

TIA Natural Helper/Success Coach Online Training Course

Course Introduction

Welcome to the TIA Natural Helper and Success Coach Online Training Course

Whether you're stepping into this role for the first time or deepening your skills, this course is designed to support your work as a trusted community member helping families and youth navigate complex systems with dignity, respect, and care.

As a Natural Helper or Success Coach, you bring something unique to the table: lived experience, deep cultural understanding, and the ability to connect in ways that formal systems often cannot.

This course honors these strengths with use of practical tools, reflective prompts, and real-world strategies grounded in trauma-informed care, cultural responsiveness, and the Strengthening Families Framework.



Course Introduction, | cont.

Throughout this two-part course of this training, you'll:

1. Clarify your role and responsibilities as a Natural Helper or Success Coach
2. Explore the impact of culture, trauma, and resilience on family health and well-being
3. Learn how to identify and strengthen protective factors in the lives of youth and caregivers
4. Practice applying these approaches through realistic case studies and interactive activities

You are not expected to have all the answers, however, you are expected to bring your full self, including your compassion, your curiosity, and your commitment to showing up for others with humility and strength.

Now let's get started...

Part 1:

Role Clarity, Culturally Responsive Care, and Trauma-Informed Approaches

Section Introduction - Part I.

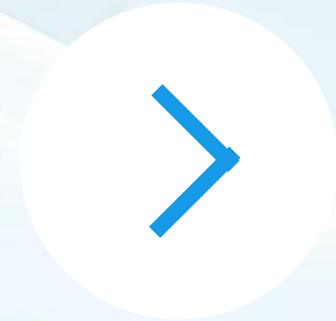
In this section, you'll explore your **role as a Natural Helper or Success Coach** and how your lived experience **builds trust with families and youth.**

You'll reflect **on boundaries, teamwork, and the importance of cultural humility and responsiveness** in your work.

We'll also examine how trauma impacts behavior—and how your response can promote safety, connection, and healing.

Module 1:

Introduction to the Community Health Worker Role



Module 1: Learning Objectives

Welcome to Module 1. In this module you will:

- ★ Define the roles and responsibilities of Natural Helpers and Success Coaches within the CHW umbrella.
- ★ Describe how lived experience enhances peer-based support and builds trust with families.
- ★ Differentiate the scope of practice for Natural Helpers and Success Coaches in relation to other care team members.
- ★ Apply professional boundaries and ethical principles in community-based interactions.



The Community Health Worker (CHW) Umbrella

Promotores de Salud

Youth worker

Community interpreter

Peer educator

Success coach

Mental health support
worker

Natural helper

Volunteers

Care coordinator

Patient navigator

Health outreach worker

Case manager



CHW Definitions

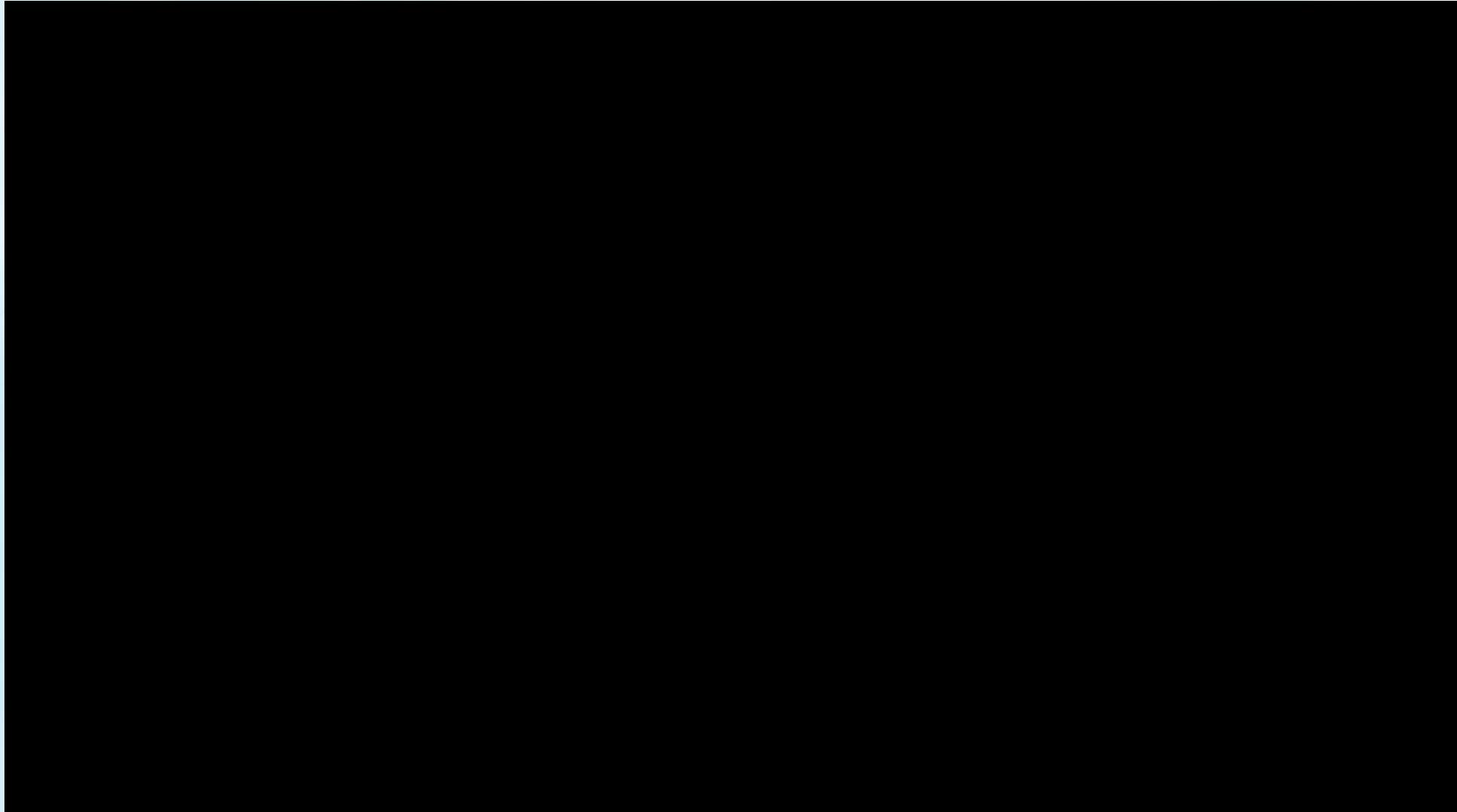
American Public Health Association (APHA) definition (2009):

