understand how to use the materials (manual, films, resources on website, evaluation materials) and how they are used across the programme.</p> <p>Explain structure of the day and number of participants.</p> <p>Trainees will orientate themselves to the structure and process of the sessions</p>	<p>Go through the manuals, show some film clips, refer to the links and info on the website. Encourage questions.</p> <p>PowerPoint of the structure.</p>	<p>Check contents of bag, look through the manuals.</p> <p>Watch a range of film clips and navigate through the website.</p> <p>Active listening and questioning.</p>	<p>Mellow Ability bags for each trainee.</p> <p>Lap tops (to view website and films)</p>
A note on the experiential elements of Mellow Ability (LM)				

<p>To introduce Mindfulness and to flag up the need for facilitators to embrace aspects of the practise themselves.</p> <p>5 mins</p>	<p>Trainees will have a basic understanding of the origins of mindfulness, the evidence of its effectiveness and why and how it is woven into the programme.</p>	<p>Unpack the section at the start of the manual on mindfulness (pages 6-7).</p> <p>Show Harvard Pilgrim clip</p> <p>Explain that we will have opportunities throughout the training to try out various mindfulness activities.</p>	<p>Active listening and questioning.</p>	<p>Mellow Ability Manual</p> <p>Harvard Pilgrim film clip</p>
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<p>Emphasis on Understanding Feelings (LM)</p>				
<p>To provide a basis for Mellow Ability’s approach to thoughts and feelings: introducing models of grief and loss, Evolutionary Psychology, ACT, DNA-V, Mindfulness and Compassion Focused Therapy(CFT).</p> <p>40 mins?</p>	<p>Trainees will understand the rationale and processes for exploring a range of sometimes quite difficult thoughts and feelings with participants with the emphasis on increasing insight and awareness, making space for / digesting / unhooking rather than battling with or getting rid of.</p> <p>Trainees will be introduced to models of grief and loss and the basic tenants of Evolutionary Psychology, ACT, DNA-V, Mindfulness and CFT.</p> <p>Trainees will learn and experience the implications for ASN parenting and attachments.</p>	<p>Explain the rationale for our approach to thoughts and feelings</p> <p>The process of acceptance</p> <p>Read welcome to Holland poems (pages 16 and 17) and discuss – which version resonate most?</p> <p>Look at models of grief and loss together (pgs 42 – 43)</p> <p>Highlight the need to make space for the venting of possibly quite strong emotions (likely to come in during life stories, sexuality and the future sections as well). This is about giving space and bearing witness. This might be quite hard for facilitators as well as participants. Warn against the temptation to try to take away or the anguish or distress by offerings of reassurance, looking on the bright side or trying to round things off positively. These sessions will require sensitive</p>	<p>Active listening, discussion</p> <p>Trainees will take part in the exercises and reflect on use in parenting groups.</p> <p>Trainees will gain a basic knowledge of some of the main tenants of evolutionary psychology and how having an ASN child can affect our biological reactions.</p> <p>Trainees will have considered their own emotional responses and their capacity to try to gloss over or minimise in order to protect themselves.</p>	<p>Mellow Ability Power point slides 13-17</p> <p>Jugs, jars, water, food colouring, syringes, scenario cards.</p>

