

## Trauma Training Directory

<p><b>COMPETENCY</b></p>	<p><b>OOC: Trauma Informed Approaches</b> <b>CEUs 1.25</b></p>	<p><b>BEGINNER</b> eBased Academy ID: E-YVMNI1</p> <p><a href="http://www.ebasedacademy.org/learn/course/external/view/elearning/71/ooc-trauma-informed-approaches">http://www.ebasedacademy.org/learn/course/external/view/elearning/71/ooc-trauma-informed-approaches</a></p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Understand secondary traumatic stress and impact providers</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	<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><b>Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. Recognize what trauma is and its impact.</li> <li>2. Identify trauma informed responses.</li> <li>3. Identify strategies to avoid re-traumatizing victims.</li> </ol>
<p><b>COMPETENCY</b></p>	<p><b>OOC: Secondary Trauma for Administrators/Organization Transformation</b> <b>CEUs 1.0</b></p>	<p><b>ADVANCED</b> eBased Academy ID: E-P0Y92V</p> <p><a href="http://www.ebasedacademy.org/learn/course/external/view/elearning/85/ooc-secondary-trauma-for-administratorsorganization-transformation">http://www.ebasedacademy.org/learn/course/external/view/elearning/85/ooc-secondary-trauma-for-administratorsorganization-transformation</a></p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> </ul>	<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 workforce. This course is designed to educate organizations</p>	<p><b>Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. Define secondary traumatic stress (STS) and its impact on organizations and the workforce.</li> <li>2. Understand the benefits and best practices of becoming an STS informed</li> </ol>

<ul style="list-style-type: none"> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Understand secondary traumatic stress and impact providers</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	<p>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>	<p>organization.</p> <p>3. Identify strategies to encourage post-traumatic growth and building resiliency.</p>
<p><b>COMPETENCY</b></p>	<p><b>OOC: Secondary Trauma for Child Welfare Worker's CEUs 1.0</b></p>	<p><b>INTERMEDIATE</b> eBased Academy ID: E-Q07K21</p> <p><a href="http://www.ebasedacademy.org/learn/course/external/view/elearning/86/ooc-secondary-trauma-for-child-welfare-workers">http://www.ebasedacademy.org/learn/course/external/view/elearning/86/ooc-secondary-trauma-for-child-welfare-workers</a></p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understand secondary traumatic stress and impact providers</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	<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><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define Secondary Traumatic Stress (STS) and how it occurs;</li> <li>2. Understand how the demands of the child welfare position impacts their response to STS;</li> <li>3. Identify the signs and symptoms of STS; and,</li> <li>4. Understand practical ways to build resiliency and how it can improve responses to trauma.</li> </ol>
<p><b>COMPETENCY</b></p>	<p><b>OOC: Self Care for Foster Parents - Preventing Secondary Trauma CEUs 1.25</b></p>	<p><b>INTERMEDIATE</b> eBased Academy ID: E-G03M81</p> <p><a href="http://www.ebasedacademy.org/learn/course/external/view/elearning/93/ooc-self-care-for-foster-parents-preventing-secondary-trauma">http://www.ebasedacademy.org/learn/course/external/view/elearning/93/ooc-self-care-for-foster-parents-preventing-secondary-trauma</a></p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> </ul>	<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</p>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand how the challenges of being a foster parent impact their wellbeing;</li> <li>2. Identify how Secondary Traumatic Stress (STS) occurs and its signs and symptoms;</li> </ol>

<ul style="list-style-type: none"> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Understand secondary traumatic stress and impact providers</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	<p>and shift their thinking to address and prevent Secondary Traumatic Stress (STS).</p>	<ol style="list-style-type: none"> <li>3. Learn how to improve responses to stress and practical ways to build resiliency; and,</li> <li>4. Identify resources and support for preventing STS and building resiliency.</li> </ol>
<p><b>COMPETENCY</b></p>	<p><b>OOC: Vicarious Trauma for First Responders</b> <b>CEUs 1.25</b></p>	<p><b>ADVANCED</b> <a href="http://www.ebasedacademy.org/learn/course/external/view/elearning/72/ooc-vicarious-trauma-for-first-responders">http://www.ebasedacademy.org/learn/course/external/view/elearning/72/ooc-vicarious-trauma-for-first-responders</a></p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Understand secondary traumatic stress and impact providers</li> </ul>	<p>The Vicarious Trauma for First Responders course provides an in-depth look at trauma and its 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.</p>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define vicarious trauma is and its impact on first responders;</li> <li>2. Understand why vicarious trauma occurs;</li> <li>3. Identify the personal impacts of vicarious trauma; and,</li> <li>4. Identify strategies to build resilience following a traumatic event.</li> </ol>
<p><b>COMPETENCY</b></p>	<p><b>Dangerous Empathy: Identifying, Preventing and Healing Empathetic Injury in Trauma Professionals</b> <b>CEUs 1.5</b></p>	<p><b>ADVANCED</b> eBased Academy ID: E-O6XPV <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a> Ohio Child Care Resource and Referral Association <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a> AT # 130167</p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> </ul>	<p>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.</p>	<p><b>Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. This workshop reviews the common pathologies of burnout, compassion fatigue and vicarious trauma, including overlapping symptoms and risk factors; and,</li> <li>2. Explore empathetic distress and moral injury-empathetic injury-as an underlying cause of these conditions.</li> </ol>