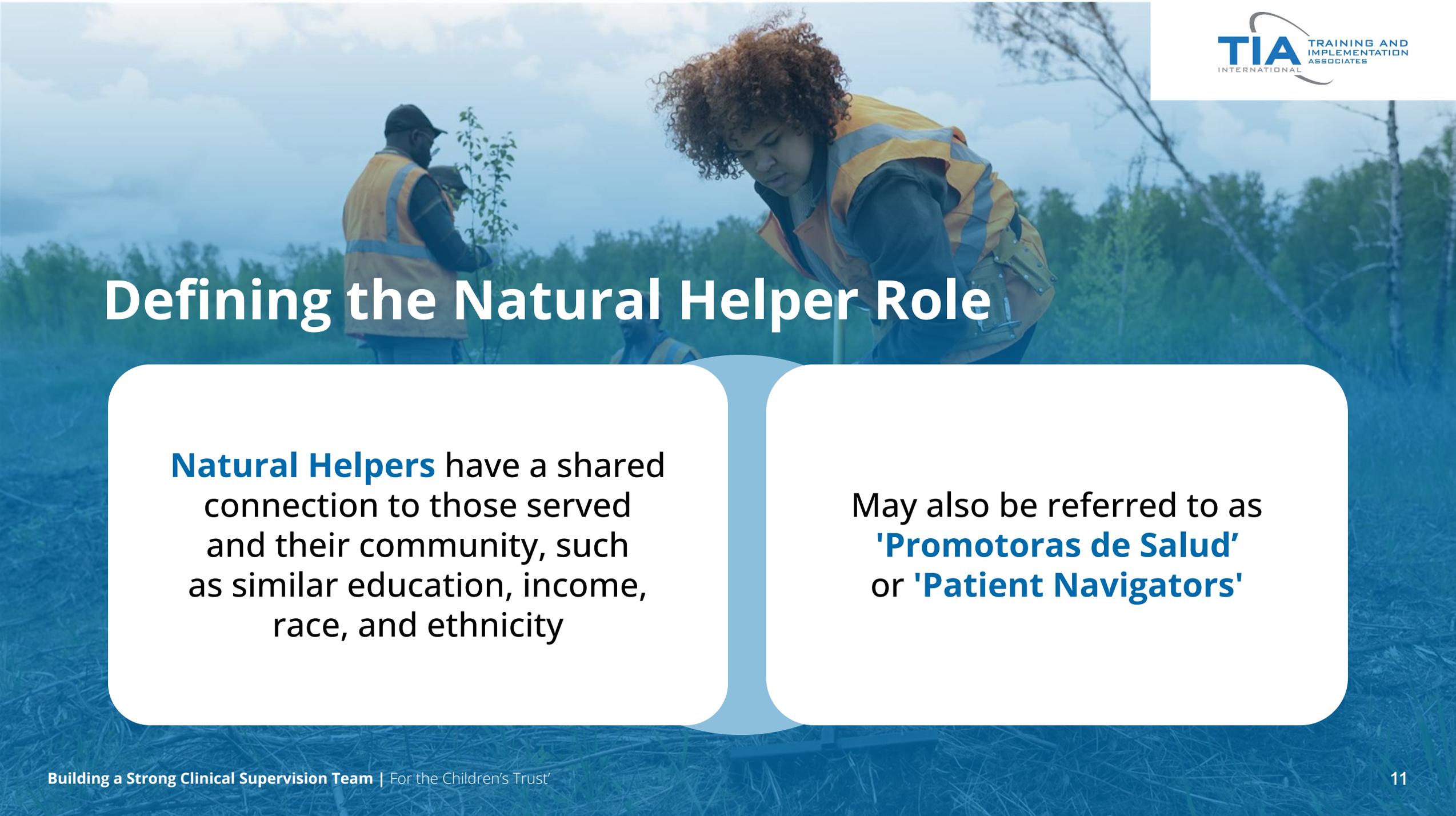
- A community health worker builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy.

National Association of Community Health Workers (NACHW) definition (2025):

- Community Health Worker is an umbrella term and includes community health representatives, promotores, peers and other workforce members who are frontline public health professionals that share life experience, trust, compassion, cultural and value alignment with the communities where they live and serve.

Origins of the CHW Field: An Overview





Defining the Natural Helper Role

Natural Helpers have a shared connection to those served and their community, such as similar education, income, race, and ethnicity

May also be referred to as '**Promotoras de Salud**' or '**Patient Navigators**'



Defining the Success Coach Role

Manages cases, oversees follow-ups and tracks participant goals

Conducts pre- and post-assessment case planning, follow-up, linkage to services, family team conferencing

Lived Experience as Expertise



Your role is distinguished from other health professionals because you are:

- Hired for your unique understanding of populations
- Not required to hold a professional licensure
- Relying on relationships and trust, not clinical expertise
- Relating to community members as peers and clients

Ethical Considerations

1. Be clear about your role as a mandated reporter
2. Avoid introducing yourself or your program without the family's permission
3. When you are facing an ethical concern, ask yourself:
 - Is this in my family's best interest?
 - Whose needs does it serve?
 - Will it have a positive impact on the services I deliver?
 - How would I feel telling a colleague?
 - Am I comfortable documenting this?



Setting Boundaries

1. In the initial phone or email contact with the family, it is important to clarify your role and expectations, create clear professional boundaries, and establish goals for collaboration

2. Discuss confidentiality during your initial meeting with the family, establishing what information will be kept confidential and what will be shared with others

3. Avoid blurred boundaries by staying focused on issues directly related to the family (keep visits professional, not social)



Mental Health Professional's Role

1

Conducts clinical
consultations
and evaluations

2

Able to make
clinical diagnoses

3

Provides counseling and
therapeutic supports



Tips for Effective Communication within a Care Team

Active listening

Whose voice is not being heard?

Body language

What is the client's expressed/unexpressed needs?

Words said vs words not said

Streamlining communication styles (e.g., personal boundaries)

Being mindful of how technology interacts with communication (e.g., tones in email/text vs in-person/phone calls)

What else?

Case Study: Meet Maria

Maria is a 13-year-old girl, who moved with her parents to Miami 9-months ago from Santa Clara, Cuba. Maria and her parents have been living in a shared-space at Maria's aunt's house. Maria is having a hard time adjusting to her new surroundings, yet she needs to be enrolled in school ASAP (Florida DCF sent a letter to the house). Maria's father, Alberto, needs to find a heart doctor, because of an existing heart condition, and he's running low on medication. Maria's mother, Natalia, is focused on finding housing in a neighborhood that feels safer, as there have been some break-ins, and she doesn't feel safe. Your agency has just been referred to support Maria and her family.



Questions to consider:

1. What are Maria and her family's needs?
2. How would the Natural Helper and Success Coach work together to support Maria's family?

Responses to Maria's Case

Study Part I. Q. 1

Maria's Needs:

- Needs to be enrolled in the Florida school system ASAP
- May need some help settling into her new surroundings and adjusting to the new culture/way of life in Miami, compared to Santa Clara, Cuba.

Alberto's Needs:

- Is in need of finding a new heart doctor to manage his heart condition
- He needs to be prescribed a refill to his heart medication prescription

Natalia's Needs:

- Is seeking housing that is affordable and in a safe neighborhood
- She needs to obtain a sense of safety for herself and her family

Responses to Maria- Q2: NH & SH Collaboration

To support Maria and her family, the NH and SC should collaborate to support their various social determinant of health needs.

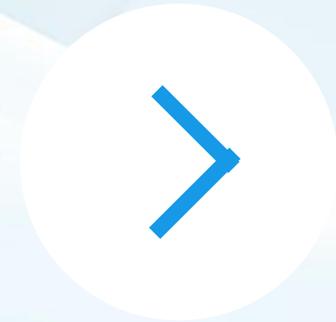
- The SC should then meet with each family member individually and listen actively to their needs.
- It is important that the SC express empathy, elicit more information, and come up with a person-centered plan for each family member and their respective needs.
- The SC should also encourage the family members to identify action steps for where to start and how to define success.

Module 1: Review (True/False):

1. The Natural Helper and Success Coach roles fall under the Community Health Worker umbrella
2. Lived experience does not qualify a Natural Helper/Success Coach for their role
3. The Natural Helper/Success Coach roles originated in Florida
4. It is okay to be looser with my boundaries because I come from the same community as my clients
5. My role as a mandated reporter includes reporting only the confirmed instances of abuse and neglect that I detect during my work



Module 2: Cultural Responsiveness



Module 2: Learning Objectives

- ★ Explain the influence of culture on family values, help-seeking behaviors, and care engagement.
- ★ Identify personal cultural assumptions and reflect on how they impact service delivery.
- ★ Recognize adolescence as a unique cultural group with intersecting identities.
- ★ Apply culturally responsive communication strategies that validate families' lived experiences.



