

Facilitator Roadmap: A Question-and-Answer Guide for Presenting the *Prevention Conversation Towards Healthy Outcomes Foundations Training Presentation*

What is the Purpose of this Facilitator Roadmap?

This facilitator roadmap supports Prevention Conversation Facilitators to deliver the slide deck content for the Prevention Conversation x Towards Healthy Outcomes Foundations Training (herein referred to as the Foundations Presentation) presentation in a consistent, thoughtful, and flexible way. By providing background information and context, this guide offers an additional resource that supports facilitators to understand not just what to present, but how and why each component is important and might be best applied.

Also, as Prevention Conversation Facilitators work in many settings and include professionals from many systems, like education, health, justice, social services, and community organizations, this guide offers learning extensions that may bridge experience, training, and context gaps. Users can glean new learners regardless of their existing level of knowledge about FASD and unique roles within systems and feel equipped to adapt the presentation to context needs while maintaining shared language and consistent messaging.

What is the Goal of the Prevention Conversation x Towards Healthy Outcomes Foundations Training Presentation?

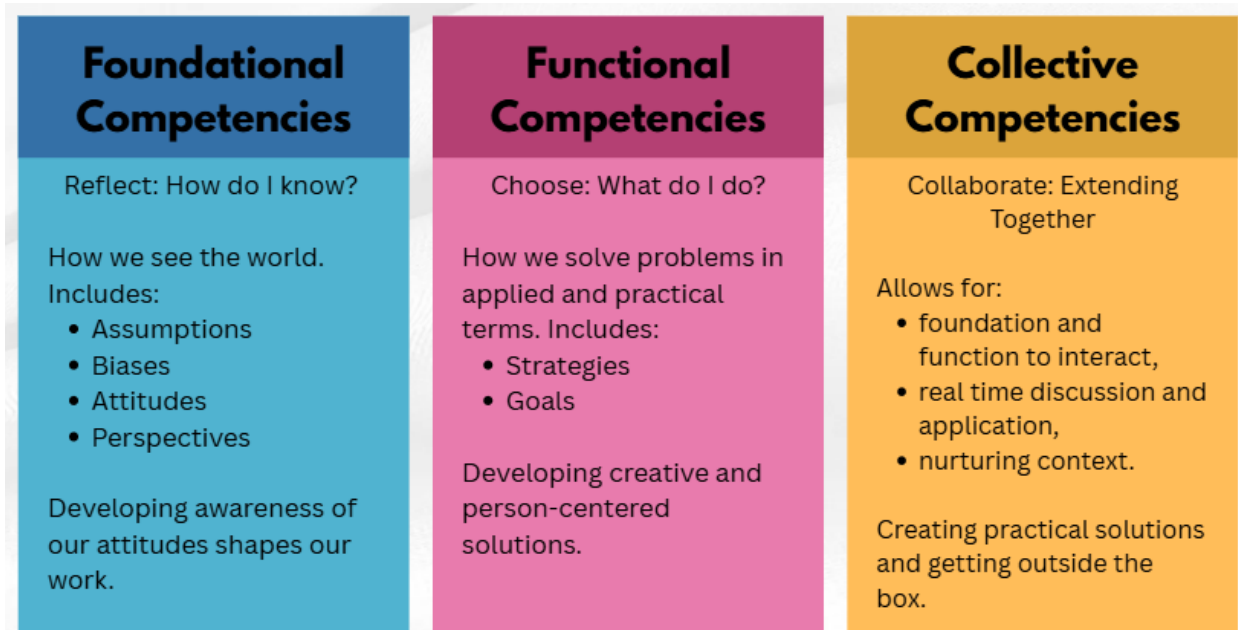
The presentation builds *foundational competencies*. Foundational competencies are those skills and ways of thinking that underlie everything we do. They can be thought of as the soil in a garden; when we plant a garden, the first step is to make sure the soil is healthy and nourishing for the seeds we are sowing. Foundational competencies are especially important when we work with others, as we are often unaware of the ways in which our unconscious thinking processes influence



the ways we make sense of others, focus our attention, and set goals. Just like when we build a house, the quality of the foundation, although not visible from outside, will often have a big impact on the quality of the house, and whether the structure can last for a long time. By increasing our foundational competencies, we equip ourselves to adopt and maintain new learnings that can stick – even when going through challenging situations. Once we know more about HOW we think, and the assumptions we make, we are better able to start considering what we might do next – which can be found in training specific to *functional competencies*. Overarching these two is *collective competency*, much like the sun and water in our garden.

Once we are rooted in our foundation, and knowledgeable about our function, we are best equipped to collectively support one another in practice that is compassionate, creative, and

innovative. We can be accountable to one another by reflecting on our values and assumptions. From there, working with each other becomes easier and more fluid. This training is about *foundational competencies*, but in being a collective process it also lays the groundwork for *collective competency*. Other training specific to sectors and roles (e.g., education or housing) can follow this training to build *functional competency* – also within a collective context.