<ul style="list-style-type: none"> <li>• Understand secondary traumatic stress and impact providers</li> </ul>		
<b>COMPETENCY</b>	<b>Cross Cultural Screening and Assessment in TIC Behavioral Health Practice</b> <b>CEUs 1.5</b>	<b>INTERMEDIATE</b> eBased Academy ID: E-GVP9Q1 <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a> Ohio Child Care Resource and Referral Association <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a> AT # 130169
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	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.	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. This workshop examines importance and key factors of improving cultural competency in TIC through the use screening and assessment tools;</li> <li>2. Participants will understand how cultural considerations relate to Trauma Informed Care;</li> <li>3. Identify culture-bound concepts of distress; and,</li> <li>4. Provided considerations to have when choosing a screening or assessment instrument.</li> </ol>
<b>COMPETENCY</b>	<b>Bigger Than Care: Moving Towards Trauma Informed Environments in Schools and Communities</b> <b>CEUs 1.5</b>	<b>INTERMEDIATE</b> eBased Academy ID: E-E04QR1 <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a> Ohio Child Care Resource and Referral Association <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a> AT # 130172
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understand secondary traumatic stress and impact providers</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	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	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Participants will understand the creation and implementation of self-care teams for staff and students;</li> <li>2. Strategies for building trauma-informed classrooms and hallways;</li> <li>3. Trauma informed communication in the school setting – collaboration and listening and speaking for connection;</li> <li>4. What to say and what to do: How to operationalize TIE principles; and,</li> </ol>

		5. Giving voice to the disempowered.
<b>COMPETENCY</b>	<b>Beyond Trauma Informed: Building Trauma Skilled Communities</b> <b>CEUs 1.5</b>	<b>INTERMEDIATE</b> eBased Academy ID: E-602WNV <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a> Ohio Child Care Resource and Referral Association <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a> AT # 130173
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	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.	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>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,</li> <li>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</li> </ol>
<b>COMPETENCY</b>	<b>Self-Aware and Structurally Sound: The Foundation for a Culturally Competent Trauma-Responsive Agency</b> <b>CEUs 1.5</b>	<b>INTERMEDIATE</b> eBased Academy ID: E-N05D90 <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a> Ohio Child Care Resource and Referral Association <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a> AT # 130166
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> </ul>	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	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Participants will be able to formulate what an assessment of their agency should address;</li> <li>2. Will be able to discuss the level of trauma supports needed within the agency as well as for clients; and,</li> </ol>

<ul style="list-style-type: none"> <li>• Understand secondary traumatic stress and impact providers</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	<p>culturally competent provider requires, among other things, self-awareness and structural change.</p>	<p>3. Be able to describe an emphasis on relationship within and beyond the agency employees as a basis for culturally competent services.</p>
<p><b>COMPETENCY</b></p>	<p><b>Trauma Informed Yoga and Mindfulness Tools for Youth CEUs 1.5</b></p>	<p><b>BEGINNER</b>  eBased Academy ID: P0W630  <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a>  Ohio Child Care Resource and Referral Association  <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a>  AT # 130147</p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understand secondary traumatic stress and impact providers</li> </ul>	<p>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.</p>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Participants will be able to explain how yoga and mindfulness tools help students to integrate and regulate the brain, nervous system and bod;</li> <li>2. Learn and engage in evidence-based yoga and mindfulness practices that can be immediately incorporated into their direct practice with youth; and,</li> <li>3. Plan for how to integrate yoga and mindfulness strategies into their work with youth.</li> </ol>
<p><b>COMPETENCY</b></p>	<p><b>Building Resiliency During Pregnancy: Understanding the Impact of Adversity on Women Prior to, During and Post Pregnancy CEUs 1.5</b></p>	<p><b>INTERMEDIATE</b>  eBased Academy ID: E-P0896V  <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a>  Ohio Child Care Resource and Referral Association  <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a>  AT # 130170</p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> </ul>	<p>This workshop is designed for those professionals working with women who are pregnant and at most risk for infant mortality during pregnancy or within the first year of the baby's' life. The presentation focuses on</p>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>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;</li> </ol>

