



**Detect & Connect**










# Facilitator's Guide

**This guide is intended for use with the  
Detect & Connect Video Training Series**

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## Introduction

Welcome to the Detect & Connect Facilitator's Guide. This guide is designed to accompany the video training series and help you lead meaningful discussions about key school safety concepts. It will support you in tailoring examples to your specific context, school community, and professional roles. Effective facilitation can make the video learning experience more engaging and relevant by connecting its concepts to the vital work participants do every day. Inside, you'll find a clear roadmap for managing sessions, meeting learning objectives, and keeping all participants engaged. This guide is organized by video, with dedicated sections containing questions for reflection and discussion.

## Materials Needed for Facilitated Training



In preparation for a Detect & Connect facilitated training, you should have:

- A quiet, distraction-free room.
- Monitor or projector with internet access and the capability to play videos with sound.
- This printed Facilitator's Guide.
- Your school's emergency operations plan (EOP) (optional, but recommended).

## Expectations for the Facilitator Before Training

- Watch all five Detect & Connect training videos.
- Review the Detect & Connect Facilitator's Guide.
- Select one to three questions from the questions section for each video.
- Bring a printed copy of the Facilitator's Guide with you to the training.
- Know your attendees - their roles, who they report to, and other key details.
- Understand your school's reporting policies and procedures.
- Know who serves on your school's behavioral threat assessment and management (BTAM) team.
- Familiarize yourself with your school's EOP.



## Expectations for the Facilitator During Training

- Follow the format and schedule outlined below (e.g., play a video and follow it with discussion and reflection).
- Engage participants with questions that are relevant to their roles and school context.
- Be prepared to answer questions related to your school's policies and procedures.

## Participants

The participants for this facilitated training include all adults who interact with students in the school setting. This may include instructional staff, bus drivers, cafeteria workers, coaches, volunteers, paraprofessionals, custodians, office staff, and others.

## Participant Expectations

Participants should:

- Watch each video attentively.
- Engage in reflections and discussions.
- Notify the facilitator of any issues.
- Maintain confidentiality and professionalism.

Note: The facilitator should remind participants not to share any personal, confidential, or sensitive information that could be used to identify a student.

## Training Format

- It is recommended that the Detect & Connect video training be scheduled as professional development during work hours in a facilitated format. The facilitator should play the Detect & Connect training videos in order, allowing approximately **nine minutes** of guided discussion after each video.
- This discussion and reflection time is essential for connecting the training to the specifics of your district and school. For example, reinforcing clear reporting procedures, identifying communication channels, or discussing who is on your BTAM team and how it functions in your school.



## Training Format (continued)

- The entire training can be completed in one 90-minute session. Alternatively, you can deliver each video and discussion in 15-minute segments with a small group over multiple sessions, allowing you to pick the format that best fits your needs.
- Discussion questions are provided in each video section. Select questions for each video that best connect its content or purpose to your school's context, especially aspects that may not be explicitly covered in the video. Each question set begins with a brief description of its goal to help guide you in your selection. Keep in mind that audiences vary in size, participation level, and length of responses. It is not necessary to cover all questions in the allotted nine minutes.

## Training Timing



All facilitated discussion questions for each video can be found in their respective sections.

- Video 1: 6 minutes + 9 minutes of facilitated discussion (Total: 15 minutes)
- Video 2: 6 minutes + 9 minutes of facilitated discussion (Total: 15 minutes)
- Video 3: 6 minutes + 9 minutes of facilitated discussion (Total: 15 minutes)
- Video 4: 6 minutes + 9 minutes of facilitated discussion (Total: 15 minutes)
- Video 5: 6 minutes + 9 minutes of facilitated discussion (Total: 15 minutes)
  - Closing: Facilitate discussion for the entire series (Total: 15 minutes)

**Total time: 90 minutes**

## Video Training Series Overview

The Detect & Connect video training series is designed to equip staff with essential skills needed to identify and address signs of student distress, enabling all staff members, regardless of role, to contribute to a safe and supportive school environment. By applying the strategies to practical scenarios, this series illustrates how every staff member's actions can significantly influence student well-being, violence prevention, and the overall school climate.