		<p>handling to make them tolerable and not hopeless. It can be useful to refer back to the group agreement and also to encourage participants to use grounding and breathing exercises (that we will come to) to soothe themselves. The focus should be on helping participants to tolerate these emotions; the role of the facilitator is to help “hold “ /“contain” individuals’ and the groups’ distress.</p> <p>Evolutionary Psychology and the three emotion regulation systems Use the handout on pages 54-58 to explain</p> <p>Practise firing up the chemicals</p> <p>Trainers will lead participants through this exercise and encourage reflection on rationale and use in parenting groups.</p> <p>Highlight the use of metaphors in this section and throughout the programme (e.g. DNA-V). Trainers will warn against getting too carried away with any of the metaphors (ie reading too much in to them and over complicating rather than supporting learning). It’s important to use the</p>	<p>Trainees will reflect upon and discuss the benefits and limits of the use of metaphor throughout the programme.</p>	
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		metaphors suggested to emphasise rather than miss the point!		
BOLD (RT)				
To introduce the idea of mindful rather than mindless parenting 10 mins	Trainees will be able to make the distinction between reactions (reflexive, coming from our primitive brain) and responses (considered and coming from the evolved part of our brain)	Trainers will give out BOLD cards and discuss. Highlight how mindful breathing (The B) is a bit like dropping an anchor when our threat systems are firing (we are seeing red). We will be unpacking the OLD as the training progresses but the gist of this is to create space to think (O), engage our frontal lobes with their wisdom and creative thinking (L) and decide on an action and do it. This is what makes the difference between reacting and responding. Refer to afternoon session 5 (pages 65 -67 of the manual)	Active listening and discussion	BOLD cards Slide 18
Dropping an anchor L				
To practise an emergency meditation 3 mins (Total 127 mins)	Trainees will experience the power of mindful breathing.	Trainers will refer to page 66 and take trainees through the meditation. Refer also to the grounding dropping an anchor script on page 123 of the manual.	Trainees will try out the emergency meditation	Script for three minute breathing space meditation

		NB Emphasise that this is a grounding technique and not about distraction.		
Lunch 12.15 -12.45				
Observation Taster (RT)				
To introduce the use of video and strengths-based feedback Use a pre and post film.	Trainees will understand the rationale for the use of video and will articulate what they are noticing.	Trainers will encourage comments and descriptions of videos.	Trainees will watch the videos and comment on their observations	Video clips
ACT and DNA-V (LM)				
To introduce these models and unpack the implications for ASN parenting 90 mins? Or longer	To understand the basic premises of these models including defusion, workability of coping, being in the present and noticing what matters.	Trainers start with slides and then go through session 7 (morning and afternoon) drawing attention to: Errors in the manual The importance of now and unexpected joy (play the audio recording) Defusion of metaphors (demo and practise) Leaves on a Stream Meditation (do) Strictly come dancing exercise (do together) DNA-V – show images and DNA-V quickstep (demo)	Active listening and discussion Opportunities to practice in pairs	Mellow Ability slides 19-20 (intro) Lap top, projector, chinese finger traps, rope, clipboard, headphones, mobile phones (music), leaves on a Stream script DNA slides 21-26 Rope and values cards A4 with D, N, A, V written on separate sheets
Co-Facilitating (RT)				
To understand the importance of the co-working relationship	Participants will know how to negotiate and maintain strong co-working relationships.	Discuss how to negotiate and reflect on the co-working relationship with regard to skill mix, trust and learning	Participants will actively listen and question	

10 mins		and delivery style. Discuss the need to tailor / flex the contributions of facilitators to group discussions depending upon the makeup of the group and the time available. Emphasise the importance of reliability: it is important to turn up!		
Self-disclosure (RT)				
To introduce the concept of self-disclosure with particular reference to the life story session. To know the rationale for the life story session. 10 mins	Participants will be able to reflect on safe disclosure, boundaries and keeping safe in a group setting, and to consider how to put this into practice in the training group and parenting group settings.	Trainers will open up a discussion on self-disclosure, boundaries and use of self in a Mellow Parenting group setting. Introduce life story session and the rationale for using this in training and in the Mellow groups. Encourage trainees to reflect on any anxieties.	Trainees will consider self-disclosure in training and parenting group sessions, with particular reference to the life story session. Trainees will reflect on keeping themselves safe during this session and in Mellow groups.	
Prep for life stories (RT)				
To understand how to prepare for the life story session. 10 mins	Participants will have prepared for the life story session and considered how they would approach this in a parenting group.	Open up discussion on rationale and experiences of the life story session. Address any questions and worries.	Participants will consider how this session will run in the training group and the parenting group, and how they will prepare for this.	
Reflections on day 1 (LM)				
To consider and consolidate learning from day one of the training. 10 mins	Participants will have reflected on their learning, given feedback.	Trainers to encourage participants to share their thoughts, feelings and ask any questions arising from the training. Trainers to attend to any unfinished business.	Participants will actively reflect on their experiences of the training and ask any outstanding questions.	
HAVE a GO	Ask trainees to try Breathe Plus app	Experience Mindful activity	Practice Mindfulness	
4.15 End of day 1. Negotiate starting time for day 2 (suggest 9.30 am)				