The foundational competencies covered in the foundations training presentation align the philosophies outlined in the Towards Healthy Outcomes (THO) framework. This training offers ways to personalize and action these ideas. By doing so we are better equipped to work with all people in responsive and supportive ways. Specifically, in this training we explore what it means to shift our thinking so that we can better work with individuals with FASD in ways that promote collaboration, shared understanding, consistent communication, and brain-responsive practice. Because it is foundational competency, the goal is not just to deliver information, but to influence how participants see others’ behaviour, set goals, and work together across systems using reflective and human centered approaches.

But What are Foundational Competencies?

Foundational competencies include your awareness and understanding of *yourself*, including how you see the world, your assumptions and biases, and your attitudes towards your work and the people around you. These parts of yourself all come together to shape the way you act as a service provider.

For example, one foundational competency addressed in this training is our heightened awareness and focus on risk. As humans, our brains are wired to see the world through the lens of risk, meaning we tend to focus on what could go wrong or when someone else has made a mistake. By working with others, we are inclined towards seeing problems or barriers to progress, and not

recognizing all the successes, even small steps taken forward. Increasing our self-awareness and building skills to shift this natural tendency can help us to reframe and reinforce progress that is made. If we can shift our perspective from risk focused to curious; we have an easier time seeing the whole picture, including strengths. This training is meant to help shift our thinking away from risk towards connection and curiosity.

This means that reflection around our perspectives and attitudes is a critical early step of service delivery. It also means that foundational competency creates space for integrated service delivery across communities of practice. Foundational competency creates a shared language so that service providers across sectors can use a similar language - it opens the door for more collective approaches to problem solving and integrated service delivery. By engaging in this presentation, we are hoping you will be able to start thinking about your own attitudes and perceptions, and how these might be influencing the way you work with people with FASD.

What is the Facilitator's Role When Presenting This Material?

The facilitator's role is to guide a conversation rather than deliver a lecture. The slides provide structure, shared language, and key concepts. The facilitator helps participants reflect on their own practice, connect the information to real world situations, and apply the concepts in ways that fit their roles. Facilitators are encouraged to invite discussion, pause for reflection, and normalize uncertainty or discomfort as part of learning.

How Should Facilitators Approach the Slide Content?

Facilitators can use the slides as a guide and reference point or a script. The slides are designed to anchor key ideas and provide consistent language across facilitators. Facilitators can adapt examples, metaphors, and discussion prompts to fit their audience while keeping the core messages intact.

Is it Important to Follow the Slides in Order?

If using the full presentation, yes, the sequence of the slides matters. The presentation is intentionally structured to move from mindset and behavioural interpretation to shared understanding of FASD, to goal setting and collaboration. Each section builds on the previous one. Skipping ahead without establishing earlier concepts may reduce clarity and impact.

How Can Facilitators Present the Metaphors?

The metaphors are used to make abstract concepts more concrete and accessible. They help participants understand how mindset, brain-based differences, supports, and goals interact over time. Metaphors also create shared reference points that participants can return to when discussing behaviour, barriers, and progress. Given the often-personal nature of reflective processes, encouraged through this presentation, metaphors sometimes provide ways in which attendees can become more aware of underlying thinking processes and even biases that might be influencing perceptions, conclusions, and behaviour.

Facilitators should present metaphors slowly and invite participants to reflect on what resonates for them. It can be helpful to ask open questions such as what stands out or how the metaphor connects to their work. Facilitators should emphasize that metaphors are tools for understanding rather than perfect representations.

How Can Facilitators Promote Discussion during Activities?

The stories included in each activity are designed to help participants apply the concepts to real life situations. They encourage participants to move beyond surface level behaviour and consider underlying needs, brain-based differences, and system level barriers. The stories support discussion about interpretation, mindset shifts, collaboration, and goal setting.

Facilitators should guide participants to slow down and reflect before problem solving. It is helpful to ask questions that focus on understanding rather than fixing. For example, facilitators might ask what the person in the story might be experiencing, what strengths are present, or how systems may be contributing to challenges. Facilitators should remind participants that the goal is not to diagnose or judge, but to practice curiosity and shared understanding.

How to Facilitate the Activities?

The activities are designed to help participants practice applying the concepts rather than just hearing about them. They encourage reflection, discussion, and shared learning. The activities also help participants recognize how their own beliefs and assumptions influence their practice.

Facilitators should be flexible with time. It is better to have a meaningful discussion around one activity than to rush through multiple activities. Facilitators can shorten discussions, select fewer prompts, or summarize key points if time is limited.

Facilitators should normalize hesitation and create a psychologically safe space. It can help to remind participants that there are no right or wrong answers. Small group discussions or reflective questions can support participation. Facilitators can also model openness by sharing brief reflections from their own experience.

How to Use the Glossary?

The glossary provides shared language for key concepts used throughout the presentation. Shared language supports shared understanding across systems and reduces misinterpretation. The glossary helps participants return to consistent definitions when discussing behaviour, mindset, goals, and collaboration.

Facilitators can introduce the glossary as a reference tool rather than something to memorize. It can be helpful to revisit glossary terms during discussions and activities. Facilitators can encourage participants to use the language in their own practice to support consistency across teams and systems.