<ul style="list-style-type: none"> <li>• Understand secondary traumatic stress and impact providers</li> </ul>	<p>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"> <li>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;</li> <li>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,</li> <li>4. Understand the Need for Staff Support when Working with High Risk Individuals.</li> </ol>
<p><b>COMPETENCY</b></p>	<p><b>“This is the way we . . .”: Building Everyday Coping Skills for Families Impacted by Trauma</b> CEUs 1.25</p>	<p><b>INTERMEDIATE</b> eBased Academy ID: E-Y1QER1 <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a> Ohio Child Care Resource and Referral Association <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a> AT # 130152</p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> </ul>	<p>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.</p>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand the context for families who experience chronic high stress and trauma</li> <li>2. Review adaptations that families make given exposure to chronic stress and multiple traumas</li> <li>3. Explore the impacts, biological and systemic, on family coping, connectedness, and safety</li> <li>4. Gain ideas about how to increase the natural healing resources of families</li> <li>5. Review implications for assessment, case conceptualization, treatment planning, and intervention</li> <li>6. Be introduced to Strengthening Family Coping Resources intervention, including the peer-led model</li> </ol>

<b>COMPETENCY</b>	<b>Vicarious Resilience: An Antidote to Vicarious Trauma</b> <b>CEUs 1.5</b>	<b>ADVANCED</b> eBased Academy ID: E-Q07J4V <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a> Ohio Child Care Resource and Referral Association <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a> AT # 130149
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understand secondary traumatic stress and impact providers</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	An organization’s capacity to provide Trauma Informed Care is dependent on the emotional health of their workforce. When 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.	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Participants will be able to identify limitations of selfcare as a primary organizational response to secondary trauma and burnout;</li> <li>2. Learn core concepts and current research regarding Vicarious Resilience and Vicarious Growth; and,</li> <li>3. Learn about ritual and reflective storytelling as a method to support staff and impact organizational culture.</li> </ol>
<b>COMPETENCY</b>	<b>Trauma-Informed Care Caregiving in Child Welfare</b> <b>CEUs 1.5</b>	<b>INTERMEDIATE</b> eBased Academy ID:E-P0YQGV <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a> Ohio Child Care Resource and Referral Association <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a> AT # 130150
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> </ul>	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	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Participants will understand trends in trauma exposure among Ohio START participants;</li> <li>2. Understand implications for early engagement and addiction recovery; and,</li> <li>3. Understand lifelong impact of trauma</li> </ol>

<ul style="list-style-type: none"> <li>• Understanding how cultural factors influence trauma</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	<p>working with families affected by trauma. Back2Back 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>	
<p><b>COMPETENCY</b></p>	<p><b>Trauma and Resiliency in Young Children</b>  <b>CEUs 1.5</b></p>	<p><b>ADVANCED</b>  eBased Academy ID: E-Z1G4ZV  <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a>  Ohio Child Care Resource and Referral Association  <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a>  AT # 130151</p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children's traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	<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><b>Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. Participants will: understand basic brain development in infants, toddlers and young children and the effects trauma has on basic brain development;</li> <li>2. Identify ways to foster and enhance resiliency in infants, toddlers and young children affected by trauma; and,</li> <li>3. Introduced to the importance of self-care in order to better care for the needs of those who have experienced trauma</li> </ol>
<p><b>COMPETENCY</b></p>	<p><b>Breathing Meditation and Caregiver Self-Care Strategies</b>  <b>CEUs 1.5</b></p>	<p><b>BEGINNER</b>  eBased Academy ID: E-KVOJP1  <a href="http://www.ebasedacademy.org/learn">http://www.ebasedacademy.org/learn</a></p>