Day Two Morning Session 9.30				
Aims	Outcomes	Trainer Activity	Trainee Activity	Resources
Reconnect: What colour are you today? (LM)				
<p>A light -hearted way to welcome and settle.</p> <p>Check how the Breathing Space App worked</p> <p>5 mins</p>	<p>Participants will reconnect with each other and feel prepared for the day.</p>	<p>To welcome back trainees and help them to reconnect by giving them a colour strip and asking what colour they feel today. Ask them why.</p>	<p>Trainees will identify a colour that says something about how they feel today.</p>	<p>Colour strip</p>
Life Stories (RT)				
<p>To experience and reflect on the life story exercise</p> <p>150 mins</p>	<p>Participants will have an understanding of the experience of taking part in the life story session and how to run the session safely. Participants will know how this exercise will run in a Mellow group, and have identified the issues group members may have in putting together a coherent narrative and sharing it safely. Participants will reflect on the session and consolidate their learning from it.</p>	<p>Trainer leads and models sharing life story in a group setting. Be mindful of impact of order in-group, and be flexible if needed. Consider timings and negotiate breaks. Manage session carefully so each person gets enough time. You can set a 10 minute limit in training but explain that you would not necessarily do that in a group. Trainers to facilitate a reflective debrief of the session, and a `cool down` exercise if appropriate</p>	<p>Participants will take it in turns to share their life stories. Participants will actively listen to others life stories. Participants will debrief after session and reflect on learning, and participate in cool down if used.</p>	<p>Life stories prepared as 'Have a Go'.</p>
Mindful feet (RT)				
<p>To ground everyone</p>	<p>To help participants to wind down again after what might have been an emotive session.</p>	<p>Trainer leads the mindful feet meditation on page 35</p>	<p>Participants will experience the grounding effect of focusing on a single part of the body.</p>	<p>Mindful feet script</p>
Lunch 12.30 - 1				
Learning to observe: Dimensions (RT)				
<p>Introduce L2O and go through the introductory pages in the manual. Go through each dimension 1 by 1. Pulling out what we see in each film.</p>				
Use of Video (RT)				

<p>To understand the rationale for using video of parent-child interactions in Mellow Parenting groups. To understand how to make the video and feedback individually and in the group setting.</p>	<p>Trainees will know why and how to use video in a Mellow Parenting group, and how to feedback what they see to individual parents and in the group.</p>	<p>Refer to and discuss information on making and using video in Going Mellow. Use examples from own practice to illustrate importance of video and practical issues in making and feeding back video. Discuss use of language and strengths based approach. Discuss ownership of the video and data protection. Show pre and post videos from Moldova to generate discussion.</p>	<p>Active listening, consider how to make and use video in trainees own work setting. Consider impact and use of language in feedback to parents. Reflect on video clip.</p>	<p>Mellow Ability manuals, laptop, data projector and speakers. Film clip pre, post and one year follow up.</p>
<p>HAVE A GO! (LM)</p>				
<p>To divide up presentation tasks for the following day.</p>	<p>Trainees will be introduced to the idea of “Have a Go”, ie active learning and how this is used throughout the programme.</p> <p>Trainees will be encouraged to Have a Go themselves and will know which task they have to prepare to present to the group the next day.</p>	<p>Trainers will explain how the Have a Go tasks enable participants to consolidate their learning by practising what they have learned in the group sessions and encouraging reflection.</p> <p>Trainers will introduce the following tasks and ask for volunteers to take on one each:</p> <ul style="list-style-type: none"> • What Matters (page 27, Tuning in to our children) • F-words Bullseye (pages 148-150, What Matters) • For Better or Worse (page 102, Relationships) • Rose Tinted Spectacles (pg 117, The Future) / The Crystal Ball (pg 118) • Beliefs about Behaviours Exercise (g 126) 	<p>Trainees will understand the rationale for the Have a Go tasks.</p> <p>Trainees will know what task(s) they have to prepare for the next day and will have access to any equipment to enable them to practice.</p>	<p>Values cards, pegs, rope</p> <p>Laurel and hardy cards</p> <p>F word handouts</p> <p>Flip chart and pens</p> <p>Crystal balls</p> <p>Beliefs about Behaviours Cards, BOLD cards</p> <p>Communication cards</p>

