

Trauma Training Directory

<p>COMPETENCY</p>	<p>OOC: Trauma Informed Approaches CEUs 1.25</p>	<p>BEGINNER</p> <p>http://www.ebasedacademy.org/learn/course/external/view/elearning/71/ooc-trauma-informed-approaches</p>
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>The Trauma Informed Approaches course focuses on SAMHSA's four R's concept of trauma informed care: Realize, Recognize, Respond, and Resist.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Recognize what trauma is and its impact. 2. Identify trauma informed responses. 3. Identify strategies to avoid re-traumatizing victims.
<p>COMPETENCY</p>	<p>OOC: Secondary Trauma for Administrators/Organization Transformation CEUs 1.0</p>	<p>ADVANCED</p> <p>http://www.ebasedacademy.org/learn/course/external/view/elearning/85/ooc-secondary-trauma-for-administratorsorganization-transformation</p>
<ul style="list-style-type: none"> • Impact of Trauma • Demonstrate how to identify trauma-related needs of children and families 	<p>The Secondary Trauma for Administrators/Organization Transformation course provides an in-depth look at secondary traumatic stress (STS) and it's impact on organizations and the</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Define secondary traumatic stress (STS) and its impact on organizations and the workforce.

<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>workforce. This course is designed to educate organizations about building resiliency, post-traumatic growth and the benefits of becoming an STS-informed organization. A case study is examined to help learners further understand best practices to becoming STS-informed.</p>	<ol style="list-style-type: none"> 2. Understand the benefits and best practices of becoming an STS informed organization. 3. Identify strategies to encourage post-traumatic growth and building resiliency.
<p>COMPETENCY</p>	<p>OOC: Secondary Trauma for Child Welfare Worker's CEUs 1.0</p>	<p>INTERMEDIATE</p> <p>http://www.ebasedacademy.org/learn/course/external/view/elearning/86/ooc-secondary-trauma-for-child-welfare-workers</p>
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>The Secondary Trauma for Child Welfare Workers course provides an in-depth look at secondary traumatic stress (STS) and its impact on child welfare workers. This course is designed to educate child welfare workers about how the demands of their job can influence their response to trauma and how to utilize resiliency as a key to improving their response</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define Secondary Traumatic Stress (STS) and how it occurs; 2. Understand how the demands of the child welfare position impacts their response to STS; 3. Identify the signs and symptoms of STS; and, 4. Understand practical ways to build resiliency and how it can improve responses to trauma.
<p>COMPETENCY</p>	<p>OOC: Self Care for Foster Parents - Preventing Secondary Trauma CEUs 1.25</p>	<p>http://www.ebasedacademy.org/learn/course/external/view/elearning/93/ooc-self-care-for-foster-parents-preventing-secondary-trauma</p>
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>The Self Care for Foster Parents: Preventing Secondary Trauma course reviews the complexity of the role of a foster parent and how the challenges within this role can impact their well-being. The course also teaches learners how to build resiliency and shift their thinking to address and prevent Secondary Traumatic Stress (STS).</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Understand how the challenges of being a foster parent impact their wellbeing; 2. Identify how Secondary Traumatic Stress (STS) occurs and its signs and symptoms; 3. Learn how to improve responses to stress and practical ways to build resiliency; and,

<ul style="list-style-type: none"> • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 		4. Identify resources and support for preventing STS and building resiliency.
COMPETENCY	OOC: Vicarious Trauma for First Responders CEUS 1.25	ADVANCED http://www.ebasedacademy.org/learn/course/external/view/elearning/72/ooc-vicarious-trauma-for-first-responders
<ul style="list-style-type: none"> • Impact of Trauma • Understand secondary traumatic stress and impact providers 	The Vicarious Trauma for First Responders course provides an in-depth look at trauma and it's impact on firefighters, emergency medical services (EMS) or paramedics, disaster response workers, and law enforcement. The course identifies how first responders can become more effective and safe by being trauma informed and aware of the implications and prevalence of vicarious trauma.	Learning Objectives: <ol style="list-style-type: none"> 1. Define vicarious trauma is and its impact on first responders; 2. Understand why vicarious trauma occurs; 3. Identify the personal impacts of vicarious trauma; and, 4. Identify strategies to build resilience following a traumatic event.
COMPETENCY	Dangerous Empathy: Identifying, Preventing and Healing Empathetic Injury in Trauma Professionals	ADVANCED eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact providers 	Empathy has long been the heart of how helping professionals define their character strength and motivation to help others. Studies suggest a compassionate empathy stance not only insulates against burnout and moral injury, but also widens our perspective and engages effective problem-solving.	Learning Objectives <ol style="list-style-type: none"> 1. This workshop reviews the common pathologies of burnout, compassion fatigue and vicarious trauma, including overlapping symptoms and risk factors; and, 2. Explore empathetic distress and moral injury-empathetic injury-as an underlying cause of these conditions.

