

Trauma Training Directory

- **Beginner** - little to no experience or understanding of the TIC concepts; looking for basic information and application
- **Intermediate** - basic experience & understanding of TIC concepts, but seeking to increase understanding and application
- **Advanced** - competent in addressing TIC in practice and teaching; seeking additional depth and specific application of concepts and practices; familiar with research supported concepts and practices

COMPETENCY	OOO: Trauma Informed Approaches CEUs 1.25 AMA PRA Cat. 1 Credit; RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	BEGINNER eBased Academy ID: E-YVMNI1 eBasedAcademy
<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 	The Trauma Informed Approaches course focuses on SAMHSA's four R's concept of trauma informed care: Realize, Recognize, Respond, and Resist.	Learning Objectives <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.
COMPETENCY	OOO: Secondary Trauma for Administrators/Organization Transformation CEUs 1.0 AMA PRA Cat. 1 Credit; RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	ADVANCED eBased Academy ID: E-P0Y92V eBasedAcademy
<ul style="list-style-type: none"> • Impact of Trauma • Demonstrate how to identify trauma-related needs of children and families 	The Secondary Trauma for Administrators/Organization Transformation course provides an in-depth look at secondary traumatic stress (STS) and its impact on organizations and the	Learning Objectives <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.
COMPETENCY	<p>OOC: Secondary Trauma for Child Welfare Worker's CEUs 1.0</p> <p>AMA PRA Cat. 1 Credit; RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>INTERMEDIATE</p> <p>eBased Academy</p> <p>ID: E-Q07K21</p> <p>eBasedAcademy</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.
COMPETENCY	<p>OOC: Self Care for Foster Parents - Preventing Secondary Trauma CEUs 1.25</p> <p>AMA PRA Cat. 1 Credit; RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>INTERMEDIATE</p> <p>eBased Academy</p> <p>ID: E-G03M81</p> <p>eBasedAcademy</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 	<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 well-being. 2. Identify how Secondary Traumatic Stress (STS) occurs and its signs and symptoms.

<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 		<ol style="list-style-type: none"> 3. Learn how to improve responses to stress and practical ways to build resiliency; and, 4. Identify resources and support for preventing STS and building resiliency.
COMPETENCY	OOC: Vicarious Trauma for First Responders CEUs 1.25 AMA PRA Cat. 1 Credit; RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	ADVANCED eBased Academy ID: E-6VXJ51 eBasedAcademy
<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 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 safer 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	TIC Virtual Summit: Dangerous Empathy: Identifying, Preventing and Healing Empathetic Injury in Trauma Professionals CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	ADVANCED eBased Academy ID: E-O6XPV eBasedAcademy
<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 	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.

<ul style="list-style-type: none"> • Understand secondary traumatic stress and impact providers 		
COMPETENCY	TIC Virtual Summit: Cross Cultural Screening and Assessment in TIC Behavioral Health Practice CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE eBased Academy ID: E-GVP9Q1 eBasedAcademy
<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 	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.	Learning Objectives: <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	TIC Virtual Summit: Bigger Than Care: Moving Towards Trauma Informed Environments in Schools and Communities CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE eBased Academy ID: E-E04QR1 eBasedAcademy
<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 	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	Learning Objectives: <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	TIC Virtual Summit: Beyond Trauma Informed: Building Trauma Skilled Communities CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE eBased Academy ID: E-602WNV eBasedAcademy
<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 	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.	Learning Objectives: 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 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	TIC Virtual Summit: Self-Aware and Structurally Sound: The Foundation for a Culturally Competent Trauma-Responsive Agency CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE eBased Academy ID: E-N05D90 eBasedAcademy
<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, to tailor 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: 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	TIC Virtual Summit: Trauma Informed Yoga and Mindfulness Tools for Youth CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	BEGINNER eBased Academy ID: POW630 eBasedAcademy
<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: 1. Participants will be able to explain how yoga and mindfulness tools help students to integrate and regulate the brain, nervous system, and body. 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	TIC Virtual Summit: Building Resiliency During Pregnancy: Understanding the Impact of Adversity on Women Prior to, During and Post Pregnancy CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE eBased Academy ID: E-P0896V eBasedAcademy

<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 	<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 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>	<p>Learning Objectives:</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>TIC Virtual Summit: “This is the way we . . .”: Building Everyday Coping Skills for Families Impacted by Trauma CEUs 1.25</p> <p>RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>INTERMEDIATE</p> <p>eBased Academy ID: E-Y1QER1 eBasedAcademy</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>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>Learning Objectives:</p> <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	TIC Virtual Summit: Vicarious Resilience: An Antidote to Vicarious Trauma CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	ADVANCED eBased Academy ID: E-Q07J4V eBasedAcademy
<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 	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.	Learning Objectives: <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.
COMPETENCY	TIC Virtual Summit: Trauma-Informed Care Caregiving in Child Welfare CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE eBased Academy ID: E-P0YQGV eBasedAcademy
<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 	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 Ministries is an international Christian non-profit with a Cincinnati-based office focusing on trauma competent care.	Learning Objectives: <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

	<p>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 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	<p>TIC Virtual Summit: Trauma and Resiliency in Young Children CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>ADVANCED eBased Academy ID: E-Z1G4ZV eBasedAcademy</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 • 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 to better care for the needs of those who have experienced trauma
COMPETENCY	<p>TIC Virtual Summit: Breathing Meditation and Caregiver Self-Care Strategies CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>BEGINNER eBased Academy ID: E-KVOJP1 eBasedAcademy</p>

