

Playmaker Training for Organizations & Schools



Our learning experiences are designed primarily for schools and organizations that work with children 0-10 and welcome cohorts of at least 40 staff members. What we offer is not a curriculum or program to “add” to your already full plates. We offer a framework to enhance your existing priorities and increase the social and emotional wellness of both kids and staff. All while having a whole lot of fun.

Our Offerings

Keynote Presentations | virtual or in-person (Starting at \$3000+ Travel)

The Power of Optimism Keynote (60-90 minutes): Optimism matters. An optimistic disposition enables us - through everyday and extraordinary struggles - to look for the goodness in ourselves, in others, and in the world around us. For professionals working with young survivors of trauma, optimism isn't just a critical tool; it's the pathway to healing for kids in need. This inspiring, interactive 60-90 minute presentation helps individuals discover the power of optimism to create safe, joyful, engaging environments where kids can grow, heal, and learn. Using research, humor, and personal stories from 30+ years in the field, Playmaker Project Guides share how optimistic individuals can bring out the best in children, colleagues, leaders, and themselves.

Organizational Workshops | 90-min (virtual), 3-hour (in-person) (Starting at \$2000+ Travel)

Help Kids Heal: 4 Key Ingredients: We've boiled down 30+ years of field experience into a 4-step framework for building corrective play experiences that help childcare professionals build healing relationships with children. Through a thoughtful blend of fun, experiential activities, and discussions, staff will explore ways to enhance joyfulness, social connection, internal control, and active engagement in their work with kids and walk away with concrete tools to apply...well...the very next day.

Host a Cohort for Playmaker University | Fully Virtual or Blended (1-day or 2-day in-person options with online coursework) (Starting at \$10,000 +Travel)

Playmaker University is now open! And schools and organizations serving children 0-10 can choose to host cohorts of 25 or more just for your staff. Playmaker University is a new certification program for early childhood professionals that focuses on the art, soul, and science of building healing, life-changing relationships with children whose lives have been impacted by adversity. Staff will learn our trauma-informed, play-based approach to building these relationships and gain additional knowledge and evidence-based tools that will equip, empower, and elevate them to more effectively serve children with growing challenges. They will also develop a personalized plan to support their own social and emotional wellness that can help sustain their energy in this work, because simply put, we can't spread what we don't have. After completing this program, staff will earn their Life is Good Playmaker cap, gown, and diploma, and join a vibrant alumni community with access to a host of life-long benefits. This program is offered fully virtually (15 hours) or can be blended with a rejuvenating 1-day or 2-day in-person retreat designed to spark joy, boost morale, and reignite passion in this work.



THE PLAYMAKER EFFECT

(n=198)



Data from pre and post surveys demonstrates that Playmaker University has a positive and powerful effect on childcare professionals and their relationship with children. And trained Playmakers are actively using what they learned. In fact, 100% of alumni applied knowledge and tools gained in the 6 weeks following graduation. 92% indicated daily or weekly use. Here's what we learned about the impact:

Playmaker University helps educators build strong, loving relationships with children.

Playmaker alumni improved their relationships with children as measured by the modified Student-Teacher Relationship Scale. We saw statistically significant increases in Closeness scores ($p < .01$) and decreases in Conflict scores ($p < .001$).

100%

Indicated that becoming a Playmaker positively impacted their ability to build strong, loving relationships with the children in their care. 92.6% indicated a dramatic or substantial impact.

Trained Playmakers are better prepared to support children's social-emotional well-being.

Playmaker alumni overwhelmingly indicated that their Playmaker training had a positive impact on their ability to support the social and emotional well-being of children.

98.1%

Indicated that they have the knowledge, tools, and strategies to support children's social-emotional well-being after completing PlaymakerU. 89.5% indicated a dramatic or substantial impact on kid's social emotional well-being.

"After taking this course, my goal went from surviving to thriving. I have never experienced this kind of joy in my teaching career before."

- Kathleen Karl, Kindergarten Teacher

Playmaker University dramatically impacts level of educator burnout.

Playmaker Alumni had lower levels of Emotional Exhaustion, Depersonalization, and higher levels of Personal Accomplishment than normative samples as measured by the Maslach Burnout-Educators Survey.

99%

Indicated that becoming a Playmaker impacted their capacity to combat burnout. 79.3% indicated a dramatic or substantial impact.

Becoming a Playmaker increases levels of optimism.

Playmaker alumni's Flourishing scores were significantly higher than the normative data. The Flourishing Scale is a brief 8-item summary measure that provides a single psychological well-being score.

99.5%

Reported that becoming a Playmaker positively impacted levels of optimism. 90.9% indicated a dramatic or substantial impact.

Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2010). New measures of wellbeing: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.

Maslach, C., Jackson, S.E., & Leiter, M.P. *Maslach Burnout Inventory Manual*, 4th Edition. Mind Garden, Inc.

Whitaker, R. C., Dearth-Wesley, T., & Gooze, R. A. (2015). Workplace stress and the quality of teacher-children relationships in Head Start. *Early Childhood Research Quarterly*, 30, 57-69.