		<p>Ohio Child Care Resource and Referral Association  <a href="https://registry.occrra.org/cart/training_list">https://registry.occrra.org/cart/training_list</a>  AT # 130171</p>
<ul style="list-style-type: none"> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understand secondary traumatic stress and impact providers</li> <li>• Alternative to Seclusion and Restraint</li> </ul>	<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 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.</p>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>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,</li> <li>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</li> </ol>
<b>COMPETENCY</b>	<b>Growing Family Resilience</b>	<b>INTERMEDIATE</b>
		<p><a href="https://dodd.ohio.gov/wps/portal/gov/dodd/your-family/social-connections/gfr-course">https://dodd.ohio.gov/wps/portal/gov/dodd/your-family/social-connections/gfr-course</a></p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Understand secondary traumatic stress and impact providers</li> </ul>	<p>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 series of modules, provide practical tips for families to be flexible, connected and supported.</p>	<p><b>Learning Objectives:</b>  Participants will understand:</p> <ol style="list-style-type: none"> <li>1. How trauma affects the body;</li> <li>2. Regulation is a process;</li> <li>3. Trauma symptoms are survival strategies;</li> <li>4. Perceived threats and real threats feel the same in the body;</li> <li>5. Healing happens in relationships;</li> <li>6. Self-care starts with the body;</li> <li>7. The Pro Model, (Pause; Rest, Regulate, Relax; and, Open)</li> <li>8. The value of movement; and,</li> <li>9. The value of mindfulness.</li> </ol>

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<b>COMPETENCY</b>	<b>Toxic Stress to Safe Zone</b>	<b>INTERMEDIATE</b>  <a href="https://registry.occrra.org/cart/view_training/10095954">https://registry.occrra.org/cart/view_training/10095954</a>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Understand secondary traumatic stress and impact providers</li> </ul>	<p>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.</p>	<p><b>Learning Objectives:</b> Participants will understand:</p> <ol style="list-style-type: none"> <li>1. Participants will identify and define trauma and toxic stress</li> <li>2. Participants will be able to identify trauma's affect on development</li> <li>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</li> </ol>
<b>COMPETENCY</b>	<b>Trauma Informed Family Engagement</b>	<b>ADVANCED</b>  <a href="https://registry.occrra.org/cart/view_training/10095957">https://registry.occrra.org/cart/view_training/10095957</a>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> </ul>	<p>Participants will identify the six guiding principles to trauma informed care, the importance of family engagement as well</p>	<p><b>Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. Define Trauma Informed Family Engagement</li> </ol>

<ul style="list-style-type: none"> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Understand secondary traumatic stress and impact providers</li> </ul>	<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"> <li>2. Identify strategies to develop an effective trauma informed family engagement plan</li> <li>3. Identify 3 barriers to family engagement and explore implicit bias</li> <li>4. Develop a trauma informed family engagement plan among various disciplines</li> </ol>
<p><b>COMPETENCY</b></p>	<p><b>Ohio Model of Infant and Early Childhood Mental Health Consultation</b></p>	<p><b>ADVANCED</b></p> <p><a href="https://registry.occrra.org/cart/view_training/10091295">https://registry.occrra.org/cart/view_training/10091295</a>  <a href="https://registry.occrra.org/cart/view_training/10091296">https://registry.occrra.org/cart/view_training/10091296</a></p>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> </ul>	<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><b>Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. To define infant and early childhood mental health consultation and its importance for supporting Ohio's Children</li> <li>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</li> <li>3. Define the context in which children's social emotional development impacts each aspect of their growth and development, including school and relationship success</li> <li>4. Identify three strategies to support early learning professionals in creating a setting that is conducive to healthy social emotional development</li> <li>5. Define the value of family and early learning professional supports for young children</li> <li>6. Identify ways to communicate the role of the ECMH consultant to add to the understanding of families, professionals, and community members.</li> <li>7. Define the tenets of the consultative stance</li> <li>8. Participants will be able to describe three ways engaging with families is vital for a child's social emotional health.</li> <li>9. Recognize and support the stages of a child's social emotional health from birth to age five.</li> </ol>