<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 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>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, 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	Growing Family Resilience	<p>INTERMEDIATE</p> <p>https://dodd.ohio.gov/wps/portal/gov/dodd/your-family/social-connections/gfr-course</p>
<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 • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers 	<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>Learning Objectives:</p> <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. 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.
COMPETENCY	<p>Toxic Stress to Safe Zone</p> <p>Ohio Approved</p>	<p>INTERMEDIATE</p> <p>Ohio Child Care Resource and Referral Association</p> <p>View Training OCCRRRA</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 	<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, but participants will also develop a plan for expanding trauma informed practice in at least one of the domains in each of our settings.</p>	<p>Learning Objectives: Participants will understand:</p> <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 effect 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	<p>Trauma-Informed Care in Family Engagement Ohio Approved</p>	<p>BEGINNER Ohio Child Care Resource and Referral Association View Training OCCRRA</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 	<p>In this interactive self-paced 3.5-hour module, participants will identify the six guiding principles to trauma informed care, the importance of family engagement, and strategies for implementing 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"> 1. Participants will be able to define family engagement. 2. Participants will be able to identify three barriers to family engagement. 3. Participants will be able to describe implicit bias. <p>Participants will be able to identify strategies to develop an effective trauma informed family engagement plan.</p>
COMPETENCY	<p>Ohio Model of Infant and Early Childhood Mental Health Consultation Ohio Approved</p>	<p>ADVANCED Ohio Child Care Resource and Referral Association https://registry.occrra.org/cart/view_training/10091295 [Part 1 Of 2] https://registry.occrra.org/cart/view_training/10091296 [Part 2 Of 2]</p>
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress 	<p>This professional development opportunity will provide participants with the foundational knowledge of effective IECMH consultation, the tenets of the consultative stance, and</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

<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 	<p>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>	<ol style="list-style-type: none"> 2. Identify typical and atypical social emotional development of young children 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. 9. Recognize and support the stages of a child's social emotional health from birth to age five. 10. Recognize trauma in infant, toddlers, and preschoolers and identify ways to respond. 11. Utilizing Cultural and Linguistic Humility in IECMHC 12. Develop a vision and plan for professional development
COMPETENCY	Cultural Healing and Historical Understanding Through a Cultural Lens Ohio Approved	BEGINNER Ohio Child Care Resource and Referral Association View Training OCCRRA
<ul style="list-style-type: none"> • Impact of trauma • Demonstrate how to identify trauma-related needs of children and families, and account for individual, cultural, community, and organizational diversity • Identify strategies to enhance well-being and resiliency Identify how culture factors influence 	<p>In this interactive, self-paced 4-hour module, you will explore how cultural and historical backgrounds create a framework through which you perceive the world and how the world perceives you. Through the perspective of the trauma informed lens, you will examine the effect of cultural and historical experiences, specifically within the child welfare system. This module will also address how you can apply the six key principles of trauma informed care to your interactions</p>	Learning Objectives <ol style="list-style-type: none"> 1. Participants will be able to define trauma and the effects of traumatic experiences. 2. Participants will be able to describe the key principles of trauma informed care. 3. Participants will be able to identify two influences of historical and cultural trauma on individual, organizational, and community functioning <p>Participants will be able to develop a plan of action to promote cultural healing and historical understanding.</p>

	with children and families and develop a plan of action to promote cultural healing and historical understanding.	
COMPETENCY	ESTRÉS TÓXICO A LA ZONA SEGURA Note: This module is narrated in Spanish. Ohio Approved	BEGINNER Ohio Child Care Resource and Referral Association View Training OCCRRA
<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, and account for individual, cultural, community, and organizational diversity • Identify strategies to enhance well-being and resiliency <ul style="list-style-type: none"> Identify how culture factors influence 	Las primeras experiencias de trauma tienen un impacto a lo largo de la vida. Este módulo interactivo de 1,5 horas a su propio ritmo explorará el efecto sobre el desarrollo infantil y la respuesta a la influencia del trauma en el comportamiento. Además de un enfoque en convertirse en profesionales del aprendizaje temprano informados sobre el trauma, los participantes examinarán el impacto del trauma en los padres y profesionales y cómo un enfoque informado sobre el trauma puede crear seguridad en el entorno del aprendizaje temprano. Este módulo revisará los diez dominios de SAMHSA para evaluar la práctica informada sobre el trauma y verá cómo desarrollar un plan para expandir la práctica informada sobre el trauma dentro de estos dominios.	Learning Objectives <ol style="list-style-type: none"> 1. Los participantes podrán describir el trauma y el estrés tóxico. 2. Los participantes podrán identificar los efectos del trauma en el desarrollo social y emocional. 3. Los participantes podrán identificar estrategias para responder al impacto del trauma en el comportamiento.
COMPETENCY	Infant and Early Childhood Mental Health Consultation: The New Ohio Model Ohio Approved	ADVANCED Ohio Child Care Resource and Referral Association View Training OCCRRA
<ul style="list-style-type: none"> • Impact of trauma • Demonstrate how to identify trauma-related needs of children and families, and account for individual, cultural, community, and organizational diversity • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact on providers 	This interactive self-paced 5.5-hour module will provide you with the foundational knowledge of effective Infant and Early Childhood Mental Health Consultation and the Tenets of the Consultative Stance. You will also review the role of the consultant in building relationships with families and professionals and strategies for supporting the social and emotional health of children ages 0 - 5 years of age.	Learning Objectives <ol style="list-style-type: none"> 1. Participants will be able to define effective infant and early childhood mental health consultation. 2. Participants will be able to identify the competencies of an effective IECMH consultant. 3. Participants will be able to discuss the role of culture competence in IECMHC. 4. Participants will be able to describe the tenets of the consultative stance 5. Participants will be able to discuss strategies for partnering with families 6. Participants will be able to discuss strategies for supporting the social and emotional health of children 0 – 5