COMPETENCY	Cross Cultural Screening and Assessment in TIC Behavioral Health Practice	INTERMEDIATE eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma • Demonstrate how to identify trauma-related needs of children and families • Understanding how cultural factors influence trauma • Alternative to Seclusion and Restraint 	<p>It has become increasingly practiced in behavioral health care to address trauma as a component of effective care. Developing a trauma-informed care (TIC) approach must include understanding trauma from the context of culture and with consideration of cross-cultural perspectives.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. This workshop examines importance and key factors of improving cultural competency in TIC through the use screening and assessment tools; 2. Participants will understand how cultural considerations relate to Trauma Informed Care; 3. Identify culture-bound concepts of distress; and, 4. Provided considerations to have when choosing a screening or assessment instrument.
COMPETENCY	Bigger Than Care: Moving Towards Trauma Informed Environments in Schools and Communities	INTERMEDIATE eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>This workshop posits that school can go beyond training and referrals and become trauma informed environments, by evolving school culture and that this change is beneficial for everyone at school – students, families, and the adults who work there. Trauma informed schools can be built by implementing and adapting the principles of trauma informed care thus transforming school</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will understand the creation and implementation of self-care teams for staff and students; 2. Strategies for building trauma-informed classrooms and hallways; 3. Trauma informed communication in the school setting – collaboration and listening and speaking for connection; 4. What to say and what to do: How to operationalize TIE principles; and, 5. Giving voice to the disempowered.
COMPETENCY	Beyond Trauma Informed: Building Trauma Skilled Communities	INTERMEDIATE eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Alternative to Seclusion and Restraint 	<p>Learn about efforts to create trauma skilled schools and communities through embedded trauma informed care consultants. Consultants work collaboratively to empower and equip providers, school and community leadership, and teachers, to respond to trauma’s impact on students by building resiliency in students and staff. Session will share simple but successful strategies for building resiliency in providers, students, school staff and communities.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will understand the scope of trauma and its impact on students and staff, including health and relational issues, social problems, lower performance, burnout, and secondary trauma; understand the importance of building resiliency of providers and teachers in order to successfully build resiliency in students being served; and, 2. Understand the benefits of cross-systems TIC and resiliency building approaches – the panel of consultants will share about successful efforts,

		including common barriers and lessons learned – to inspire and encourage attendees to begin/further their own TIC work.
COMPETENCY	Self-Aware and Structurally Sound: The Foundation for a Culturally Competent Trauma-Responsive Agency	INTERMEDIATE eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	Agencies need a strong, wide base of trauma-responsiveness that applies to all human beings, in order to tailor particular interventions, programs and initiatives to a particular group. We cannot create a new agency with each new population we serve, but we can be ready to serve any population. Being a culturally competent provider requires, among other things, self-awareness and structural change.	Learning Objectives: <ol style="list-style-type: none"> 1. Participants will be able to formulate what an assessment of their agency should address; 2. Will be able to discuss the level of trauma supports needed within the agency as well as for clients; and, 3. Be able to describe an emphasis on relationship within and beyond the agency employees as a basis for culturally competent services.
COMPETENCY	Trauma Informed Yoga and Mindfulness Tools for Youth	BEGINNER eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact providers 	Join Youth Yoga Project to learn evidence-based yoga and mindfulness strategies that support youth to integrate and regulate their brain and nervous system. Participants will explore the benefits of yoga and mindfulness for youth and engage in yoga and mindfulness practices including breathing exercises, body postures, and guided relaxation techniques. This session will address specific strategies for translating research into action by giving participants ways to implement yoga and mindfulness directly into their work with youth.	Learning Objectives: <ol style="list-style-type: none"> 1. Participants will be able to explain how yoga and mindfulness tools help students to integrate and regulate the brain, nervous system and bod; 2. Learn and engage in evidence-based yoga and mindfulness practices that can be immediately incorporated into their direct practice with youth; and, 3. Plan for how to integrate yoga and mindfulness strategies into their work with youth.
COMPETENCY	Building Resiliency During Pregnancy: Understanding the Impact of Adversity on Women Prior to, During and Post Pregnancy	INTERMEDIATE eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma 	This workshop is designed for those professionals working with women who are pregnant and at most risk	Learning Objectives:

<ul style="list-style-type: none"> • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact providers 	<p>for infant mortality during pregnancy or within the first year of the baby's' life. The presentation focuses on understanding social determinants and health risk factors but most importantly there is a focus on building programs of resilience and support for those at most risk.</p>	<ol style="list-style-type: none"> 1. Participants will learn about Adverse Childhood Experiences and their impact on healthy lifestyles and the influence they may have on disparity for women and babies; 2. Participants will understand the help that is available to women and children, how collaboration with community entities such as physicians, pregnancy help centers, social service vendors for car seats/cribs/diapers/food/clothing may improve communication and support and reduce stress for pregnant women; 3. Participants will be able to give examples of How Trauma Affects Health, Wellness and Relationships in Pregnant Women; How to Build Resiliency and Protective Factors in the Women/Families Served; and, 4. Understand the Need for Staff Support when Working with High Risk Individuals.
<p>COMPETENCY</p>	<p>Ohio Adventure Therapy Coalition: Working Together for Families Trapped in Crisis</p>	<p>ADVANCED eBased Academy</p>
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>The trauma-informed and resiliency-focused Adventure Therapy (AT) is incredibly engaging, bypasses the resistance of traumatized youth and aligns with the new Family First intentions. This flexible model can be applied for family preservation and stabilization, as well as for supporting “new” families, created with kinship and foster care providers. This workshop presents the 3 primary components of the OATC project: evidence supported, experiential treatment for traumatized youth and families; an implementation strategy that includes ongoing consultation and technical assistance; and a culture that embeds data collection and research into the programming.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will experientially understand the power of Adventure to shift perspectives and behavior; 2. Participants will be able to identify Adventure Therapy strengths and supporting evidence; and, 3. Participants will explore new AT adaptations for recovering families and kinship care.

COMPETENCY	Treating Substance Use Disorders and Secondary Trauma with EFT Tapping: Anxiety, Impulsivity and Trauma Relief	INTERMEDIATE eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers 	When used as an intervention technique, Emotional Freedom technique EFT augments and supports every step of the treatment and recovery process. Tapping reduces stress and anxiety; it treats trauma and other negative emotions without re-traumatization; it increases self-awareness and selfcare by removing barriers to treatment; it helps with relief from both physical and psychological withdrawal symptoms and it FREE to self-administer anytime and anywhere.	Learning Objectives: <ol style="list-style-type: none"> 1. Participants will understand the mind body connection as it relates to unconscious thoughts and behaviors; 2. Participants will be able to apply Emotional Freedom Technique (EFT) to lower anxiety; and, 3. Will be able to demonstrate the nine EFT Meridian Tapping Points for “Simple EFT.”
COMPETENCY	“This is the way we . . .”: Building Everyday Coping Skills for Families Impacted by Trauma	INTERMEDIATE eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	What we know to be true in our efforts to lessen the negative impact of traumatic stress on children is that service delivery must include interventions targeted at the contexts in which we hope healing can occur. Among the most critical of these contexts are the families in which children live. Rooted in an awareness of how trauma disconnects families from the routines, rituals, and supports that are within the family’s history and tradition, agencies and staff need to work to reconnect families to these foundations.	Learning Objectives: <ol style="list-style-type: none"> 1. Understand the context for families who experience chronic high stress and trauma 2. Review adaptations that families make given exposure to chronic stress and multiple traumas 3. Explore the impacts, biological and systemic, on family coping, connectedness, and safety 4. Gain ideas about how to increase the natural healing resources of families 5. Review implications for assessment, case conceptualization, treatment planning, and intervention 6. Be introduced to Strengthening Family Coping Resources intervention, including the peer-led model
COMPETENCY	Vicarious Resilience: An Antidote to Vicarious Trauma	ADVANCED eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma 	An organization’s capacity to provide Trauma Informed Care is dependent on the emotional health of their workforce. When	Learning Objectives:

<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>employees are hampered by secondary or vicarious trauma and/or burnout due to organizational stress their ability to provide trauma-sensitive care is severely limited. This training presents information about Vicarious Resilience and Vicarious Growth as one antidote to vicarious trauma. A strategy to support staff and move an agency culture toward one of Vicarious Growth will be presented. One agency's experience of using ritual and reflective story telling is presented along with anecdotal accounts of positive outcomes.</p>	<ol style="list-style-type: none"> 1. Participants will be able to identify limitations of selfcare as a primary organizational response to secondary trauma and burnout; 2. Learn core concepts and current research regarding Vicarious Resilience and Vicarious Growth; and, 3. Learn about ritual and reflective storytelling as a method to support staff and impact organizational culture.
<p>COMPETENCY</p>	<p>Common Time: Building Resilience through Music</p>	<p>INTERMEDIATE eBased Academy</p>
<ul style="list-style-type: none"> • Responding to children's traumatic stress • Identify strategies to enhance well-being and resiliency • Alternative to Seclusion and Restraint 	<p>In this workshop, participants will first experience an abbreviated music group that we call Common Time. Common Time is based on research rooted in Trauma Responsive Care, Asset Based Community Development, music therapy and musicology research and has been practiced once/month at the Melodic Connections studio for nearly two years, and in community settings as requested.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will experience and learn the neuroscience that supports the shared affective motion experience (SAME) model, promoting the sense of agency and resulting social drive that happens in active music making sessions; 2. Understand how group active music making music can create an environment of Felt Safety, Attachment and Regulation; and, 3. Understand how group active musicmaking can help individuals build protective factors (Agency, Self Esteem, External Supports, Affiliation, Safe Stable Nurturing Relationships).
<p>COMPETENCY</p>	<p>Trauma-Informed Care Caregiving in Child Welfare</p>	<p>INTERMEDIATE eBased Academy</p>
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children's traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>In this joint presentation between the College of Social Work at the Ohio State University and Back2Back ministries, initial findings on trauma exposure among Ohio START (Sobriety Treatment And Reducing Trauma) families and discuss implications for early engagement and the recovery process, service linkage and re-entry into the foster care system will be shared. The workshop will present a holistic approach to working with families affected by trauma. Back2Back</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will understand trends in trauma exposure among Ohio START participants; 2. Understand implications for early engagement and addiction recovery; and, 3. Understand lifelong impact of trauma

<ul style="list-style-type: none"> • Alternative to Seclusion and Restraint 	<p>Ministries is an international Christian non-profit with a Cincinnati-based office focusing on trauma competent care. This workshop will focus on (1) understanding the lifelong impact of trauma; (2) recognizing behaviors that have their roots in trauma and (3) responding to children in a trauma-informed way to promote healing. The workshop will include a discussion of the role of child welfare generally and caregivers in particular, in not only understanding the impact trauma has on a children's behavior and development but also developing the necessary skills to respond appropriately and promote stable relationships.</p>	
COMPETENCY	Trauma and Resiliency in Young Children	ADVANCED eBased Academy
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children's traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Alternative to Seclusion and Restraint 	<p>This training will discuss the effects of trauma on young children, how to help them build resiliency and how to care for ourselves while supporting them. This training describes how trauma can contribute to children growing up with developmental disabilities. We will discuss that trauma is not limited to any one race, culture, gender, etc. There is discussion of low socio-economic populations being more at risk for trauma.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Participants will: understand basic brain development in infants, toddlers and young children and the effects trauma has on basic brain development; 2. Identify ways to foster and enhance resiliency in infants, toddlers and young children affected by trauma; and, 3. Introduced to the importance of self-care in order to better care for the needs of those who have experienced trauma
COMPETENCY	Breathing Meditation and Caregiver Self-Care Strategies	BEGINNER eBased Academy
<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>We recognize the importance of breathing to navigating stress and trauma of caregiving. Research has documented how regulated deep breathing can reduce anxiety and depression, decreased feelings of stress, muscle relaxation and increased energy levels. Yet most of us spend almost all of the day in shallow breathing. In doing so we are limiting our ability to</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will better understand the role and science of deep breathing and meditation to reducing stress; earn a minimum of one new breathing technique that can be incorporated into daily practice as a sustainable method to reduce stress; and,