## Video Training Series Learning Objectives



**By the end of this video training series, participants should be able to:**

- Describe the importance of early detection.
- Recognize their role in school safety.
- Identify signs of concerning behavior.
- Outline steps to connect a student to support.

## Facilitated Training Learning Objectives

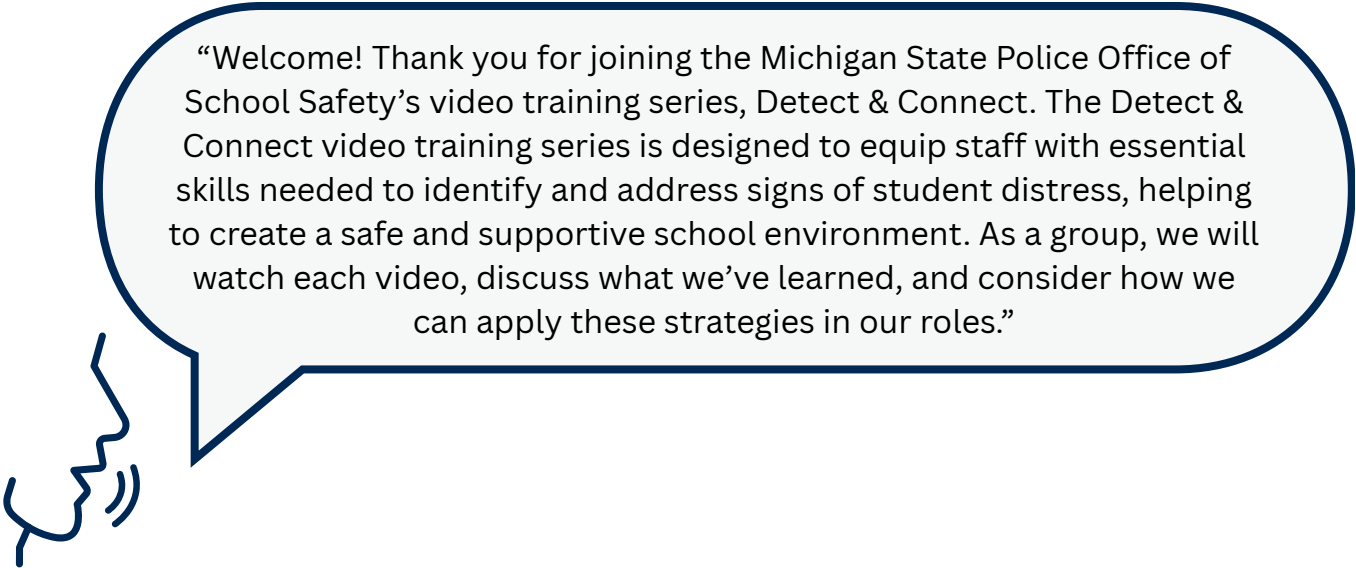


**By the end of this facilitated training, participants should be able to:**

- Understand their school's specific reporting policies and procedures.
- Understand the specific steps for connecting a student to support in their school.

## Introducing the Facilitated Training

Begin the Detect & Connect video training series with the following scripted introduction:



“Welcome! Thank you for joining the Michigan State Police Office of School Safety’s video training series, Detect & Connect. The Detect & Connect video training series is designed to equip staff with essential skills needed to identify and address signs of student distress, helping to create a safe and supportive school environment. As a group, we will watch each video, discuss what we’ve learned, and consider how we can apply these strategies in our roles.”



## Video 1: Overview

**Note for Facilitator - Video Summary:** The "Introduction to Your Role in School Safety" video from the Detect & Connect series accomplishes the following:

- Helps staff and volunteers recognize and respond to student distress.
- Highlights early detection and collective responsibility for a safe environment.
- Emphasizes building positive relationships and fostering an open culture.
- Encourages staff to trust established processes to support school safety.
- Introduces the concept of BTAM in schools and the requirement for Michigan schools to form BTAM teams by October 1, 2026.

## Video 1: Training

### Introduce Video 1: "Introduction to Your Role in School Safety."



"The first video we'll watch is titled 'Introduction to Your Role in School Safety.' This video will introduce early detection and our collective responsibility for building a safe school environment."



### Play Video 1: "Introduction to Your Role in School Safety."

Following the video, facilitate a group discussion using the questions you previously selected from the list on the next page.