		<p>7. Participants will be able to explain how IECMH consultation benefits children experiencing trauma.</p> <p>Participants will be able to develop a vision and plan for professional development</p>
COMPETENCY	The Impact of Trauma on Behavior in Early Childhood Ohio Approved	BEGINNER Ohio Child Care Resource and Referral Association View Training OCCRRRA
<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, and account for individual, cultural, community, and organizational diversity • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact on providers 	<p>This interactive 2-hour self-paced module focuses on the importance of understanding the role of trauma informed care in early childhood with an emphasis on children and families. The long-lasting impact of trauma will also be explored. Participants will examine the effects of trauma on children’s social-emotional development and behavior and explore strategies for supporting development in early childhood settings.</p>	Learning Objectives <ol style="list-style-type: none"> 1. Participants will be able to describe the effects of trauma on children’s social-emotional development. 2. Participants will be able to identify three strategies that support children’s social-emotional development in early childhood.
COMPETENCY	Trauma Informed Care in Early Childhood Education Ohio Approved	INTERMEDIATE Ohio Child Care Resource and Referral Association View Training OCCRRRA
<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>	Learning Objectives <ol style="list-style-type: none"> 1. Identify the types of trauma and the effect on development 2. Effects of trauma, such as drug abuse, absent or incarcerated parents, etc. on children's social emotional development, wellbeing, 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 Ohio Approved This module is also eligible for one (1) unit hour in the area of developmental specialist/supervisor, EI service coordinator/supervisor as approved by the Ohio Department of Developmental Disabilities (DODD)	INTERMEDIATE Ohio Center for Autism and Low Incidence Center for the Young Child 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 	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.	Learning Objectives: <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 Ohio Approved This module is also eligible for one (1) unit hour in the area of developmental specialist/supervisor, EI service coordinator/supervisor as approved by the Ohio Department of Developmental Disabilities (DODD).	INTERMEDIATE Ohio Center for Autism and Low Incidence Center for the Young Child 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 	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.	Learning Objectives: <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 <p>Communicate and effectively engage with families about each child’s development</p>
COMPETENCY	We Can Do This, Right Where We Are Ohio Approved This module is also eligible for one (1) unit hour in the area of developmental specialist/supervisor, EI service	INTERMEDIATE Ohio Center for Autism and Low Incidence Center for the Young Child https://cycsuite.org/

	coordinator/supervisor as approved by the Ohio Department of Developmental Disabilities (DODD)	
<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 	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	Learning Objectives: <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
COMPETENCY	TRCC: Trauma Responsive Care Certification Ohio CSWMFT CEUs are awarded per session for training only	BEGINNER/INTERMEDIATE/ADVANCED Contact: Tristate Trauma Network https://www.tristatetraumanetwork.org/certification/COST
<ul style="list-style-type: none"> • Impact of trauma • Responding to children’s traumatic stress • Understanding how cultural factors influence trauma • Demonstrate how to identify trauma-related needs of children and families, and account for individual, cultural, community, and organizational diversity Identify strategies to enhance well-being and resiliency 	Module 1: Facilitating Healing, Resiliency and Hope Part 1 (6 hours) & Module 2: Facilitating Healing, Resiliency, and Hope Part 2 (6 hours)	Participants will be able to identify and address: <ol style="list-style-type: none"> 1. The Neurobiology of Felt Safety, Attachment and Regulation 2. Cultural context and its impact physically, psychologically, and behaviorally 3. Impact of Relationships and Trauma on Brain Development and Developmental Milestones with an exploration of Adverse Childhood Experiences (ACEs) 4. The Three R’s of Trauma Resolution: Re-experiencing, Release, Reorganize to build felt safety 5. The Five Resilience Factors that help create the life you, your family and those you serve want.
<ul style="list-style-type: none"> • Demonstrate how to identify trauma-related needs of children and families, and account for individual, cultural, community, and organizational diversity. • Understand how cultural factors influence trauma and the perceptions of providers. 	Module 3: Where it all Begins: Trauma Informed Assessment (3 hours training; 2 hours consultation)	Participants will: <ol style="list-style-type: none"> 1. Be able to describe the essential elements of a comprehensive trauma assessment 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. 3. Recognize the importance of assessing their client’s resilience and doing so within a cultural context

		<ol style="list-style-type: none"> 4. Recognize the importance of and how to build upon their client’s resilience to help them move beyond their ACEs and ALEs 5. Understand the essential elements of a Trauma Informed Biographical Timeline 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
<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency. 	Module 4: The Top Five Resilience Factors and You: Building Resiliency in Those We Serve and Ourselves (3 hours training; 2 hours consultation)	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 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 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 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 4. Develop a resiliency plan for someone they serve 5. Develop a resilience plan for themselves to help avoid toxic stress and secondary trauma
<ul style="list-style-type: none"> • Impact of trauma • Responding to (children’s) traumatic stress • Identify strategies to enhance well-being and resiliency. 	Module 5: Looking for Dopamine in all the Wrong Places: Interventions for Biologically Based Fear Responses (3 hours training; 2 hours consultation)	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Explore traditional and emerging neuroscience-based understandings of chronic, challenging behaviors like aggression, self-harm, suicidality, risk taking, oppositional-defiance 2. Practice a collaborative, non-adversarial approach to addressing chronic, challenging behaviors 3. Be introduced to a multimodal approach to increasing felt safety (neuroception) in their clients 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.
<ul style="list-style-type: none"> • Responding to (children’s) traumatic stress • Identify strategies to enhance well-being and resiliency. 	Module 6: Bringing Hope Home: The Three R’s of Successful Trauma Resolution (3 hours training; 2 hours consultation)	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify the stages of successful trauma resolution

		<ol style="list-style-type: none"> 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 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 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.
<ul style="list-style-type: none"> • Understand secondary traumatic stress and its impact on providers. 	Module 7: Trauma Informed Supervision and Administration: Promoting Client Care and Self Care in a Trauma Informed Workplace (3 hours training; 2 hours consultation)	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Identify and address secondary trauma in the workplace and its impact on treatment, supervision, and administration 2. Identify and address the importance of safety and how to create it for clients, staff, and administration 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 4. Develop a self-care plan for themselves and an approach to help supervisees (if applicable) do the same.
<ul style="list-style-type: none"> • Responding to (children's) traumatic stress • Identify strategies to enhance well-being and resiliency. 	Module 8: Putting it All Together: Relational and Sensory Based Interventions for Trauma Responsive Care (3 hours training; 2 hours consultation)	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify the importance of mindfulness to trauma resolution. And be able to identify one mindfulness intervention to employ with the population they serve 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 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 <p>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.</p>