		<ul style="list-style-type: none"> • With No Words (pg 131, Communication) • Abuse and Its Effects (pg 141) and Why are children more vulnerable to child abuse and exploitation? (pg 142, Keeping everyone safe) <p>NB If there aren't enough trainees to cover them all, trainees could do more than one or trainers could demo.</p>		
Reflections on day 2 (RT)				
To consider and consolidate learning from day one of the training. 10 mins	Participants will have reflected on their learning, given feedback.	Trainers to encourage participants to share their thoughts, feelings and ask any questions arising from the training. Trainers to attend to any unfinished business.	Participants will actively reflect on their experiences of the training and ask any outstanding questions.	
4.15 End of day 2. Negotiate starting time for day 3 (suggest 9.30 am)				

Day Three Morning Session 9.30				
Aims	Outcomes	Trainer Activity	Trainee Activity	Resources
Warm up Blob tree (RT)				
To welcome back and demo how we can use Blob trees as warm ups / check ins	Trainees will have space to reflect on the training process and to settle in to the day's training.	Explain how we use a blob tree and invite participants to identify where they feel they are at and why	Indicate where on the blob tree they think they are and say why.	Selection of blob exercises
Recruitment, Engagement, Setting Up Your Group (RT)				

<p>To review the set-up requirements for running a group. To explore what is required to engage participants effectively and to get off to a good start.</p>	<p>Participants will learn what they need to do to set up their group and to engage participants effectively.</p> <p>Participants will be able to identify what helps people to join and remain in a group, and reflect on their experiences in the training group.</p> <p>Participants will know how to facilitate in a non-expert style. Participants will have a chance to think about sharing / over sharing and the need to tailor what they share and how long they spend sharing to the needs and size of the group.</p>	<p>Trainers to disseminate information on recruitment and engagement.</p> <p>Trainers will emphasise the need for time and energy to be put into the pre-group phase as this is the foundation upon which the groups will be based. This can involve more work than might be immediately obvious but it is vitally important to successful recruitment as well as setting the tone for the group.</p>	<p>Trainees actively listen and question, and consider set up requirements in their own work setting.</p> <p>Trainees will have a chance to reflect on what they feel able, and what might be appropriate, for them to share from their personal experience. They will reflect on how they can use their experience to open up and pace discussions.</p>	<p>Information from Going Mellow Manual.</p>
<p>Have a GO: Practise presenting aspects of the programme (LM)</p>				
<p>To experience presenting part of a workshop and giving and receiving feedback.</p>	<p>Trainees will have reviewed the materials, presented, given, and received feedback.</p>	<p>Trainers to facilitate feedback.</p>	<p>Trainees to deliver part of a session and give and receive feedback.</p>	