Culture is...

A system of beliefs, values, and practices shared by a group of people that give meaning to life and create a blueprint for the way people relate to each other

It shapes how we understand the world and helps us make sense of things

Sockalingam (2004)



Interactive Poll: What is Culture?

Actual terms:

Ethnicity, language, religion, sexual orientation, disability, education.

Fake terms:

Natural environment, biological instincts, genetics, universal human needs, emotions, personality traits.



Adolescence as a Cultural Group



Youth may be receiving different messages from different sources on what is considered normal adolescent behavior



Looking more closely at disagreements and conflicts vary considerably across cultures



The care team must consider even more complex interactions, including: problem recognition, decision to seek help, service selection

Important Cultural Considerations



Culture varies from local group to group



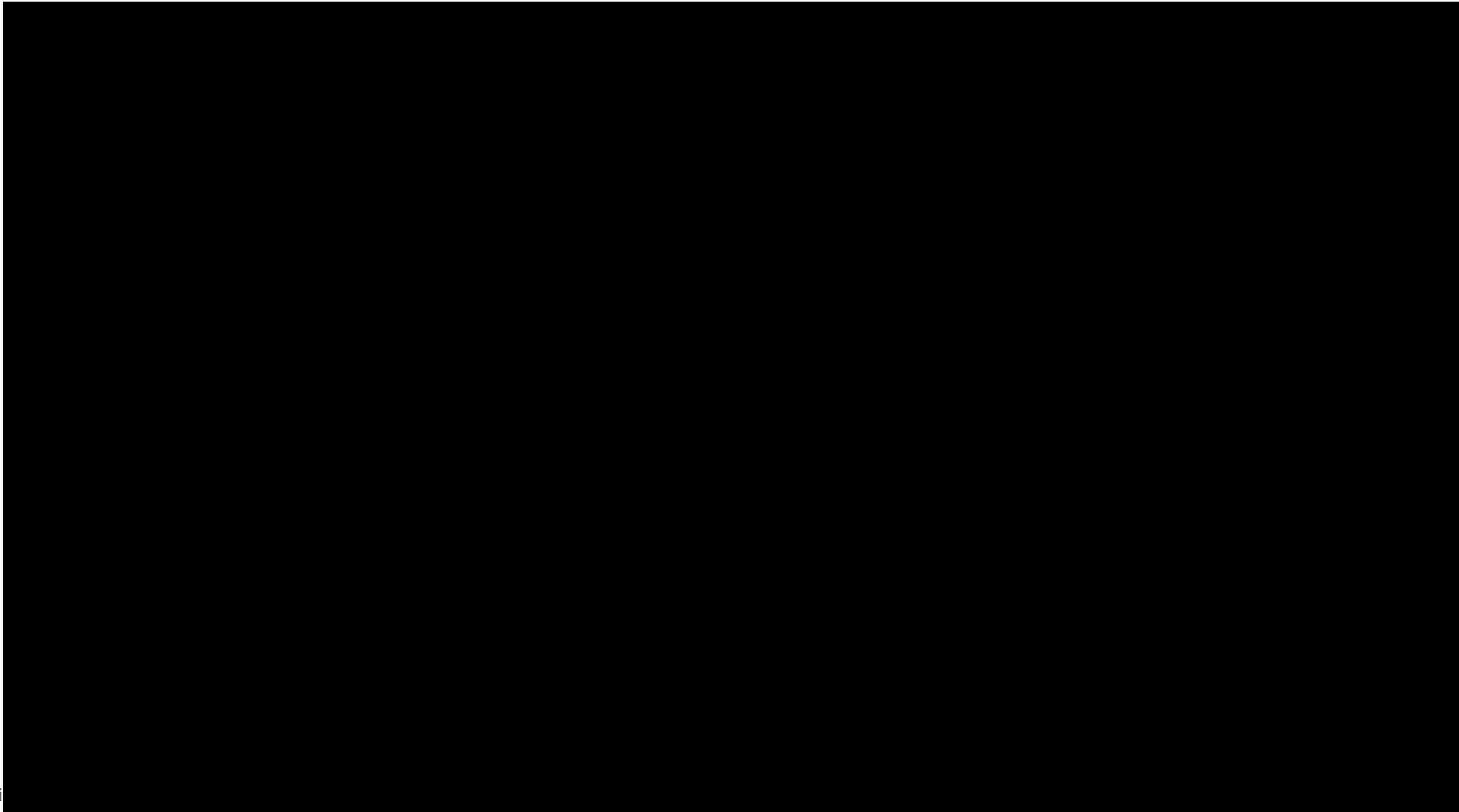
Culture co-exists with individual distinctness



Culture endures and evolves



Fireside Chat with Cle: An Overview of Culture



Generalizations as a Starting Point

- It is important to identify the richness and complexity of an individual's or family's culture. It is **not** defined by only race or ethnicity
- What is known about groups based on race and ethnicity may be a **starting point** for inquiry and dialogue, but **not an end point**



Additional Cultural Factors Impacting Engagement of Families



There can be:

- Stigma
- Culturally Uninformed Services
- Distrust of the System(s)



Parents and caregivers face hurdles when dealing with systems (ex: medical, juvenile justice, behavioral health, and school), including:

- Language Barriers
- Cultural Orientation Barriers

Case Study: Revisiting Maria



It's been 4-weeks since your team began working with Maria and her family. Thanks to the support of her Natural Helper and Success Coach, Maria has been enrolled at Horace Mann Middle School in Miami Dade County. In today's meeting, Maria shares that she feels she cannot relate to the other kids, as some of them laugh at her for bringing rice and beans for lunch, and because she wears her cousin's second-hand clothes that are too big. Maria admits that sometimes she leaves school early without permission because she gets too overwhelmed at school; Maria is too embarrassed to tell her parents. Meanwhile, her mother, Natalia, tells you that the Miami Dade truancy department called saying Maria is missing too much school. Natalia states she is confused because she drops Maria off at school every day.

Questions to consider:

1. How might a Natural Helper and Success Coach support Maria in disclosing her experiences to Natalia?
2. How might a Natural Helper and Success Coach support Natalia in addressing Maria's **truancy** concerns?

Responses to Maria's Case

Study Part II- Q1

How might you support Maria in disclosing her experiences to Natalia?

As trusted members of Maria's care team, it is the Natural Helper and Success Coaches' responsibility to provide person-centered care. So instead of the Natural Helper and Success Coach brainstorming how they would support Maria in disclosing her experiences to Natalia, it is important that respectively they each ask Maria how she would like to do so first. Maria may say she does not want to disclose her experiences to her mother. If that is the case, then both the Natural Helper and Success Coach should respect her wishes. As a Natural Helper you can however, encourage her to critically reflect on this and whether she may be open to reconsider this decision in the future. Most importantly, it is essential to use empathy, dignity and respect when engaging with Maria, as upholding the trust in the relationship is the priority. As a Success Coach you can helping Maria to understand the pros and cons of telling her mother about some of the challenges she has been experiencing at school will allow her to explore both options by facilitating a decisional balance exercise and engaging with other motivational interviewing approaches. When doing so, use reflective questions, such as: "what would it feel like if you were to tell your mother" or "what would your life be like if you did not have to experience the challenges you have been experiencing?"

Responses to Maria's Case Study

Part II- Q2

How might you support Natalia in addressing Maria's truancy concerns?