## Video 1: Questions

- These questions encourage the participant to reflect on the **importance of noticing signs of distress** and the **unique role each school employee plays in maintaining a safe environment**.
  - **Knowledge check:** Why is early detection of a student in distress considered vital in maintaining school safety?
  - **Knowledge check:** How can various school staff contribute to identifying these early signs?
  - **Reflection:** How do you feel you can contribute to school safety in your role?
- These questions prompt the participant to think about the **proactive steps they can take**, the **importance of following school policy**, and the **function of BTAM in supporting students**.
  - **Reflection:** What steps should you take when you observe concerning behavior in a student?
  - **Knowledge check:** How does reporting a concern contribute to your school's safety plan and/or BTAM process?
  - **Reflection:** Do you know the members of your school's BTAM team?
- These questions highlight the **collaborative nature of school safety** and encourage participants to recognize the **value of a team-based approach in supporting students and preventing potential crises**.
  - **Knowledge check:** How does collaboration among different school personnel enhance the effectiveness of school safety initiatives and support systems for students?
  - **Reflection:** In your role, with whom is it important to collaborate to support school safety and early identification of student needs?



## Video 2: Overview

**Note for Facilitator - Video Summary:** The "Recognizing Signs of Distress" video from the Detect & Connect series accomplishes the following:

- Teaches staff how to detect and respond to behavioral changes indicating student distress.
- Emphasizes the importance of building relationships to recognize changes in student behavior.
- Focuses on offering caring, empathetic support as a trusted adult.
- Lists physical, emotional, social, and behavioral distress signs.
- Encourages staff to notice patterns and trust their instincts when reporting concerns.

## Video 2: Training

### Introduce Video 2: “Recognizing Signs of Distress.”



“The second video we’ll watch is titled ‘Recognizing Signs of Distress.’ This video teaches how to identify and respond to behavioral changes by outlining common signs of distress, and it emphasizes the importance of being a trusted adult for students.”



### Play Video 2: “Recognizing Signs of Distress.”

Following the video, facilitate a group discussion using the questions you previously selected from the list on the next page.



## Video 2: Questions

- These questions encourage participants to **identify specific physical, emotional, social, and behavioral indicators of distress** and highlight the **importance of staying vigilant in recognizing these signs**.
  - **Knowledge check:** What are some common signs of distress students might display that school staff should be attentive to?
  - **Knowledge check:** Why is it important for you to remain observant in your daily interactions with students?
  - **Reflection:** What signs of distress from the video were familiar to you, or have you noticed in students?
- These questions prompt participants to reflect on the **role of building trusting relationships** and the **importance of fair, unbiased observations**.
  - **Knowledge check:** How can school staff act as trusted adults for students?
  - **Knowledge check:** Why is it important to avoid assumptions or stereotypes when identifying students in need of support?
  - **Reflection:** Do you feel that students in your school see you as a trusted adult?
- These questions focus on the **proactive steps staff can take**, emphasizing **their role in recognizing and responding to concerns** to **ensure students receive the support they need**.
  - **Knowledge check:** What steps should you take once you notice signs of distress in a student?
  - **Knowledge check:** How can your actions help connect students to the appropriate support resources?



## Video 3: Overview

**Note for Facilitator - Video Summary:** The "Connecting Students to Support" video from the Detect & Connect series accomplishes the following:

- Teaches staff how to connect students with appropriate support after recognizing signs of distress.
- Emphasizes the importance of:
  - Acting promptly to show care for students.
  - Observing and listening.
  - Documenting and reporting concerns.
  - Maintaining privacy.
  - Following up on reported concerns.
- Advises staff to know their designated contacts for reporting concerns and to use Michigan's OK2SAY tip line for confidential reporting.

## Video 3: Training

### Introduce Video 3: "Connecting Students to Support."



"The third video we'll watch is titled 'Connecting Students to Support.' This video discusses how to link students with the support they need after noticing the signs of distress we discussed in Video 2."



### Play Video 3: "Connecting Students to Support."

Following the video, facilitate a group discussion using the questions you previously selected from the list on the next page.