	cope, to think, to remain centered. Our breathing is influenced by our thoughts and our thoughts (and physiology) influenced by our breath. At Courage to Caregivers we know that meditation allows you to better manage day-to-day and critical stressful situations. We have found that utilizing proper breathing techniques is vital to the regulation of our stress levels.	2. Participants will be challenged to set one goal to identify a minimum of two sustainable self-care practices that can be practiced daily or weekly
COMPETENCY	Trauma-Informed Care in a Telehealth Environment	ADVANCED eBased Academy
<ul style="list-style-type: none"> • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	During the COVID-19 crisis, providers of home and community-based services have had to make fundamental adjustments to how their services are delivered to youth and families. The Center for Innovative Practices has developed real-time resources for providers to assist providers to this fluid situation. This workshop will share these resources with participants.	Learning Objectives: <ol style="list-style-type: none"> 1. This workshop will share these resources with participants. These include: how to adapt their services to utilize Telehealth; 2. Help in interpreting the emergency state and federal rules and guidance on HIPAA and billing; 3. Assistance on how to provide trauma-informed and resilience-focused services via Telehealth modalities; and, 4. Understand the impact of COVID-19 on our families, along with the resilience-focused services and supports that will see us all through to the other side.
COMPETENCY	Growing Family Resilience	INTERMEDIATE https://dodd.ohio.gov/wps/portal/gov/dodd/your-family/social-connections/gfr-course
<ul style="list-style-type: none"> • Impact of Trauma • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	Family resilience, is not just about weathering a storm. Rather, it’s about turning adversity into a catalyst for the family’s growth. It’s about enriching relationships and making family members more skilled at coping with future stresses. Healthy parenting and family resilience has been shown to be an important factor in promoting readiness, achievement, and preventing from participating in high-risk behaviors. This	Learning Objectives: <p>Participants will understand:</p> <ol style="list-style-type: none"> 1. How trauma affects the body; 2. Regulation is a process; 3. Trauma symptoms are survival strategies; 4. Perceived threats and real threats feel the same in the body; 5. Healing happens in relationships;

<ul style="list-style-type: none"> • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers 	series of modules, provide practical tips for families to be flexible, connected and supported.	6. Self-care starts with the body; 7. The Pro Model, (Pause; Rest, Regulate, Relax; and, Open) 8. The value of movement; and, 9. The value of mindfulness.
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COMPETENCY	Toxic Stress to Safe Zone	INTERMEDIATE
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers 	Early experiences of trauma have impact across the lifespan. Part one of this series will explore the effect on child development and navigate responding to trauma's influence on behavior. Part two of the series will focus on becoming trauma informed early learning professionals, diving into trauma's impact on parents and professionals and how a trauma informed approach can create safety in the early learning setting. Part three of this series aims to help early learning settings become trauma informed in their approach to care. Not only will we explore SAMHSA's 10 domains for assessing trauma informed practice, we will develop a plan for expanding trauma informed practice in at least one of the domains in each of our settings.	Learning Objectives: Participants will understand: <ol style="list-style-type: none"> 1. Participants will identify and define trauma and toxic stress 2. Participants will be able to identify trauma's affect on development 3. Participants will describe components of a safe learning setting, 3 ways to prevent escalation of behavior, and 1 way to respond to toxic stress
COMPETENCY	Trauma Informed Family Engagement	ADVANCED
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress 	Participants will identify the six guiding principles to trauma informed care, the importance of family engagement as well	Learning Objectives <ol style="list-style-type: none"> 1. Define Trauma Informed Family Engagement