It is important to hear Natalia's perspective on this. In the case study, Natalia reports that she is confused as to why the truancy department is calling because she has been dropping Maria off at school every day. The first step to learning more is to ask Natalia what she makes of this, something both the Natural Helper and Success Coach should query respectively. She may say a) that this cannot be true and that she trusts her daughter implicitly to do the right thing, including attending school when dropped off. She may also say b) that she needs to talk to Maria and find out the real story and assumes that she is hanging around with the wrong crowd, who is influencing her negatively. As her NH/SC, you will need to hold space for both of these perspectives and help her to see the possibility that there may be other explanations. The goal is to help Natalia move from confusion or worry to curiosity, understanding, and active involvement in Maria's emotional and academic well-being.

- **As a Natural Helper and a Success Coach you can support by developing a plan that includes the following:**
 - Checking in with school staff (e.g., a teacher, counselor, or attendance officer) to confirm what's been happening during the school day.
 - Help Natalia feel empowered to talk with Maria in a non-judgmental way, using open-ended questions.
 - Discussing ways to affirm and celebrate Maria's identity at home, which may help her feel more secure and confident at school.

Additionally, as a Success Coach, you should examine opportunities to connect both Natalia and Maria to school or community-based supports like peer groups, counseling, or mentorship programs that can reduce stigma and build a stronger support network. Referrals for mental health support may also need to be considered to help navigate the emotional demands that both Natalia and Maria are encountering.

Strategies for Providing Culturally Responsive Care to Families



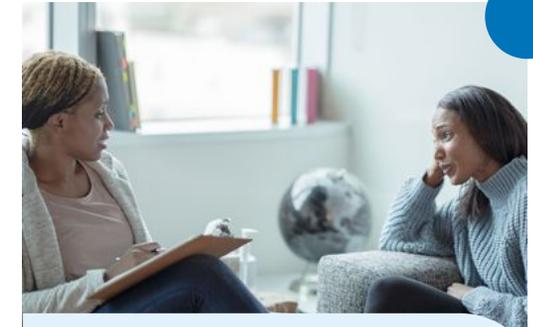
Actively listen, validate and normalize the challenges of sharing personal topics with health professionals



Be self-aware: looking inward and examining your own cultural biases



Seek to understand the family's cultural view of the problem



Utilize that understanding to mobilize key family members in promoting positive change that works for the family

Module 3:

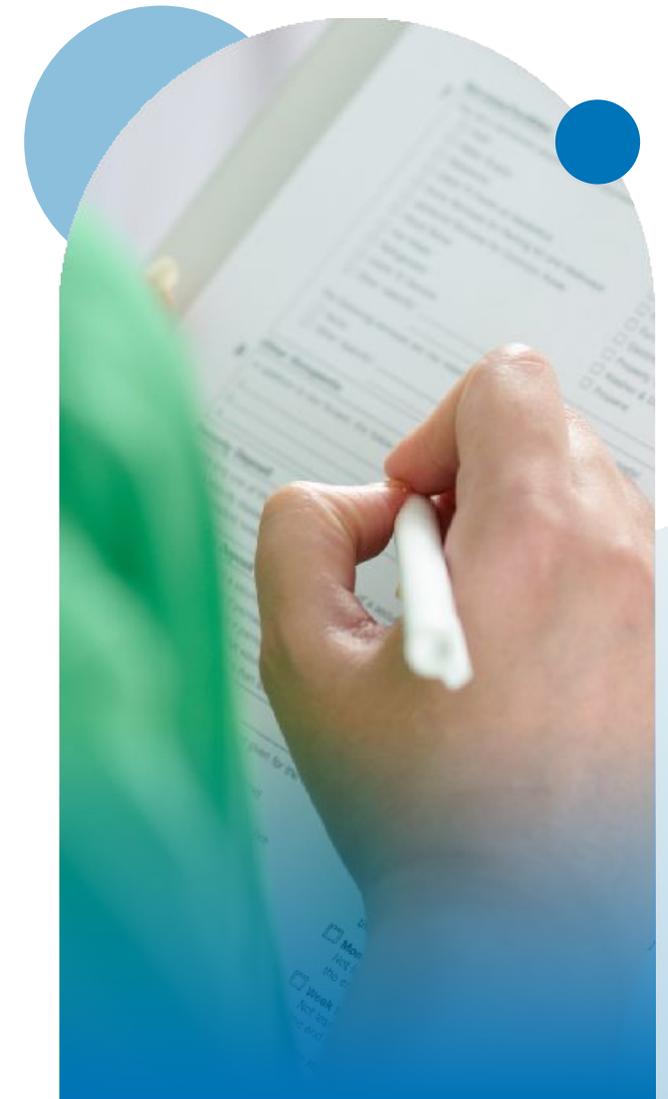
The Role of Trauma and the Need for a Strength-Based Approach



Module 3:

Learning Objectives

- ★ **Define trauma and describe** its potential short- and long-term effects on youth and families.
- ★ **Identify** common signs of trauma reactivity in children and adolescents.
- ★ **Explain the impact** of Adverse Childhood Experiences (ACEs) on development and well-being.
- ★ Describe how wraparound services and trauma-informed **approaches support** resilience in families.



Defining Trauma

Trauma

**Traumatic
experience**

Defining Trauma

“Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual’s functioning and physical, social, emotional, or spiritual well-being” (SAMSHA)

[Take me back to previous slide](#)



Defining Trauma

A **traumatic experience** can be a single event, a series of events, and/or a chronic condition (e.g., childhood neglect, domestic violence). Traumas can affect individuals, families, groups, communities, specific cultures, and generations

[Take me back to previous slide](#)



Why Talk About Trauma for Youth?

Greater than two-thirds of children in the US have reported **traumas before age 16**. That's an estimated **14.6 million people**

62% of US adolescents aged **13-17 years experienced** one traumatic event, and **19%** experience three or more

Trauma is a social determinant of health and a risk factor in nearly all behavioral health and substance use disorders

Understanding Adverse Childhood Experiences (ACEs) | Nadine Burke Harris, MD

UNDERSTANDING ACES WITH

**DR. NADINE
BURKE
HARRIS**

WATCH NOW

OFFICE OF THE
CALIFORNIA
SURGEON GENERAL

Adverse Childhood Experiences (ACEs) | Video Recap

What are some thoughts and reflections from the video?

Why is it important for health care professionals to be mindful of adverse childhood experiences?



**Please take a few
minutes to reflect on
these questions.**



What Might Trauma Reactivity Look Like for Children?

Examples:

- Avoidance of behaviors that previously brought joy
- Withdrawal
- Acting out in ways unseen previously- verbal anger, physical (hitting)
- Shorter tempers
- Changes in appetite
- Changes in sleep patterns- e.g., nightmares, insomnia, oversleeping
- Physical sensations such as: nausea, increased heart rate, sweating, and loss of urine control
- Use of substances
- Increased risk taking
- Increased and/or unsafe sexual activity

Children Who Have Experienced Emotional and/or Physical Disturbances Should:

1. Have access to an array of services that address their physical, emotional, social, and educational needs.

2. Receive individualized services in accordance with the unique needs

3. Receive services that are integrated, with linkages between child-serving agencies

4. Be provided with case management in accordance with their changing needs

5. Receive services without regard to race, religion, national origin, sex, physical disability, or other characteristics

6. Receive culturally responsive services that are sensitive to differences and special needs

Defining Wrap Around Services...