### Video 3: Questions

- These questions encourage participants to reflect on the **importance of prompt action** and the **positive outcomes of quickly connecting students to appropriate supports**.
  - **Knowledge check:** Why is it crucial to act quickly once signs of distress are observed in a student?
  - **Reflection:** What effect can timely intervention have on student well-being and the overall school environment?
- These questions prompt participants to consider the **specific actions required to address student concerns**, emphasizing **confidentiality and clear communication**.
  - **Reflection:** What steps should you take to maintain confidentiality and clear communications once concerns have been observed?
  - **Knowledge check:** How should privacy and communication be handled during this process?
- These questions offer an opportunity to **clarify who participants should report to**, based on the school's context and their role.
  - **Reflection:** Do you know several people in your school whom you can quickly contact to report a concern?
  - **Knowledge check:** Does your school have clear reporting procedures?
- These questions highlight the importance of **knowing the available resources and communication channels**. They encourage participants to recognize **their responsibility in ensuring concerns are reported correctly and efficiently**.
  - **Reflection:** How can understanding the appropriate channels for reporting and options such as OK2SAY enhance the school's ability to address serious student concerns?
  - **Reflection:** What role do you play in this reporting process?



## Video 4: Overview

**Note for Facilitator - Video Summary:** The "Responding in a Crisis" video from the Detect & Connect series accomplishes the following:

- Equips staff with strategies to manage emotions and support students in crisis.
- Focuses on trauma-informed approaches, de-escalation techniques, and the importance of empathy and non-judgment.
- Encourages reflection after a crisis to support recovery and growth.

## Video 4: Training

### Introduce Video 4: "Responding in a Crisis."



"The fourth video we'll watch is titled 'Responding in a Crisis.' This video provides strategies on how to manage emotions and support students during a crisis."



### Play Video 4: "Responding in a Crisis."

Following the video, facilitate a group discussion using the questions you previously selected from the list on the next page.



## Video 4: Questions

- These questions encourage participants to understand the **importance of self-regulation** and explore **practical ways to stay composed during a crisis**.
  - **Reflection:** What are some effective techniques you currently use to manage personal stress in challenging situations?
  - **Reflection:** How can staying calm and self-aware during a crisis benefit both you and your students?
  - **Knowledge check:** Which techniques would you like to start using that you do not currently practice?
- These questions prompt participants to **consider de-escalation techniques** and the **importance of responding with empathy**, especially when trauma is involved.
  - **Knowledge check:** What strategies can you use to de-escalate situations with distressed students while maintaining respect and empathy?
  - **Reflection:** How do these strategies support a trauma-informed approach?
- These questions highlight the **value of recognizing when additional help is needed** and **how teamwork strengthens school safety and support systems**.
  - **Reflection:** Why is it important to know when to seek additional help during a crisis?
  - **Reflection:** How does this contribute to a supportive and safe school environment?
  - **Knowledge check:** Who in your school can you turn to when you need additional support?



## Video 5: Overview

**Note for Facilitator - Video Summary:** The "Using These Strategies in Practice" video from the Detect & Connect series accomplishes the following:

- Demonstrates how staff can apply strategies to identify and respond to student distress.
- Provides a fictional case study featuring these strategies, BTAM, and available supports.
- Emphasizes the importance of communication and collaboration in addressing student concerns.

## Video 5: Training

### Introduce Video 5: “Using These Strategies in Practice.”



“The final video we’ll watch in this series is titled ‘Using These Strategies in Practice.’ This video walks us through a fictional scenario to show how we can apply the strategies we’ve learned in previous videos to identify and support students in distress.”



### Play Video 5: “Using These Strategies in Practice.”

Following the video, facilitate a group discussion using the questions you previously selected from the list on the next page.