<p>To highlight key aspects of sessions being presented, drawing attention to salient aspects / messages.</p>	<p>Trainees will focus in on What Matters (page 27, Tuning in to our children, F-words Bullseye, pages 148-150). Trainees’ attention will be drawn to salient aspects / messages.</p>	<p>Trainers to highlight that Mellow Ability is a values-based approach and that we will keep coming back to what matters to individuals, within relationships and within families.</p> <p>Trainers to highlight how values can be used like a compass; to help orientate us when we feel a bit lost or uncertain of how to respond. This is the L in BOLD, Listening to what matters, but first we need to clarify what does matter to us.</p>	<p>Active listening and discussion.</p>	<p>Rope, pegs, values cards, F words Bullseyes, BOLD cards</p>
	<p>Trainees will focus in on Relationships (For Better or Worse page 102). Trainees’ attention will be drawn to salient aspects / messages from this session. Trainees will be able to sensitively adapt the material to apply to different family set ups.</p>	<p>Trainers will highlight the Health Warning on page 101. Trainers will open up discussion on how trainees might help make the session applicable to those with and without partners (through choice, separation/ divorce, death)</p>	<p>Active listening and discussion.</p>	<p>Laurel and Hardy cards</p>
	<p>Trainees will focus in on The Future (Rose Tinted Spectacles pg 117, The Crystal Ball pg 118).</p> <p>Trainees’ attention will be drawn to salient aspects / messages from this session. This will involve awareness raising about local and national policy, procedures and processes.</p> <p>Trainees will also be introduced to the “emotional control” agenda, i.e.</p>	<p>Trainers will draw trainees’ attention to the need for them to familiarise themselves with the resources on the website that provide further information on pertinent legal issues, local and national policies, relevant agencies and planning processes. Trainers will encourage trainees to acquaint themselves with services and supports in their locality.</p> <p>Trainers will highlight that the “Dropping an Anchor” exercise (pg 123)</p>	<p>Active listening and discussion, exploring the website, considering local practises and resources.</p>	<p>Lap top (to access website)</p>

	<p>the temptation to try to remove painful thoughts and feelings (say by distraction or avoidance) rather than to create space for them. The focus is on grounding oneself and letting these thoughts and feelings come and go without being overwhelmed by them or knocked off course.</p>	<p>is not about calming the storm or getting rid of painful thoughts and feelings, but it's about helping participants to remain safe and anchored til the storms pass. It is, in essence, about helping participants not to be tossed about by understandably tricky thoughts and feelings that might accompany thinking about and planning for their children's futures.</p>		
	<p>Trainees will focus on Mellow Ability's approach to behavioural challenges in Behaviour (Beliefs about Behaviours Exercise, pg 126). Trainees' attention will be drawn to salient aspects / messages from this session.</p> <p>Trainees will explore the differences between dangerous and difficult behaviour (pg125) and using BOLD to encourage values-congruent responses from parents rather than automatic reactions.</p>	<p>Trainers will highlight the distinction between dangerous and difficult behaviour and unpack how BOLD fits with this.</p>	Active listening and discussion.	BOLD cards
	<p>Trainees will focus in on Communication (With No Words, pg 131)</p> <p>Trainees' attention will be drawn to salient aspects / messages from this session. Trainees will become familiar with the potential for AAC to facilitate communication, become</p>	<p>Trainers will introduce some examples of AAC (pg 132) and encourage trainees to collect examples of these or pictures of them to use in their groups.</p> <p>Trainers will refer to the you-tube links and show one or more of them.</p>	Active listening and discussion.	<p>Lap top and projector</p> <p>A range of AAC resources</p>

	aware of some of the main forms of AAC (no, low and high tech) and they will be introduced to the idea of presumed competence (pg 133).	Trainers will discuss the implications of presumed competence.		
	Trainees will focus on Safeguarding / Keeping Everyone Safe (Abuse and Its Effects pg 141 and Why are children more vulnerable to child abuse and exploitation? pg 142). Trainees' attention will be drawn to salient aspects / messages from this session. Trainees will understand the Mellow Parenting safeguarding guidelines (including the limits of confidentiality) and how these fit in with trainees own agency procedures.	Trainers will facilitate discussion of safeguarding issues and the balancing of these with confidentiality with referrers, children`s group workers and other agencies.	Participants will reflect on issues in facilitating a Mellow Ability group, and consider how these are balanced with confidentiality.	
Lunch 12.15 – 12.45				
Parent – Child Activity Days				
To introduce participants to the purpose and procedure for the three sessions when parents and their children come together for the day.	Trainees will understand the rationale for these sessions and how they are structured and supported. Trainees will have the opportunity to think how they might adapt the session outlines to fit different groups, abilities, needs and contexts.	Trainers will read through sessions 3 (pg 31) and 8 (pg 92) detailing how they might work and flagging up where adaptations might be needed. Trainers will draw attention to the opportunities for parents to try things out and put into practise their learning in a supported and scaffolded environment. These sessions also afford opportunities for parents to notice how other parents manage things with their children and for	Active listening and discussion.	See slide 27 (photos)