- The “**wraparound**” label refers to services are intended to wrap around the child in a way that supports them in all aspects of their lives.
- Incorporate the natural support systems of clients, along with various agency personnel and community representatives, to uniquely address children’s dynamic needs.

Bringing It All Together

- Trauma is a common occurrence; early identification and intervention can lead to healthier outcomes (aka resiliency).
- Our approach to service delivery should be designed to support families and minimize potential traumas they may experience.
- Wrap-around services are designed to fill-in-the gaps in the family's natural support systems.



Module 3 Review (True/False)

1. A traumatic event is the same as experiencing trauma
2. Trauma impacts adolescents and children differently than adults
3. A high ACE score guarantees the development of chronic conditions later in life
4. Wraparound services apply to resources that are found in just the healthcare setting



Part 2:

Strengthening Families Framework Concepts and Applications

Section Introduction—Part II.

Strengthening Families Framework Concepts and Applications.

Part 2 | Module 1: Learning Objectives

- ★ Define parental resilience and explain its role in family well-being.
- ★ Identify stressors that impact parenting and apply strategies to promote coping and self-care.
- ★ Collaborate with families to normalize parenting challenges and support shared decision-making.
- ★ Demonstrate ways to affirm parental strengths in interactions and case planning.



Module 1: Parental Resilience



Remember our Goal is to Enhance Parental Resilience to Support Youth and in Families

Some ways to understand resilience include:

The human capacity to face, overcome, be strengthened by, and even **transformed** by the adversities of life

Being able to manage stressors, while also functioning to the best of one's ability when faced with adversities and traumas

(Center for the Study of Social Policy, 2024)



What Does This Mean for You in Your Role?

- **Practice** cultural humility, including **respecting each family's** race, language, culture, history and approach to parenting
- Uplift parents as **decision-makers** and develop shared-decision making practices within families
- **Normalize the fact that parenting is stressful** and help the parent plan proactively about how to respond to stressful parenting situations

(Center for the Study of Social Policy, 2024)



What Does This Look Like as a Natural Helper?

Working alongside the Success Coach to ensure that parents can implement self-care and problem-solving strategies to reduce stress.

Key responsibilities:

1. Actively listen to events, factors and experiences that may affect parents' relationships with their children
2. Affirm instances of parents' ability to manage negative emotions and/or demonstrate help-seeking behaviors
3. Use strengths-based interactions to demonstrate that parents are valued within the family



What Does This Look Like as a Success Coach?

Working alongside the Natural Helper to ensure that parents can implement self-care and problem-solving strategies to reduce stress

Key responsibilities:

1. Collaborate with parents to identify potential parental stressors and barriers (e.g., lack of coping and self-care strategies/opportunities)
2. Develop actionable steps to overcome barriers (e.g., using motivational interviewing approaches, determine confidence/readiness to implement self-care; referral to mental health resources)

Parental Resilience Vignette Instructions

Instructions: You will observe an interaction between a success coach (Ernesto), father (João), and a 13-year-old youth (Gustavo) regarding the 90-day CANS update.

Your role is to assess the engagement and effectiveness of the discussion.

Parental Resilience Vignette

- Script provided below in notes for programming.

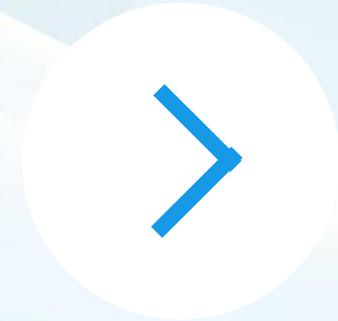
**Please take a few
minutes to reflect on
these questions.**

Parental Resilience Reflections

- On a scale of 1 to 5, how engaging did you find this interaction.
 - For scores of 1 or 2, prompt: *What would you change?*
 - On a scale of 1 to 5, how effective did you think Ernesto was in instilling parental resilience?
 - For scores of 1 or 2, prompt: *What would you change?*
- Based on the scenario, what else would you have liked to have known to aid in your care plan?



Module 2: Social and Emotional Competence in Children



Module 2: Learning Objectives

- ★ Describe the components of social and emotional competence in children.
- ★ Recognize indicators of developmental or emotional challenges in youth.
- ★ Support families in strengthening emotional literacy and attachment-building skills.
- ★ Identify resources and interventions that promote positive parent-child relationships.



In-Person Poll: This or That

Is social and emotional competence in children a static trait or a skill that can be developed over time?

1. Static trait

2. Skill that can be developed



Social Emotional Competence

Children with a strong foundation in emotional vocabulary:

- Tolerate frustration better
- Engage in less challenging behavior
- Are less impulsive
- Are more focused
- Have greater academic achievement

1. Social Emotional Competence is defined as the family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships

2. This can also be defined as the presence of positive relationships in the child's life that offer emotional, informational, and spiritual support

(Center for the Study of Social Policy, 2024)



What Does This Mean For You in Your Role?

- Actively listen to family/caregiver concerns about children, which may indicate atypical behaviors and/or signs of trauma reactivity
- Be attentive to the child's development, including delayed or challenging cognitive, self-regulation, communication and social skills
- Engage families/caregivers in a supportive capacity, talking through their concerns and guiding them in identifying goals for change

(Center for the Study of Social Policy, 2024)



What Does This Look Like as a Natural Helper?

Working alongside the Success Coach to connect families to resources that build early relational and nurturing skills between parent and child (e.g., activities to meet children where they are and promote emotional recognition).

Key responsibilities:

1. Explore parental expectations and limits about the child's developmental phase
2. Support parents in navigating through traditional, cultural or spiritual factors that may impact their ability to be emotionally responsive or build attachment with the child



What Does This Look Like as a Success Coach?

Working alongside the Natural Helper to connect families to resources that build early relational and nurturing skills between parent and child (e.g., activities to meet children where they are and promote emotional recognition).

Key responsibilities:

1. Model developmentally appropriate interactions with children that help them to recognize and manage their emotions (e.g., use of reflective exercises)
2. Make referrals to early and appropriate interventions that focus on social-emotional development as needed (e.g., classroom and community-based resources)

Activity: Meet Andrés

Scenario: Andrés is a father of two children, Doralis (11-years-old) and Wilmarie (13-years-old). Andrés' wife passed away 5-years ago after a long battle with cancer. Since then, Andrés has been trying his best to raise his children, while working two jobs. Recently, Doralis and Wilmarie were suspended from school for fighting. When Andrés asks them what happened, Wilmarie states that some kids were picking-on Doralis and she came to her defense. Andrés is surprised to hear that this happened, as he didn't feel there were any warning signs of trouble. His first reaction is to punish them and take away their cell phones and internet privileges. When meeting with the Natural Helper, Andrés mentions that the girls haven't spoken to him in days, and he's also noticing that they have been skipping meals, have withdrawn from family gatherings, and he overheard Doralis having nightmares the past few nights (he tried to check on her, but she yelled at him to leave her room).

Questions to consider:

1. What aspects of the children's social and emotional context should you be paying attention to as a Natural Helper and Success Coach?
2. How could a Natural Helper and Success Coach support Andrés to better understand the social and emotional needs of his children?

Responses to Andrés' Case Study- Q1

As a Natural Helper and Success Coach the social and emotional context you should be attentive to include the following considerations:

1. **Grief and unresolved loss:** The death of their mother, especially at a young age, may still be affecting Doralis and Wilmarie deeply, even if it happened years ago. Grief can resurface or take new shapes during developmental transitions like adolescence.
2. **Sibling bond and protectiveness:** Wilmarie's response to defend her sister suggests a strong protective instinct. This may also indicate that the children feel they have to take care of each other emotionally or physically, especially in their father's absence due to work.
3. **Signs of distress:** Skipping meals, withdrawal, nightmares, and shutting down emotionally are all potential indicators of trauma, anxiety, or depression. These should not be dismissed as "acting out," but rather explored with care.
4. **Communication breakdown:** The fact that both daughters have stopped speaking to Andrés suggests not just anger or defiance, but possibly fear of being misunderstood or unheard.
5. **School environment:** Peer bullying, school discipline policies, and whether the children feel safe or supported at school are also important factors to examine.