		<ul style="list-style-type: none"> <li>10. Recognize trauma in infant, toddlers, and preschoolers and identify ways to respond.</li> <li>11. Utilizing Cultural and Linguistic Humility in IECMHC</li> <li>12. Develop a vision and plan for professional development</li> </ul>
<b>COMPETENCY</b>	<b>Trauma Informed Care in Early Childhood Education</b>	<b>INTERMEDIATE</b> <a href="https://registry.ocrra.org/cart/view_training/10095969">https://registry.ocrra.org/cart/view_training/10095969</a>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> </ul>	<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><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>1. Identify the types of trauma and the affect on development</li> <li>2. Effects of trauma, such as drug abuse, absent or incarcerated parents, etc. on children's social emotional development, well being, and behavior.</li> <li>3. Identify the effects of trauma on overall development and begin to identify strategies to respond to effects on behavior and development</li> <li>4. Identify ways that caregivers and professionals can support children in healthy social emotional development.</li> </ul>
<b>COMPETENCY</b>	<b>Responding to Trauma and Supporting Resilience</b>	<b>INTERMEDIATE</b> <a href="https://cycsuite.org/">https://cycsuite.org/</a>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Understand secondary traumatic stress and impact providers</li> </ul>	<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><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>1. Define trauma and its influence on development</li> <li>2. Recognize concerns and help build resilience</li> <li>3. Identify practical strategies to use during daily routines</li> <li>4. Connect and engage families with resources and supports</li> </ul>

<b>COMPETENCY</b>	<b>This Child, Each Child Will Grow and Learn</b>	<b>INTERMEDIATE</b> <a href="https://cycsuite.org/">https://cycsuite.org/</a>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> </ul>	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.	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the importance of developmental milestones</li> <li>2. Recognize developmental differences and identify resources to support each child’s growth and learning</li> <li>3. Communicate and effectively engage with families about each child’s development</li> </ol>
<b>COMPETENCY</b>	<b>We Can Do This, Right Where We Are</b>	<b>INTERMEDIATE</b> <a href="https://cycsuite.org/">https://cycsuite.org/</a>
<ul style="list-style-type: none"> <li>• Impact of Trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Demonstrate how to identify trauma-related needs of children and families</li> <li>• Identify strategies to enhance well-being and resiliency</li> <li>• Understanding how cultural factors influence trauma</li> </ul>	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	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Build an inclusive environment</li> <li>2. Use evidence-based practices</li> <li>3. Identify practical strategies to use during your daily routines</li> <li>4. Engage in effective communication with families</li> <li>5. Connect with national, state, and local resources</li> </ol>
<b>COMPETENCY</b>	<b>TRCC: Trauma Responsive Care Certification</b>	<b>BEGINNER/INTERMEDIATE/ADVANCED</b> Contact: Tristate Trauma Network <a href="https://www.tristatetraumanetwork.org/certification/">https://www.tristatetraumanetwork.org/certification/</a> COST
<ul style="list-style-type: none"> <li>• Impact of trauma</li> <li>• Responding to children’s traumatic stress</li> <li>• Understanding how cultural factors influence trauma</li> <li>• Demonstrate how to identify trauma-related needs of children and families,</li> </ul>	<b>Module 1: Facilitating Healing, Resiliency and Hope Part 1 (6 hours) &amp; Module 2: Facilitating Healing, Resiliency, and Hope Part 2 (6 hours)</b>	Participants will be able to identify and address: <ol style="list-style-type: none"> <li>1. The Neurobiology of Felt Safety, Attachment and Regulation</li> <li>2. Cultural context and its impact physically, psychologically, and behaviorally</li> <li>3. Impact of Relationships and Trauma on Brain Development and Developmental Milestones with an exploration of Adverse Childhood Experiences (ACEs)</li> </ol>

<p>and account for individual, cultural, community, and organizational diversity Identify strategies to enhance well-being and resiliency</p>		<ol style="list-style-type: none"> <li>4. The Three R's of Trauma Resolution: Re-experiencing, Release, Reorganize to build felt safety</li> <li>5. The Five Resilience Factors that help create the life you, your family and those you serve want.</li> </ol>
<ul style="list-style-type: none"> <li>• Demonstrate how to identify trauma-related needs of children and families, and account for individual, cultural, community, and organizational diversity.</li> <li>• Understand how cultural factors influence trauma and the perceptions of providers.</li> </ul>	<p><b>Module 3: Where it all Begins: Trauma Informed Assessment (3 hours training; 2 hours consultation)</b></p>	<p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Be able to describe the essential elements of a comprehensive trauma assessment</li> <li>2. Be able to identify and assess Adverse Childhood Experiences (ACEs) and Adverse Life Experiences (ALEs) and the research connecting them with mental and emotional disorders.</li> <li>3. Recognize the importance of assessing their client's resilience and doing so within a cultural context</li> <li>4. Recognize the importance of and how to build upon their client's resilience to help them move beyond their ACEs and ALEs</li> <li>5. Understand the essential elements of a Trauma Informed Biographical Timeline</li> <li>6. Recognize what has stayed the same, as well as understand the relevant diagnostic changes made to the trauma related diagnoses in the DSM – 5 and how to use them accurately</li> </ol>
<ul style="list-style-type: none"> <li>• Identify strategies to enhance well-being and resiliency.</li> </ul>	<p><b>Module 4: The Top Five Resilience Factors and You: Building Resiliency in Those We Serve and Ourselves (3 hours training; 2 hours consultation)</b></p>	<p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and use interventions designed to develop, in those we serve, the top five resilience factors found in individuals who have experienced trauma and moved beyond</li> <li>2. Identify the five good things found in mutually enhancing relationships and how to help those they serve find ways to develop relationships based on them</li> <li>3. Distinguish between Descriptive vs. Evaluative Praise and how to use it to help those they serve develop an internal locus of control and sense of self-efficacy</li> <li>4. Develop a resiliency plan for someone they serve</li> <li>5. Develop a resilience plan for themselves to help avoid toxic stress and secondary trauma</li> </ol>
<ul style="list-style-type: none"> <li>• Impact of trauma</li> <li>• Responding to (children's) traumatic stress</li> </ul>	<p><b>Module 5: Looking for Dopamine in all the Wrong Places: Interventions for Biologically Based Fear Responses (3 hours training; 2 hours consultation)</b></p>	<p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Explore traditional and emerging neuroscience-based understandings of chronic, challenging behaviors like aggression, self-harm, suicidality, risk taking, oppositional-defiance</li> </ol>