COMPETENCY	TIC Virtual Summit 2021- Using Restorative Justice & Trauma Informed Approaches to Reduce School Discipline CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-GVZPE0 eBasedAcademy
<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>Research shows that children who are suspended encounter more negative life outcomes than those who are not. Children who are suspended miss important instruction time and are behind their peers when they return to school, creating a cycle of lower academic achievement and disengagement from school. (Gregory, et al, 2006). Out-of-school suspensions often exacerbate behavioral issues, and disproportionately affect minority, poor, and disabled students, and are the first step on the school to prison pipeline. This presentation will focus on the ways that educators can respond to negative behaviors using trauma-informed and restorative justice approaches to school discipline focused on reducing harmful suspensions and expulsions. A restorative approach in a school shifts the emphasis from managing inappropriate behavior and dispensing punishment to focusing on the building, nurturing, and repairing of relationships.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will be able to recognize Exclusionary Discipline disproportionately impacts students in poverty, disabled students, racial minorities, LGBTQ students, and disabled students, and is associated with negative life outcomes across the board. 2. Participants will be able to recognize that chronic trauma, including toxic stress from living in concentrated poverty or around substance misuse, can cause serious problems with learning and behavior 3. Participants will be able to recognize that coupling trauma-informed practices with restorative justice practices is our best opportunity for creating safe schools for students and staff alike, better outcomes for students, and interrupting the school-to-prison pipeline
COMPETENCY	TIC Virtual Summit 2021- Understanding the Interconnection of Fetal Alcohol Spectrum Disorders (FASD) and Trauma: Trauma-Informed Approaches to Differentiate and Cope with the Effects of Prenatal and Postnatal-Trauma Experiences Including COVID-19 Impacts CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-G03W30 eBasedAcademy
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress 	<p>Fetal Alcohol Spectrum Disorders (FASD) is a neurodevelopmental disorder which results in cognitive, behavioral, emotional, and adaptive functioning deficits. Individuals with FASD are three times more likely to</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will be able to identify common occurrences of trauma in children with FASD

<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 	<p>be abused or neglected during childhood than typically developing children and are more likely to witness violence, experience neglect, and be victims of physical and sexual abuse. The presentation will address the stigma of carrying a FASD diagnosis as well as point out the disparities regarding accessing diagnostic and proper treatment services to address the symptoms associated with FASD. As the impact of postnatal trauma experiences and COVID-19 are explored, the confounding impact of race, socioeconomic status, and foster care involvement on the barriers to diagnosis and risks for further postnatal trauma will also be addressed.</p>	<ol style="list-style-type: none"> 2. Participants will be able to further understand how trauma symptoms may present themselves in individuals with FASD and how to differentiate between FASD, trauma, and exacerbation of existing cognitive, behavioral, adaptive, and emotional difficulties 3. Participants will further their knowledge on current literature and techniques related to assisting children with FASD cope with past trauma experiences as well as the present confounding impact of the COVID-19 pandemic
COMPETENCY	<p>TIC Virtual Summit 2021- Trust Based Relational Intervention (TBRI) CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>INTERMEDIATE ID: E-XVDKN1 eBasedAcademy</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>Trust Based Relational Intervention (TBRI) is an evidence based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children. How we meet the everyday needs of vulnerable children has become increasingly important due to the heightened amount of uncertainty and upheaval in their lives. TBRI has three key principles: Empowering Principles, Connecting Principles; and Correcting Principles. These key principles address the "whole child". The presenters will discuss how to stay connected during a time when everything is so disconnected, activities we are using to reconnect with our clients, we will also discuss many issues that are being faced by families during the pandemic. Presenters will be working through the steps of a Nurture Group which is the common In-Home Coaching practice.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will be able to explain TBRI, the Attachment Cycle, and what happens when it goes wrong 2. Describe multiple ways TBRI can help families build and maintain relationships and present disruptions considering all the issues that arise during the pandemic 3. Recognize how the services offered by the TBRI Practitioners at NOAS can help foster/adoptive/kinship and even biological families stay connected or reconnect during this very difficult time or even in the future

COMPETENCY	TIC Virtual Summit 2021- Trauma Informed Music & Art Therapy with Forensic Clients CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-5VNERV eBasedAcademy
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	This workshop IS geared toward professionals who already have a basic understanding of forensic inpatients residing in a psychiatric facility. Presenters will give information about changes to community reintegration, music therapy, and art therapy programming during the pandemic. Participants will gain an understanding of how to bring the community to the patients versus taking the patients to the community; how to adapt off-unit music and art therapy programming; how to increase feelings of safety and security during a time of tremendous change; and how to engage patients during a lengthy period of quarantine using trauma-informed guiding principles.	Learning Objectives: <ol style="list-style-type: none"> 1. Participants will gain an understanding of how the pandemic has impacted inpatient psychiatric care with a focus on community reintegration, music therapy, and art therapy programming 2. Participants will learn specific trauma-informed techniques when working with inpatient psychiatric clients during the pandemic 3. Participants will learn specific trauma-informed techniques when working with inpatient psychiatric clients during the unit quarantine, during which they were more isolated to minimize infection control risks
COMPETENCY	TIC Virtual Summit 2021- The Missing Piece: When Trauma Survivors Experience Brain Injuries CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE/ADVANCED ID: E-7VRP31 eBasedAcademy
<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 • Understanding how cultural factors influence trauma 	The workshop will present a trauma-informed framework emphasizing creating brain injury informed programming. Participants will be given tools and techniques for early identification and detection of possible brain injuries. The presentation will include a discussion on a theoretical model developed by the presenters that emphasizes when neurologic trauma continues to be unidentified and untreated, it increases exposure to risk behaviors fueling premature morbidity and mortality and contributes to our most costly and preventable public health problems. The model includes	Learning Objectives: <ol style="list-style-type: none"> 1. Participants will learn at least three symptoms of traumatic and hypoxic-anoxic brain injuries 2. Participants will identify at least two ways in which unidentified brain injuries can contribute to increased 3. Participants will develop at least two strategies to integrate knowledge of brain injury into programming