Responses to Andrés' Case Study- Q2

As a Natural Helper and Success Coach there are several approaches you can use to support Andrés and his family during this time:

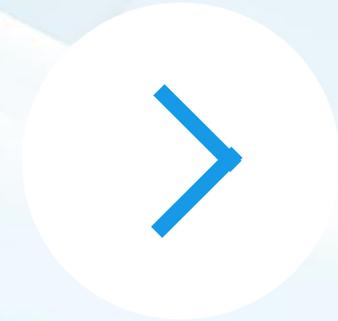
In the Natural Helper role, you can:

- 1. Help Andrés shift from punishment to curiosity:**
Instead of leading with consequences, you can encourage Andrés to practice pausing to ask what his daughters need rather than what they did wrong. Questions like, "Help me understand what that was like for you," can open doors to deeper connection.
- 2. Create safe spaces for conversation among the family:**
Encourage Andrés to check in one-on-one with each daughter during calm, low-pressure moments (e.g., during a car ride or while doing a shared activity). Offer reassurance that he's there to listen and not judge.
- 3. Support Andrés in reflecting on his own stress:** Andrés is under significant pressure himself. Helping him recognize how his own exhaustion and grief might affect how he responds to his children can create space for more compassion, both for himself and his girls.

In the Success Coach role, you can:

- 1. Help navigate the proper emotional and mental health support needed to acknowledge the loss together:**
Talking openly about their mother and how her absence affects them today could help normalize their emotions and show that grief doesn't have an expiration date.
- 2. Explore other supportive outlets and facilitate relevant referrals:** Help Andrés look into school counseling, peer support groups, or community organizations where the girls can talk to other youth experiencing grief or stress.

Module 3: Knowledge of Parenting and Child Development



Module 3: Learning Objectives

- ★ Summarize key developmental stages and how they influence behavior and family dynamics.
- ★ Help caregivers understand age-appropriate parenting strategies that foster growth and regulation.
- ★ Promote opportunities for parental involvement in their child's learning and development.
- ★ Identify community resources and programs that support parenting education.



Understanding Child Development and Parenting Strategies that Support Physical, Cognitive, Language, Social and Emotional Development

Child and adolescent programs can help youth understand:

- Biological, cognitive, and social changes they are experiencing
- Challenges of their age group (e.g., social media)
- Contributors to impulse control issues and mood swings
- Strategies to improve their well-being

Parent and family programs can help family members understand:

- The developmental changes, challenges, risk and opportunities that youth go through at the different ages
- How family members can nurture, reinforce, and teach in ways that help the youth progress successfully through the stages
- How to create the emotionally and physically safe environment that facilitates health development

What Does This Mean for You in Your Role?

Underline the importance of parents providing nurturing support and care to their children to foster development

Support parents in enhancing their knowledge of effective strategies for addressing their children's needs as they arise in real time

Help the parent identify a series of trusted, natural and community supports that they can turn to when they need parenting information

(Center for the Study of Social Policy, 2024)





What Does This Look Like as a Natural Helper?

Working alongside the Success Coach to determine when a home visit may be appropriate to assess parent and child responsiveness to one another's development and/or behavior.

Key responsibilities:

1. Encourage ongoing reflections on parenting skills that may influence ability to care for child.
2. Uplift age-appropriate parenting interventions that support emotionally safe interactions with children.
3. In some cases, facilitating parenting education classes.



What Does This Look Like as a Success Coach?

Working alongside the Natural Helper to determine when a home visit may be appropriate to assess parent and child responsiveness to one another's development and/or behavior.

Key responsibilities:

1. Engage parents in dialogue when their expectations, hopes and dreams may not be aligned with the child's developmental phase.
2. Facilitate parenting education classes, when mutually desired.
3. Identify opportunities for parents to get involved in their child's school, preschool or other extracurricular activities.

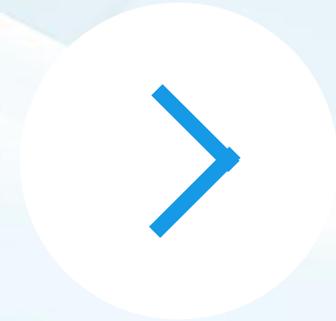
Do These Statements Represent Knowledge of Parenting and Child Development?

Yes/No/It Depends

Interactive Poll

1. The parent understands and encourages healthy development.
2. The parent is able to respond and manage their child's behavior.
3. The parent believes that disciplining the child will change the bad behavior.
4. The child responds positively to the caregivers' approaches.
5. Does the parent understand and values their parenting role and the child's specific needs (including unique development and behavioral needs).
6. The parent believes that being the child's friend is an important parental value.
7. The parent has a reliable source for parenting information when issues come up.
8. The parent knows how to encourage social-emotional development and apply a range of age-appropriate disciplinary strategies.
9. The parent is involved in their child's school, preschool or other activities.

Module 4: Social Connections



Module 4:

Learning Objectives

- ★ Define and differentiate between emotional, informational, instrumental, and spiritual support systems.
- ★ Assess the quality and availability of a family's existing social connections.
- ★ Facilitate reflection and planning conversations around building supportive networks.
- ★ Encourage strategies that reduce isolation and foster belonging for both caregivers and youth.



Self-Reflection: Valuable Social Connections to Me

(Participants will brainstorm their own social connections and the different elements of these connections that are valuable to them and why)

Understanding Social Connections

Youth



- Social connections can include sports, counselors, teachers, clubs, peers, and family
- It is important for youth to choose close relationships carefully so that they nurture growth and success

Caregivers



- Should understand the importance of youth social connections
- Foster and maintain opportunities for youth to have healthy and safe social connections
- Appreciate the importance of having strong social connections themselves

Defining Emotional, Informational, Instrumental and Spiritual Supports

1

Emotional Support:

- Encouragement, empathy, listening, and expressions of love or validation that help individuals feel cared for and understood.
- **Example:** A parent comforting a child after a hard day



2

Informational Support:

- Guidance, advice, teaching, or information that helps someone understand a situation or make decisions.
- **Example:** A NH or SC giving a caregiver strategies for managing stress



3

Instrumental Support:

- Tangible, practical help that meets immediate needs, such as providing transportation, childcare, meals, or help with chores.
- **Example:** A neighbor helping watch the kids after school



4

Spiritual Support:

- Support that comes from shared values, beliefs, cultural traditions, or spiritual practices that foster hope, meaning, and connection.
- **Example:** A caregiver finding comfort in prayer or spiritual community during hard times.



How does this look for Youth and Caregivers?



Instrumental

- **Youth:** Rides to school or practice, help with homework, meals provided by a mentor or family friend.
- **Caregiver:** Assistance with childcare, errands, or shared responsibilities from trusted friends, family, or community groups.



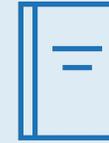
Spiritual

- **Youth:** Feeling heard and supported by friends, coaches, counselors, or trusted adults during tough times.
- **Caregiver:** Having someone to talk to about parenting stress, grief, or day-to-day challenges, such as a friend or support group.