<ul style="list-style-type: none"> <li>• Identify strategies to enhance well-being and resiliency.</li> </ul>		<ol style="list-style-type: none"> <li>2. Practice a collaborative, non-adversarial approach to addressing chronic, challenging behaviors</li> <li>3. Be introduced to a multimodal approach to increasing felt safety (neuroception) in their clients</li> <li>4. Practice recognizing and addressing the role of shame, grief and fear in chronic, challenging behaviors and how to release it and develop replacement behaviors that promote resiliency.</li> </ol>
<ul style="list-style-type: none"> <li>• Responding to (children’s) traumatic stress</li> <li>• Identify strategies to enhance well-being and resiliency.</li> </ul>	<p><b>Module 6: Bringing Hope Home: The Three R’s of Successful Trauma Resolution (3 hours training; 2 hours consultation)</b></p>	<p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the stages of successful trauma resolution</li> <li>2. Diminish trauma re-enactment symptoms through the Re-experiencing phase of trauma resolution by using interventions for externalization and sensory processing of the traumatic experiences</li> <li>3. Address the Release stage of trauma recovery by working with interventions that honor what they did to survive, help them identify safe places in their lives so they can release those behaviors, to target arousal reduction and affect regulation</li> <li>4. Work with clients to eliminate trauma’s effect on daily life through the Reorganization stage of trauma recovery with interventions to increase feelings of personal safety, address attachment issues and promote posttraumatic growth.</li> </ol>
<ul style="list-style-type: none"> <li>• Understand secondary traumatic stress and its impact on providers.</li> </ul>	<p><b>Module 7: Trauma Informed Supervision and Administration: Promoting Client Care and Self Care in a Trauma Informed Workplace (3 hours training; 2 hours consultation)</b></p>	<p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Identify and address secondary trauma in the workplace and its impact on treatment, supervision and administration</li> <li>2. Identify and address the importance of safety and how to create it for clients, staff and administration</li> <li>3. Assist clinicians in helping those they serve move through the stages of trauma resolution while recognizing and addressing the vicarious trauma connected with their work</li> <li>4. Develop a self-care plan for themselves and an approach to help supervisees (if applicable) do the same.</li> </ol>
<ul style="list-style-type: none"> <li>• Responding to (children’s) traumatic stress</li> <li>• Identify strategies to enhance well-being and resiliency.</li> </ul>	<p><b>Module 8: Putting it All Together: Relational and Sensory Based Interventions for Trauma Responsive Care (3 hours training; 2 hours consultation)</b></p>	<p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the importance of mindfulness to trauma resolution. And be able to identify one mindfulness intervention to employ with the population they serve</li> </ol>

		<ol style="list-style-type: none"><li>2. Identify the importance of emotional regulation to trauma resolution. And be able to identify one intervention that can enhance an individual's emotional regulation skills</li><li>3. Identify the importance of frustration tolerance to trauma resolution. And be able to identify one intervention that can enhance an individual's frustration tolerance</li><li>4. Identify the importance of social and relational skills to trauma resolution. And be able to identify one intervention that can enhance an individual's social and relational skills.</li></ol>
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