	opportunities for intervention to prevent early death and decreased quality of life.	
COMPETENCY	TIC Virtual Summit 2021- Sustaining a Trauma-Informed Culture: Thriving Together in Times of Uncertainty CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-71KX50 eBasedAcademy
<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 • Understanding how cultural factors influence trauma 	<p>The Covid-19 pandemic has changed the landscape in which we live, work, and connect with one another. In addition, divisions within our political system, social and cultural inequities, and an economic crisis exacerbate anxiety and stress depleting our ability to utilize normal coping strategies effectively. Participants will learn strategies to increase agency-wide engagement from the top down and bottom up. When these strategies and subsequent actions steps are taken, the concepts of trauma-informed care can truly remain alive and continue to flourish.</p>	Learning Objectives: <ol style="list-style-type: none"> 1. Participants will be able to identify how our current climate presents challenges to sustaining trauma-informed care, as well as necessity in adhering to principles 2. Participants will identify adaptive strategies to engage employees in trauma-informed care virtually 3. Participants will learn how to affect change at a policy or executive office level, as well as engage non-clinical staff in concepts of trauma-informed care
COMPETENCY	TIC Virtual Summit 2021- Providing Resiliency and Hope During Trauma CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-E1LJL0 eBasedAcademy
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>This workshop will highlight the trauma-informed approaches provided to families and children whose lives have been affected by HIV/AIDS, administered by the Ursuline Sisters HIV/AIDS Ministry. Overall, this Ministry is dedicated to delivering medical services, child & family support services, housing services, food delivery, and an on-site food pantry, and its Children & Family Support Services proved to be an even more important outreach during the pandemic.</p>	Learning Objectives: <ol style="list-style-type: none"> 1. Participants will be able to recognize the 6 principles of Trauma Informed Care 2. Identify concrete and specific strategies to use with clients to support each of the 6 principles of TIC 3. Describe research-based traits that resilient individuals have and specific strategies to increase resiliency in providers and our clients

COMPETENCY	TIC Virtual Summit 2021 - Integrating Trauma-Informed Care Practices into Suicide Prevention Education CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-P0WM31 eBasedAcademy
<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 	The Integration of Trauma-Informed Practices into Suicide Prevention Education workshop promotes the idea of brain health both in the classroom and at home. Presenters will offer mindful self-care strategies that can be practiced at home and in the classroom, personal stories current statistics and practices that support suicide prevention and depression awareness.	<ol style="list-style-type: none"> 1. Participants will understand how suicide prevention and depression awareness education are supported by the 4 R's of Trauma-Informed Care 2. Participants will gain an understanding what suicide prevention education aims to achieve and what supports are necessary as well as fighting stigma surrounding these topics. 3. Participants will recognize the importance of educator/parental self-care in our current environment
COMPETENCY	TIC Virtual Summit 2021 - Creative Strategies to Combat Comorbid Trauma CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-P0YYG0 eBasedAcademy
<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 	This session will provide the practical application of creative strategies to combat comorbid trauma utilizing related services with practices based in evidence for individuals of all ages impacted by trauma and/or with developmental delays.	<ol style="list-style-type: none"> 1. Participants will be able to apply creative strategies and immediately implement into your practice to help traumatized children, teens, adults, and families regulate their emotions and behaviors 2. Participants will be able implement the use of simple and economical materials; what to use and when, so you can feel immediately confident using TIC creative strategies in your practice. 3. Participants will playfully practice evidence based creative strategies via interactive-hand-on therapeutic creative experiences.

COMPETENCY	TIC Virtual Summit 2021- Taking Flight: Learning to Navigate Life in and Beyond the Pandemic in an Inpatient Psychiatric Setting CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-Z1G7ZV eBasedAcademy
<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 faced with the uncertainty and upheaval of an unprecedented global event, even the most trauma-competent organization may find themselves fumbling in their response. The COVID-19 pandemic has left in its wake not only unique physical challenges, but a plethora of social, emotional, relational, and spiritual challenges as well. All these challenges were certainly felt within the walls of Twin Valley Behavioral Healthcare, one of six state regional psychiatric hospitals within Ohio. A diverse panel of presenters from Twin Valley Behavioral Health will provide attendees with a glimpse of the challenges faced during the pandemic, specific trauma-informed responses to these challenges, and the learned outcome of each response	<ol style="list-style-type: none"> 1. Participants will increase understanding of the principles of Trauma Informed Care. 2. Participants will enhance knowledge of how to adapt, and incorporate principles of TIC into, responses to critical incidents 3. Participants will be able to identify specific strategies and techniques that support recovery models for TIC, and which can be used to advance the system of care when responding to a pandemic.
COMPETENCY	TIC Virtual Summit 2021- Regulate Before You Educate: Self-Regulation and Implementation Supports CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-Y1QPRV eBasedAcademy
<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 	Learning is state dependent. Teaching is state dependent. Stress drives this state. We need to be regulated before we can effectively teach, learn, or help co-regulate others. Understanding regulation/dysregulation in self including preferences, triggers, and tools is key for healthy co-regulation. This session will focus on the three methods to self-regulation and explore effective regulation supports for in-person or remote learning environments.	<ol style="list-style-type: none"> 1. Participants will identify personal signs of stress/dysregulation. 2. Participants will be able to describe the three methods of regulation including Bottom Up Somatosensory, Top-Down Reassurance, and Disassociation 3. Participants will understand how to use a continuum of supports in a trauma sensitive physical learning environment to encourage regulation for all

COMPETENCY	TIC Virtual Summit 2021 - Resilience in Recovery CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-N0539V eBasedAcademy
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>An Ohio Drug Court wanted to build resilience for participants by incorporating trauma-informed practices. Project Be Happy L.L.C. (PBH) worked in partnership to develop a curriculum that included education on the effects of trauma and stress, body-based interventions, and life strategies to create a resilience plan for recovery. PBH incorporated yoga, energy medicine, essential oils, and stress management techniques to help re-set the nervous system and give practical tools to the participants. In this workshop, the founders of Project Be Happy L.L.C. will discuss how to incorporate body-based techniques into a substance abuse program. They will provide a description of energy medicine, breath work, and movement practices, along with a demonstration and tips on how to engage participants online.</p>	<ol style="list-style-type: none"> 1. Participants will describe how body-based practices help to build resilience 2. The presenter will discuss how to incorporate body-based interventions into a substance abuse program 3. Participate in an energy medicine, breath work, and movement practice
COMPETENCY	TIC Virtual Summit 2021 - Racism and Medical Trauma: Exploring Racial Disparities in Health and Effective Strategies to Address Medical Trauma and Mistrust During a Global Pandemic CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-GVPMQV eBasedAcademy
<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 • Understanding how cultural factors influence trauma 	<p>This workshop explores racism as a primary factor to the racial disparities in the African American community by identifying traumatic events in American history that negatively impact the black community's perspective on the healthcare system. After exploring racism's role in health disparities, this training will review the impact of trauma on current healthcare disparities in the African American community. Lastly, this workshop will discuss effective, trauma-informed, strategies</p>	<ol style="list-style-type: none"> 1. Participants will Identify three historical factors that contribute to the medical trauma and mistrust of the healthcare system in the African American community 2. Review current impact of trauma on racial health disparities 3. Explore effective strategies to address medical trauma and mistrust of the healthcare system