Spiritual

- **Youth:** Participating in faith-based groups, cultural rituals, or mindfulness practices that bring a sense of belonging.
- **Caregiver:** Drawing strength from spiritual or cultural beliefs, or attending a religious service or spiritual circle for grounding.



Informational

- **Youth:** Learning coping strategies, understanding emotions, or getting advice from a trusted adult or peer leader.
- **Caregiver:** Accessing parenting tips, mental health resources, or community services through NH/SCs, teachers, or social networks.

What Does This Mean for You in Your Role?

- Be empathic and nonjudgmental when learning about existing parental relationships and challenges to form social connections
- Emphasize different forms of support when building and maintaining social connections: informational, instrumental, spiritual and emotional
- Assess parent and child membership (and motivations/confidence to participate) in social groups and organizations (e.g., family, community, faith-based organizations, etc.)

(Center for the Study of Social Policy, 2024)



What Does This Look Like as a Natural Helper?

Working alongside the Success Coach to identify any barriers for parents to develop extended social connections (e.g., use of activities to explore existing and needed social supports).

Key responsibilities:

1. Invite parents to consider attending events where they can get to know each other – with or without their kids – and prevent social isolation
2. Encourage parents to explore what the ideal social support system would look like, by engaging them in reflective, planning discussions
3. Be sensitive to the quality of existing relationships when engaging the family's broader network



What Does This Look Like as a Success Coach?

Working alongside the Natural Helper to identify any barriers for parents to develop extended social connections (e.g., use of activities to explore existing and needed social supports).

Key responsibilities:

1. Facilitate and encourage parents to consider attending social events where they can get to know each other – with or without their kids (e.g., community and town events)
2. Brainstorm with parents what their ideal social support systems would look like, by engaging them in reflective, planning discussions

Case Study 1:

Amir and Nireesha are parents of 3 young children, and they are both working multiple jobs to support their household. Nireesha's sister, "Auntie" offers to watch the kids on the weekday afternoons, when the parents are working. At first this seems like a good fit because the children are fed, bathed and attending to their homework, but lately the kids have become distant and quiet whenever Auntie comes in the room. When Amir and Nireesha ask their oldest, Samaira, she only says that "Auntie is very strict". Worried about causing conflict in the family, Amir and Nireesha asked their Natural Helper for guidance on how to approach this and maybe find alternative social supports and caregiver connections.

Case Studies Skills Practice

Questions to consider:

1. How would you approach the situation as a Natural Helper and Success Coach?
2. What strategies might you recommend to enhance social connection opportunities as a Natural Helper and Success Coach?

Responses to Amir and Nireesha's Case Study- Q1

The role of the Natural Helper and Success Coach have several similarities when approaching this case study. In your roles, you should begin by affirming Amir and Nireesha's instincts and concerns. It's clear they are attentive, loving parents who want to ensure their children feel safe and supported. You would want to create a safe space for them to talk openly about what they've observed, how they're feeling, and what they already know about Auntie's caregiving style. From there, try asking gentle, non-judgmental questions to help them explore how they might learn more from their children (especially Samaira) without pressuring or leading them, and while being mindful of preserving important family relationships.

You could also encourage them to trust their intuition, while reassuring them that it's okay to want both loving family involvement and to explore other options that better align with their values for care.

Responses to Amir and Nireesha's Case Study- Q2

Natural Helper:

1. Strengthen natural supports: Ask about any neighbors, community members, or other relatives they trust who may be open to helping out in small ways, such as like hosting a play date or helping with school pickup once a week.
2. Facilitate a family conversation plan: Offer support in preparing for a respectful conversation with Auntie, focused on the children's emotional needs and boundaries, rather than blame.

Success Coach:

1. Check in directly with the children (if appropriate): Suggest developmentally appropriate ways for Amir and Nireesha to check in with their kids individually, such as play-based conversations or emotion check-ins, to better understand how they feel in Auntie's care.
2. Explore alternative caregiving options: Help identify after-school programs, local teen babysitters, or other trusted community caregivers who may be available on weekdays. Some options may offer sliding-scale or subsidized rates that could help ease the burden of cost.
3. Connect with parenting or caregiver networks: Recommend parent support groups, community centers, or faith-based groups that offer opportunities to build relationships with other families navigating similar challenges. These connections can lead to more flexible, informal caregiving partnerships over time.

Case Study 2:

The Jones' are first time parents who recently moved into a new community and are looking for tips to become more engaged socially. They've noticed that many of the families in the community get together on Saturdays for play dates. The Jones' would like to include their two-year-old twin children, Esteban and Clevanne, in the Saturday get togethers, though they haven't received any invites yet. They've shared with their Natural Helper that they're starting to feel isolated since they moved to Miami from Texas. They've expressed that they "just need to get out of the house."

Case Studies Skills Practice

Questions to consider:

1. How would you approach the situation a Natural Helper and Success Coach?
2. What strategies might you recommend to enhance social connection opportunities a Natural Helper and Success Coach?

Responses to The Jones' Case Study- Q1

How would you approach the situation?

As a NH or SC, you could begin by validating the Jones' feelings. Moving to a new place, especially with young children, can be overwhelming and lonely. You could also ask open-ended questions to better understand their comfort level with social situations, any past experiences with community-building, and what kinds of environments feel safe and welcoming to them. You would also want to normalize their experience and offer encouragement, reminding them that building community takes time and they've already taken a strong first step by naming what they need.

Responses to The Jones' Case Study- Q2

What strategies might you recommend to enhance social connection opportunities?

1. **Bridge introductions:** Offer to connect the Jones family with another parent or caregiver in the community during a weekday, such as at a local park or community gathering where they might meet others before attending a weekend playdate on their own.
2. **Start small:** Suggest they try a casual hello at the park or bring snacks to share at the next gathering as a natural way to start conversation.
3. **Leverage shared identities:** Help them connect with parent groups that share aspects of their background, whether it's other families who've relocated, Spanish-speaking families, or twin-parent support groups.

Success Coach action steps:

1. **Find alternate events:** Recommend local library story times, community centers, or neighborhood Facebook groups where families gather. The goal is to offer lower-pressure ways to meet people.
2. **Affirm their strengths:** Highlight that their desire to connect is already a strength and that showing up consistently is sometimes all it takes to be invited in.

Module 5: Concrete Supports of Times of Need



Module 5: Learning Objectives

- ★ Recognize how unmet basic needs affect family functioning and child development.
- ★ Identify stigma and systemic barriers that may prevent families from seeking help.
- ★ Assist families in navigating complex systems and accessing concrete supports.
- ★ Apply strength-based and trauma-informed strategies to reduce shame and empower self-advocacy.



Why Is It Important to Have Concrete Supports:



It is difficult for families to be at their optimal level of performance for their kids if the basics are lacking



Parent-figures may need to learn to ask for and accept help



We may need to figure out whether stigma regarding help-seeking is getting in the way



Identifying services that will not frustrate the family and ensuring a warm hand-off are both essential

What Does This Look Like in your Role?

- **Support parents** in understanding that they may experience delays or barriers in receiving services in a timely manner, and to develop coping strategies in times of need

- **Help parents** to understand their role as an advocate for themselves and their child, as well as develop their confidence to self-advocate

- **Share local opportunities** and wrap around services that help meet concrete needs of other families in the program or the community

(Center for the Study of Social Policy, 2024)





What Does This Look Like as a Natural Helper?

Working alongside the Success Coach and the family to explore their past experiences with service systems and any stigma they attach to certain services.

Key responsibilities:

1. Emphasize to parents and their families that seeking help is not an indicator of weakness or failure as a parent.
2. Utilize strength-based approaches to help parents and children feel valued, build self-efficacy navigating the healthcare system, and access services.