		parents to learn from and support one another.		
Sensory Activity Day (RT)				
To orientate participants to the senses and the significance of sensory issues.	Trainees will understand how sensory issues might impact on children and parents in terms of how children interpret and interact with the world. Trainees will be aware of how sensory issues can influence behaviour. Trainees will become familiar with a range of activities that can be used to help children and parents achieve balance and stability.	Trainers will unpack the Sense Body Outline and The Three Bears and Goldilocks Sensory Trail (pgs 32-33). If time show the Mellow Ability clip on sensory issues?	Active listening and discussion. If time try out a hand massage or some mindful movement?	Photos from previous sessions, lap top, projector, dazzle jar
Playfulness and Intensive Interaction (LM)				
To increase participants' awareness of ways in which play and communication can be augmented and enhanced.	Trainees will understand how play / playfulness, communication and attachment are interlinked. They will gain insight into some of the challenges that children and parents face trying to enjoy time together. Trainees will learn how to use the principles of intensive interaction to support parent-child interactions.	Trainers will run through the principles of intensive interaction using the handout on pages 96-98. Trainers will show film footage of intensive interaction.	Active listening and discussion	Film clip of intensive interaction, lap top and projector.
Reflective Consultation and Accreditation, Training to Train, Website & Practitioners Days (RT)				

To raise awareness of the support available from Mellow Parenting, and rationale and practicalities of setting up reflective Consultation for accreditation, Practitioners Days, Training to Train and accessing Mellow Parenting website.	Participants will know how to access Reflective Consultation and requirements for accreditation. Participants will know they can register on the Mellow Parenting website www.mellowparenting.org as a practitioner and access downloadable resources.	Trainers to disseminate information on accreditation and Reflective Consultation and ongoing support for Mellow Parenting. Trainer will advise participants to register as a practitioner on www.mellowparenting.org .	Trainees actively listen and question, and consider set up requirements in their own work setting.	Information from Going Mellow Manual.
Evaluation (RT and RM)				
To introduce participants to the Mellow Parenting evaluation process and resources. To encourage participants to share evaluations with Mellow Parenting.	Participants will know why and how to evaluate their groups and will be familiar with the evaluation tools that can be used.	Trainers to go through the evaluation pack and encourage discussion of rationale and use of different measures.	Trainees to reflect on how and why to evaluate and familiarise themselves with the tools.	Mellow Ability evaluation booklet and information in going Mellow manual.
Revisit 'Hopes and Fears' (LM)				
To assess progress towards goals.	Participants will have evaluated progress towards goals and identified any outstanding needs.	Trainers to facilitate review of 'Hopes and Fears' to identify and address any gaps in knowledge.	Trainees will participate in review and help identify achievements and gaps.	
Reflections (RT)				
To reflect on experiences of the Going Mellow training and any unfinished business. To think together how people might apply their learning in their particular setting.	Participants will have reflected on their experience of the training, will have highlighted any outstanding questions and received answers or been signposted.	Trainers will facilitate reflection and check if there is unfinished business that can be attended to, or refer on where necessary.	Active listening and questioning.	
Endings (LM)				

To mark the ending of the training group.	Participants will understand and experience marking endings in a group setting.	Trainers to facilitate exercise to mark ending.	Trainees to participate and reflect.	Letter to myself / something I'm grateful for (depending on time)
Close of Training				