	that can be implemented by various professionals to address medical trauma and mistrust of the healthcare system when working with African Americans families and communities.	
COMPETENCY	TIC Virtual Summit 2021- PAX Tools for Human Services CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-P08860 eBasedAcademy
<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 	This workshop will overview a unified approach for organizations and professionals across the system of care. PAX Tools for Human Services allows youth-serving professionals to improve youth outcomes by incorporating research-based, trauma-informed strategies into their professional role. During this interactive workshop participants will discuss principles of a trauma-informed approach, teaching behavior as a skill set, establishing a nurturing environment, and the role of reliable and consistent adults. A selection of PAX Tools strategies will be taught to operationalize research-based, trauma-informed methods for increasing cooperation, self-regulation and building resiliency	<ol style="list-style-type: none"> 1. Participants will learn to support children who have experienced trauma and understand its impact on their behavior. 2. Participants will identify strategies to improve relationships, reduce conflict, and prevent and address misbehavior with a trauma-informed approach 3. Participants will learn how to apply PAX Tools strategies to common situations when working with children and adolescents
COMPETENCY	TIC Virtual Summit 2021 - Making Connections: Trauma Informed Engagement & Family Resilience CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-KVO2P1 eBasedAcademy
<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 	This session will focus on meeting the family in their own setting. After we explore barriers to engagement and identify strategies to overcome them, we will participate in some experiential activities to increase engagement in the home. We will also explore family interventions to strengthen their relationships and to nurture resilience within their	<ol style="list-style-type: none"> 1. Participants will understand and describe the importance of engagement to achieve family goals 2. Participants will explore stigma, culture, and other barriers to engagement 3. Participants will have the opportunity to participate in a variety of experiential activities that can be utilized in the home

<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>family. We will also review how to apply trauma-informed strategies to manage difficult behaviors, respond to crises and improve parenting techniques.</p>	
COMPETENCY	<p>TIC Virtual Summit 2021 - Keys to Equity and Inclusion: Sensory Processing Disorder and ACES</p> <p>CEUs 1.5</p> <p>RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>INTERMEDIATE</p> <p>ID: E-E04KR1</p> <p>eBasedAcademy</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 presentation explores the details of Sensory Processing Disorder (SPD) and ACEs and how they interact to affect one's daily life. The session includes resource material and strategies for participants to bring back to their schools, classrooms, and community organizations, to help both the individuals with SPD identify sensory stressors, and to help the support team build a truly workable strategy of support and inclusion for those suffering from sensory overload.</p>	<ol style="list-style-type: none"> 1. Participants will be able to define and recognize the top 8 Sensory systems that are involved in Sensory Processing Disorder. 2. Participants will be able to analyze Sensory Processing Disorder as it presents in public spaces, such as classrooms, stores, museums etc. 3. Participants will be able to develop strategies to mitigate sensory overload.
COMPETENCY	<p>TIC Virtual Summit 2021 - Insights Amid the Pandemic: We Are More Alike Than We Will Ever Be Different</p> <p>CEUs 1.5</p> <p>RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>INTERMEDIATE</p> <p>ID: E-602DN0</p> <p>eBasedAcademy</p>
<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 <p>Understanding how cultural factors influence trauma</p>	<p>This workshop will highlight the parallels between pandemic life and the experiences of individuals experiencing addiction and/or mental illness and then utilize the audience’s and broader population’s first-hand knowledge of the pandemic to combat stigma and highlight methods of providing more trauma-competent care. With an enhanced understanding of the experience of addiction and mental illness, we can discuss</p>	<ol style="list-style-type: none"> 1. Participants will recognize parallels between the challenges of the COVID-19 pandemic and those associated with addiction, mental illness, and early recovery processes. 2. Participants will identify the detrimental impact of stigma on individuals who experience addiction and/or mental illness and how COVID-19-related trauma compounds issues already experienced by these populations.

	critical considerations when addressing trauma and these illnesses.	3. Participants will identify methods of providing trauma-competent services to persons experiencing addiction and/or mental illness during the pandemic
COMPETENCY	TIC Virtual Summit 2021 - How to Manage Stress and Give Hope: A Purpose-Driven Supervisor's Guide to Creating A Mentally Healthy Workplace CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	ADVANCED ID: E-J0E7QV eBasedAcademy
<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 	<p>This workshop is to enhance supervisors' ability to identify symptoms of stress and trauma in their employees and to help them prevail in excellent service delivery despite a pandemic!</p> <p>This workshop is to help supervisors identify symptoms of vicarious/secondary trauma on their teams and to adopt healthy stress management strategies associated with the COVID-19 pandemic.</p>	<ol style="list-style-type: none"> 1. Supervisors will be able to help employees eliminate personal disruptor's 2. Supervisors will be able to model mentally healthy behaviors 3. Supervisors will be transparent in processing impact of trauma on self and staff
COMPETENCY	TIC Virtual Summit 2021: Historical Trauma Theory: Theory, Research, and Clinical Practice Implications CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-D19N41 eBasedAcademy
<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>Understanding how historical trauma might influence the current mental health status of racial/ethnic populations may provide new directions and insights for understanding, treating, and preventing mental health issues. This workshop will examine the model of Historical Trauma Theory and the research support to date. This framework will be applied to practice as well as research implications.</p>	<ol style="list-style-type: none"> 1. The participant will increase Understanding of Historical Trauma Theory and its research 2. The participant will be able to apply Historical Trauma Theory to clinical practice 3. The participant will be able to apply Historical Trauma Theory to future research