What Does This Look Like as a Success Coach?

Working alongside the Natural Helper and the family to explore their past experiences with service systems and any stigma they attach to certain services

Key responsibilities:

1. Help the family to navigate complex systems by explaining eligibility requirements, filling out forms, or making a warm handoff to an individual who can help them access services they need.
2. Work closely with parents to consider what are the main barriers preventing their desired outcomes for their family system, and brainstorming ways to consider how to alleviate these barriers.

Choose Your Own Adventure Activity: Jasmine Needs Food

Scenario: You are meeting with your client, Jasmine, who tells you that she has an urgent need for food to feed her family of four. She has only one can of beans and one cup of rice left in the cabinet. She is desperate for any support you can provide her. You recommended the food pantry on Biscayne Boulevard, though she quickly shakes her head and says that she has been banned because she reached her limit for the month. She starts crying.

What do you do next?

Click a path below to continue

Path A: *Give Jasmine a list of other food pantries and she gets food.*

Path B: Give Jasmine food pantry resources and she gets food and meets friends.

Path C: Give Jasmine food pantry info and talk through her feelings about each one.

Choose Your Own Adventure Activity: Journey 1 Outcome

Narrative Outcome: You give Jasmine resources for other food pantries. Jasmine gets more food and is okay for this month. Next month her problems begin anew, and she is right back where she started in this initial scenario.

Teaching Point: Meeting immediate needs is important. But without exploring the root causes, such as emotional barriers, lack of natural supports. Clients may remain stuck in survival mode. By approaching this scenario with a trauma-informed lens, Natural Helpers can support Jasmine by better understanding her financial and emotional needs, and Success Coaches can help identify root causes for some of the food insecurity barriers and identify potential food services and other benefits she would qualify for.

Explore another path →

Choose Your Own Adventure Activity: Journey 2 Outcome

Narrative Outcome: You give Jasmine resources for other food pantries. Jasmine attends one of them and while there, she runs into friends from church, and she gets spooked. Jasmine leaves with barely any food. She returns home, calls you, and starts crying.

Teaching Point: Social stigma, shame, and internalized messages can be powerful barriers. Trauma-informed care acknowledges that past experiences, such as judgment or humiliation, can affect how safe a client feels, even in supportive settings. Natural Helpers and Success Coaches can embody trauma-informed principles in their work with Jasmine and beyond.

Explore another path →

Choose Your Own Adventure Activity: Journey 3 Outcome

Narrative Outcome: You provide Jasmine with other food pantry options and take time to explore her feelings about using them. She opens up about her fear of being judged and shares that, although her church friends offered help before, she was too proud to accept it. Together, you discuss what it might look like to reach out now, and Jasmine leaves feeling more supported and willing to consider her trusted community as a resource.

Teaching Point: This approach reflects multiple trauma-informed principles: safety, collaboration, and empowerment. By inviting Jasmine to reflect on her values and relationships, Natural Helpers and Success Coaches would honor her autonomy and help her build sustainable solutions. Natural Helpers can explore why Jasmine feels a sense of pride to accept the food, and Success Coaches can help to identify alternative community resources. Additionally, Success Coaches can also help Jasmine develop a plan for preparing meals for the week ahead.

Explore another path →

Choose Your Own Adventure Wrap-Up Reflection

Question (multi-choice):

Which trauma-informed principles were demonstrated in Journey 3?

- Safety
- Empowerment
- Cultural humility
- Shame
- Judgment

Choose Your Own Adventure Wrap-Up Reflection

Question (multi-choice):

Which trauma-informed principles were demonstrated in Journey 3?

- Safety
- Empowerment
- Cultural humility
- Shame
- Judgment



"Close! Try Again!"

[Yes, take me back to the start](#)



Choose Your Own Adventure Wrap-Up Reflection

Question (multi-choice):

Which trauma-informed principles were demonstrated in Journey 3?

- Safety
- Empowerment
- Cultural humility
- Shame
- Judgment



"That's right! Safety and Empowerment were core elements here. Cultural humility also applies if you approached her story with curiosity and respect."

Final Prompt:

"Want to go back and try a different path?"

Yes, take me back to the start



Appendices and Supplementary Resources – Strengthening Families Framework

Key Readings and Tools

- 1. About Strengthening Families™ and the Protective Factors Framework**
An overview of the Strengthening Families™ approach and its five Protective Factors, designed to support families and prevent child abuse and neglect.
[Read PDF](#)
- 2. Core Meanings of the Strengthening Families™ Protective Factors**
Detailed definitions and explanations of each Protective Factor, providing a deeper understanding of their significance.
[Read PDF](#)
- 3. Protective Factors: Action Sheets**
Practical tools and strategies for implementing the Protective Factors framework in various settings.
[Download PDF.](#)

Video Resources

- 1. Introduction to the Strengthening Families Protective Factors Framework**
Duration: Approximately 52 minutes
This video provides a comprehensive introduction to the Strengthening Families Protective Factors Framework, outlining its components and applications.
[Watch Video](#)
- 2. Strengthening Families 101 – October 2024 Webinar**
Duration: Approximately 59 minutes
A foundational webinar that delves into the basics of the Strengthening Families approach, ideal for newcomers seeking to understand the framework's core principles.
[Watch Webinar](#)
- 3. What's New with Strengthening Families: 2024 Mini-Summit Presentation**
Duration: Approximately 45 minutes
This presentation highlights recent developments and updates within the Strengthening Families initiative, shared during the 2024 Mini-Summit.
[Watch Presentation](#)

Course Completion

Congratulations and thank you for completing the TIA Natural Helper and Success Coach Online Training Course!

Throughout this training, you explored essential concepts, tools, and approaches that will support you in your role as a trusted, community-based care provider. This course emphasized the value of lived experience, culturally responsive care, and strength-based, trauma-informed practices that empower both youth and caregivers.

Course Summary: Key Takeaways

1. Understanding Your Role

- You are a vital part of a family's support system, building trust and creating bridges to resources.
- Natural Helpers and Success Coaches work collaboratively, drawing on their own experiences and deep listening skills to offer culturally aligned support.

2. Cultural Responsiveness

- Culture is dynamic and complex. Understanding a family's unique cultural identity is essential to providing respectful, personalized care.
- Your self-awareness, curiosity, and humility are key tools in engaging families across differences.

3. Trauma-Informed & Strength-Based Care

- Trauma is common, but so is resilience. Your approach can either reinforce shame or foster healing.
- By recognizing trauma signs and using wraparound, collaborative supports, you can help families feel seen, safe, and empowered.

4. The Protective Factors Framework

You explored 5 core protective factors and how they promote family well-being:

- **Parental Resilience**
- **Social and Emotional Competence in Children**
- **Knowledge of Parenting and Child Development**
- **Social Connections**
- **Concrete Supports in Times of Need.**

Course Summary:

Lessons Learnt & Next Steps

What You're Now Equipped To Do

- Apply culturally and developmentally appropriate strategies in your work with youth and caregivers.
- Identify and respond to trauma symptoms in children and families.
- Facilitate connections to community-based resources using a wraparound and nonjudgmental approach.
- Build trust through strong communication, boundaries, and collaboration with other providers.

Next Steps

- Consider checking in with a supervisor or peer to share reflections and identify areas for continued growth.
- Keep the course handouts and case studies nearby, as they are meant to be working tools you can refer to anytime.
- Be kind to yourself. This work is relational, emotional, and deeply human. The impact you make matters.



THANK YOU ALL!