<ul style="list-style-type: none"> • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers 	<p>as strategies for the implementation of trauma informed family engagement practices. Participants will also identify the positive impact trauma informed family engagement has on families, children, and communities.</p>	<ol style="list-style-type: none"> 2. Identify strategies to develop an effective trauma informed family engagement plan 3. Identify 3 barriers to family engagement and explore implicit bias 4. Develop a trauma informed family engagement plan among various disciplines
<p>COMPETENCY</p>	<p>Ohio Model of Infant and Early Childhood Mental Health Consultation</p>	<p>ADVANCED</p> <p>https://registry.occrra.org/cart/view_training/10091295 https://registry.occrra.org/cart/view_training/10091296</p>
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>This professional development opportunity will provide participants with the foundational knowledge of effective IECMH consultation, the tenets of the consultative stance, and additional information on the most essential roles of the consultant.</p> <p>The Ohio Model of Infant and Early Childhood Mental Health Consultation, Part 2, will provide participants with the opportunity to put the tenets of the consultative stance "into practice." Opportunities will be provided to develop a vision and plan for professional development, discuss cultural and linguistic humility in IECMH consultation, and explore building relationships with families and other professionals. (Part 1 is required)</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. To define infant and early childhood mental health consultation and its importance for supporting Ohio's Children 2. Identify typical and atypical social emotional development of young children in order to support early learning professionals and all professionals working with young children 3. Define the context in which children's social emotional development impacts each aspect of their growth and development, including school and relationship success 4. Identify three strategies to support early learning professionals in creating a setting that is conducive to healthy social emotional development 5. Define the value of family and early learning professional supports for young children 6. Identify ways to communicate the role of the ECMH consultant to add to the understanding of families, professionals, and community members. 7. Define the tenets of the consultative stance 8. Participants will be able to describe three ways engaging with families is vital for a child's social emotional health.

		<p>9. Recognize and support the stages of a child's social emotional health from birth to age five.</p> <p>10. Recognize trauma in infant, toddlers, and preschoolers and identify ways to respond.</p> <p>11. Utilizing Cultural and Linguistic Humility in IECMHC</p> <p>12. Develop a vision and plan for professional development</p>
COMPETENCY	Trauma Informed Care in Early Childhood Education	INTERMEDIATE https://registry.occrra.org/cart/view_training/10095969
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>Understanding the role of trauma informed care in early childhood is vital to children and families. By becoming “trauma-informed” professionals will recognize that people have often experienced many different types of trauma. Those who have been traumatized benefit from support and understanding from those around them. This professional development opportunity is focused on educating communities and professionals about the long-lasting impact of trauma.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Identify the types of trauma and the affect on development 2. Effects of trauma, such as drug abuse, absent or incarcerated parents, etc. on children's social emotional development, well being, and behavior. 3. Identify the effects of trauma on overall development and begin to identify strategies to respond to effects on behavior and development 4. Identify ways that caregivers and professionals can support children in healthy social emotional development.
COMPETENCY	Responding to Trauma and Supporting Resilience	INTERMEDIATE https://cycsuite.org/
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers 	<p>This module focuses on understanding trauma and how it impacts and influences children. Professionals will learn to recognize possible signs of trauma and identify practical strategies to build resilience along with connecting and engaging families with resources and supports.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define trauma and its influence on development 2. Recognize concerns and help build resilience 3. Identify practical strategies to use during daily routines 4. Connect and engage families with resources and supports

COMPETENCY	This Child, Each Child Will Grow and Learn	INTERMEDIATE https://cycsuite.org/
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families 	<p>This module emphasizes the importance of understanding and noticing the development of each child. Professionals will learn about using developmental monitoring and screening tools to learn about each child’s strengths and areas of concern, effective ways to share information with families, and how to identify resources to support all children.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Understand the importance of developmental milestones 2. Recognize developmental differences and identify resources to support each child’s growth and learning 3. Communicate and effectively engage with families about each child’s development
COMPETENCY	We Can Do This, Right Where We Are	INTERMEDIATE https://cycsuite.org/
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>This module is a first step in building the confidence and competence of early care and education professionals to welcome all children into your settings. Evidence-based strategies and approaches that create success in inclusive early care and education are presented, demonstrating that practical supports can be used with intention purpose</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Build an inclusive environment 2. Use evidence-based practices 3. Identify practical strategies to use during your daily routines 4. Engage in effective communication with families 5. Connect with national, state, and local resources