COMPETENCY	TIC Virtual Summit 2021 - ACEs & Race: Understanding the Impact of Historical Trauma in our Current Moment CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs	INTERMEDIATE ID: E-6VXY71 eBasedAcademy
<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 	This session will begin with a brief overview of the Adverse Childhood Experiences study and then will further explain the underlying mechanics of Social Contexts and Historical Trauma that contribute to ACEs. This session will utilize the historical perspective to examine stressors from the COVID-19 pandemic in a new light.	<ol style="list-style-type: none"> 1. Participants will increase understanding of the ACEs Pyramid, specifically how Social Contexts, Historical Trauma, and Inter-Generational Transmission (included race-related trauma), are contributing factors to Adverse Childhood Experiences 2. Participants will understand how race-related trauma in the United States is a compounding factor to current racial inequities experienced in the COVID-19 pandemic 3. Participants will learn how to identify Resilience Factors that buffer the negative impact of Historical Trauma such as race-related trauma and COVID-19. Description of Resilience Factors will be expanded to include multi-cultural expressions and presentations
COMPETENCY	Fostering Healing, Resiliency, and Hope for Traumatized Children (CW 318-29 6 hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors.</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma OCWTP Comps 305-02-006, 305-02-011, 307-01-011, 318-01-001, 318-01-007, 318-01-008, 318-01-	Join us in learning practical ways to bring hope, healing, and resiliency to children who have experienced trauma. By allowing you to experience how trauma affects the brain, development, and attachment, we will take the latest trauma research and turn it into interventions you can use every day in your caregiving or in working with caregivers. Through real-life case examples and experiential learning, you will discover trauma-based strategies that will address the most challenging behaviors you face.	Learning Objectives <ol style="list-style-type: none"> 1. Participants will be able to understand the impact of trauma on brain development, attachment, and developmental milestones 2. Participants will be able to identify and address the centrality of relationships in human growth and development, how the quality of relationships affects brain development and the healing power of empathic connection. 3. Participants will understand, discuss, and address cultural context and its impact physically, psychologically, and behaviorally on foster children. 4. Participants will be able to recognize, discuss and address mood syntonik vs. mood Dystonic abuse as they present in foster care.

009, 318-01-015, 318-01-017, 322-01-004, 322-01-005 923-02-002, 925-01-003, 991-01-001, 991-01-003, 991-01-005, 991-02-001, 991-02-002, 991-02-003		<p>5. Participants will be able to recognize, discuss and address the difference between simple and complex trauma as it presents in foster care.</p> <p>6. Participants will recognize, discuss the purpose of and develop ways to address the underlying cause of biologically based fear responses like lying, cheating, stealing, manipulating, bed wetting, oppositional behavior, and aggression</p> <p>7. Participants will understand recognize and give examples of foster children they have worked with as they moved through The Three R's of Trauma Recovery: Re-experience, Release, and Reorganize</p> <p>8. Participants will understand, discuss, and identify (current and new) ways they build in foster children the five resilience factors found in people who overcome and do not recreate their traumatic experiences.</p>
COMPETENCY	Fostering Healing, Resiliency, and Hope for Traumatized Children (FC 923-70 6 hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors.</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children's traumatic stress • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma <p>OCWTP Comps 923-02-002, 925-01-003, 991-01-001, 991-01-003, 991-01-005, 991-02-001, 991-02-002, 991-02-003</p>	Join us in learning practical ways to bring hope, healing, and resiliency to children who have experienced trauma. By allowing you to experience how trauma affects the brain, development, and attachment, we will take the latest trauma research and turn it into interventions you can use every day in your caregiving or in working with caregivers. Through real-life case examples and experiential learning, you will discover trauma-based strategies that will address the most challenging behaviors you face.	<p>Learning Objectives</p> <p>1. Participants will be able to understand the impact of trauma on brain development, attachment, and developmental milestones</p> <p>2. Participants will be able to identify and address the centrality of relationships in human growth and development, how the quality of relationships affects brain development and the healing power of empathic connection.</p> <p>3. Participants will understand, discuss, and address cultural context and its impact physically, psychologically, and behaviorally on foster children.</p> <p>4. Participants will be able to recognize, discuss and address mood syntonc vs. mood Dystonic abuse as they present in foster care.</p> <p>5. Participants will be able to recognize, discuss and address the difference between simple and complex trauma as it presents in foster care.</p> <p>6. Participants will recognize, discuss the purpose of and develop ways to address the underlying cause of biologically based fear responses like lying, cheating, stealing, manipulating, bed wetting, oppositional behavior, and aggression</p>

		<p>7. Participants will understand recognize and give examples of foster children they have worked with as they moved through The Three R's of Trauma Recovery: Re-experience, Release, and Reorganize</p> <p>8. Participants will understand, discuss, and identify (current and new) ways they build in foster children the five resilience factors found in people who overcome and do not recreate their traumatic experiences.</p>
COMPETENCY	<p>Fostering Healing, Resiliency, and Hope for Traumatized Children CW and FC 318-39 6 hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors.</i></p>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children's traumatic stress • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma <p>OCWTP Comps 305-02-006, 305-02-011, 307-01-011, 318-01-001, 318-01-007, 318-01-008, 318-01-009, 318-01-015, 318-01-017, 322-01-004, 322-01-005</p> <p>923-02-002, 925-01-003, 991-01-001, 991-01-003, 991-01-005, 991-02-001, 991-02-002, 991-02-003</p>	<p>Join us in learning practical ways to bring hope, healing, and resiliency to children who have experienced trauma. By allowing you to experience how trauma affects the brain, development, and attachment, we will take the latest trauma research and turn it into interventions you can use every day in your caregiving or in working with caregivers. Through real-life case examples and experiential learning, you will discover trauma-based strategies that will address the most challenging behaviors you face.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Participants will be able to understand the impact of trauma on brain development, attachment, and developmental milestones 2. Participants will be able to identify and address the centrality of relationships in human growth and development, how the quality of relationships affects brain development and the healing power of empathic connection. 3. Participants will understand, discuss, and address cultural context and its impact physically, psychologically, and behaviorally on foster children. 4. Participants will be able to recognize, discuss and address mood syntonc vs. mood Dystonic abuse as they present in foster care. 5. Participants will be able to recognize, discuss and address the difference between simple and complex trauma as it presents in foster care. 6. Participants will recognize, discuss the purpose of and develop ways to address the underlying cause of biologically based fear responses like lying, cheating, stealing, manipulating, bed wetting, oppositional behavior, and aggression 7. Participants will understand recognize and give examples of foster children they have worked with as they moved through The Three R's of Trauma Recovery: Re-experience, Release, and Reorganize 8. Participants will understand, discuss, and identify (current and new) ways they build in foster children the five resilience factors found in people who overcome and do not recreate their traumatic experiences.