## Video 5: Questions

- These questions encourage participants to **recognize specific behavioral cues that may indicate a student in distress** and highlight the **importance of timely intervention to prevent issues from escalating**.
  - **Knowledge Check:** Which specific changes in Jason’s behavior indicated to his peers and school staff that he might be experiencing distress?
  - **Knowledge Check:** Why is it important to act on such observations promptly?
- These questions help to emphasize the **value of a team approach in student support networks** and illustrate the **importance of diverse perspectives and roles in identifying and addressing student needs**.
  - **Reflection:** How did various members of the school community, like the bus driver and Jason's friends, help recognize and address his needs?
  - **Reflection:** Does this scenario match what you imagine or have experienced as a collaborative approach to addressing student distress?
- These questions help participants **identify the most appropriate school community members to report concerns to**.
  - **Reflection:** Consider who noticed Jason’s concerning behaviors in the video and to whom they reported. Do you know who these people are in your school?
  - **Reflection:** Who in your school community would you report to in a similar situation?
- These questions highlight the **importance of ongoing support and check-ins during recovery** and demonstrate how **staying involved helps students reintegrate into academic and social life**.
  - **Reflection:** Discuss the importance of follow-up support for students like Jason.
  - **Knowledge Check:** How do ongoing interactions with counselors, mentors, and trusted adults contribute to sustained well-being and reintegration into the school environment?



“That concludes the Detect & Connect video series. To wrap up this training, I’d like to discuss a few overarching questions to reflect on what we’ve learned.”

## Conclusion Questions

**Select 1-5 questions from the list below and facilitate a group discussion.**

- Reflecting on the entire Detect & Connect series, what are some strategies you can immediately implement in your school to foster a culture of safety and support, ensuring students feel seen and heard?
- What are some signs you’ve noticed in students that you now think may have needed to be reported or documented? (Note: Please do not use any information that could identify the student.)
- What subtle signs of student distress might easily be overlooked, and how can staff become more adept at recognizing them?
- Why is a trauma-informed approach crucial when identifying and responding to signs of distress in students?
- How can you ensure that your approach to students in distress is supportive rather than intrusive?
- In your district or school, what cultural barriers might exist that discourage staff and students from "speaking up," and how can these be addressed?
- In what ways can you promote a culture of openness where students feel safe sharing their concerns with you or others?



## Post-Training Action Steps

### Now that you have finished the Detect & Connect facilitated training, what's next?

- Encourage feedback and reflection.
  - Encourage participants to provide feedback on their training experience and the materials used. This helps identify areas for improvement and ensures the training meets participants' needs. Ask them what worked well for them and what didn't.
- Document your observations as a facilitator.
  - Were participants engaged throughout the training?
  - Do you think all participants understood the material?
  - How could you adapt your facilitation approach in the future to improve engagement and understanding?
- Consider scheduling refresher training on the same or related topics to keep the conversation active in your school community.
- Post-training check-ins.
  - Follow up with participants formally or informally to see how they're applying the skills in their roles. Use these check-ins as opportunities to encourage improvement, share successes, and build stronger relationships with staff.
- Offer ongoing support and resources.
  - Provide additional materials or point staff to resources that support continued learning.
- Measure the effect on reporting and culture at your school.
  - Are participants reporting concerns more often?
  - Are you noticing increased efforts among participants to serve as trusted adults and to create a more supportive school culture?



- **Behavioral threat assessment and management (BTAM)** - A fact-based, systematic process of violence risk assessment that is concerned with individuals who have threatened to harm someone or pose a threat to harm someone. The BTAM process is designed to identify, assess, and work collaboratively with families and students to mitigate thoughts of violence and aggression.
- **Early detection and intervention** - Methods of identifying observable student behaviors, actions, or statements that may indicate a potential risk of violence or harm to oneself or others, and providing them with targeted support and services to address their needs. This approach seeks to improve outcomes for students by addressing challenges before they become significant barriers to learning and success.
- **Emergency operations plan (EOP)** - A comprehensive plan to address emergency situations, ensuring the safety of students and staff.
- **OK2SAY** - A Michigan-based, confidential reporting system designed to help students, school employees, and schools report potential harm or criminal activity. It allows for confidential tip submissions via various methods, including phone, text, email, and online forms. The program seeks to prevent harm by encouraging individuals to report concerning behavior to authorities.
- **Signs of distress** - Refers to any noticeable change in a young person's feelings, behavior, or actions that suggests they might be struggling emotionally, mentally, or physically. These signs can be early indicators that a student may need help, or they can be imminent signs that suggest an immediate threat. Recognizing these signs is crucial for preventing and mitigating potential incidents of violence within the school environment.
- **Trusted adult** - Someone a child or teen can rely on to feel safe, respected, and supported. This individual is someone they can turn to when they need to talk about anything, big or small, and feel heard and understood. They are a reliable source of support, offering a nonjudgmental space for sharing concerns, feelings, and experiences.