COMPETENCY	Promoting Successful Futures by Addressing Child Traumatic Stress in the Child Welfare System (CW and SU 318-53 6 hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors.</i>	OCWTP Learning Management System
<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, and account for individual, cultural, community, and organizational diversity • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma <p>OCWTP Comps 117-02-001, 305-02-006, 313-02-003, 318-01-003, 318-01-004, 318-01-005, 318-01-007, 318-01-009</p>	<p>This training will help child welfare professionals who have little or no experience or training in child traumatic stress and trauma-informed care to incorporate these practices into their daily work. It includes an overview of the types of trauma (complex, intergenerational, cultural, and historic) and the impact of trauma on child development. It will also provide instruction on how to engage youth and families - using a combination of Donna Hick’s Dignity Model, a case study, and participant’s own case experiences - to put the Nine Essential Elements of Trauma-informed Care (NCTNS 1st edition) into practice. A significant portion of the workshop will address the risks of vicarious trauma, and identify organizational, team, and individual strategies for reducing these risks and promoting resiliency.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Recognize and respond to complex trauma, cultural and historical trauma. 2. Practice use of a developmental trauma assessment (NCTSN Child Welfare Tool) as a strategy to see the child and family through a trauma-informed lens, and as a foundation for developing a trauma-informed care pathway. 3. Enhance their abilities to engage birth parents and families as partners in their work through use of the Dignity Model by Donna Hicks. 4. Increase their opportunities to put the NCTSN (1st Edition) Nine Essential Elements of Trauma-Informed Care into Practice). 5. Increase awareness of and opportunities to practice organization, team-based, and individual strategies to reduce risk of vicarious trauma and promote resiliency.
COMPETENCY	Examining Unconventional and Mischaracterized Trauma Expressions in Black Males CW and FC 318-546 6 hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors.</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Identify strategies to enhance well-being and resiliency 	<p>Raising awareness related to diagnosis, evaluation, and treatment referrals based on a lack of cultural inclusion surrounding Black males who exhibit aggression and apathy is the necessary first step to addressing disparities. Viewing apathy as a defense mechanism encourages social workers to strengthen their assessments and challenge outcomes. It</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Explain the urban Black American male experience within the context of trauma. 2. Describe DSM diagnosis Conduct Disorder, predictors of criminal/antisocial behaviors and the therapeutic and advocacy implications.

<ul style="list-style-type: none"> Understanding how cultural factors influence trauma <p>OCWTP Comps 117-01-012, 201-01-012, 202-01-006, 304-01-002, 304-01-004, 307-01-015, 318-01-007, 318-01-009, 318-01-011</p>	<p>allows for a deeper understanding of how trauma experiences can manifest into aggression and apathy based on cultural norms and environmental factors that have not been evaluated. Through cultural competence and inclusion of cultural differences, social workers can lead changes in the fields of mental health and social services. They can help promote equity in educational programming and support, make court referrals for treatment options instead of confinement, and develop more effective assessments and treatment interventions that have a direct impact on individuals, families, and communities.</p>	<ol style="list-style-type: none"> Define and examine the development and utility of apathy as a defense mechanism/coping skill. Explain the components of shame and the behavioral responses including aggression. Apply engagement and treatment approaches for adolescents and transitional age youth involved with the child welfare system from both a caseworker and foster parent perspective.
COMPETENCY	<p>Emotional Regulation and Protective Factors: Improving Adolescent Outcomes (CW and FC 318-656 6hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors.</i></p>	OCWTP Learning Management System
<ul style="list-style-type: none"> Impact of Trauma Responding to children’s traumatic stress Identify strategies to enhance well-being and resiliency <p>OCWTP Comps 201-01-012, 202-01-001, 202-01-008, 318-01-007, 318-01-009, 318-01-011 318-54</p>	<p>Effectively reducing or preventing poor outcomes for young adults who have aged out of the foster care system requires targeted interventions by both the service providers and foster family. Many youths who enter the system are predisposed to mental health disorders, have severe abuse or trauma histories, and lack problem solving skills to manage dysfunction. Planning and structuring services that encompass an understanding of risk and protective factors and are rooted in emotional regulation, offer youth and those supporting the youth with the best tools to minimize crisis and develop lifelong coping skills.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> Identify the common characteristics of adolescents in the child welfare system related to abuse, neglect, dysfunctional home settings to build an understanding of the risk factors negatively influencing healthy bonding, mental health disorders, and placement. Review the individual, family, and community risk factors associated with mental wellness and suicidality to identify preventative measures. Define and examine the development and utility of emotional regulations skills as a necessary function to reduce negative symptoms, while incorporating protective factors. Apply emotional regulation skills in supporting adolescents involved with the child welfare system from both a caseworker and foster parent perspective.
COMPETENCY	<p>Interventions for Children who have Suffered Trauma (FC 923-29 6 hr) CEUs 5.5</p>	OCWTP Learning Management System

	<i>This training is currently limited to public child welfare staff and resources families and to assessors.</i>	
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency <p>OCWTP Comps 923-02-001, 923-02-003, 923-02-005, 925-01-002, 923-02-002, 923-02-004, 925-01-001, 995-02-008</p>	<p>Children in foster care have a vastly higher rate of trauma than their non-foster peers. Some estimates are that 51% of the children in care suffer Post-Traumatic Stress Disorder. All adults in these children's lives must understand the role trauma plays in their behavior and achievement of developmental milestones. Participants need to understand that the impact of trauma is idiosyncratic - each child will manifest it differently. Participants will learn ways to help improve functioning, as well as how to work with the mental health system</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Give learners historical perspective of the changes in trauma theories. 2. Provide an understanding of the types of trauma and their impact on the children on their case load. 3. Develop an understanding of how to create a healing environment. 4. Teach the impact of trauma on both brain development and children's post trauma behavior. 5. Teach the four areas of a milieu and ways to get the home to improve the children's post trauma lives. 6. Help learners start thinking about what they can do to start developing a family's milieu. 7. Learners will discuss helping parents develop a safety plan.
COMPETENCY	<p>Interventions for Children who have Suffered Trauma (FC 923-41 3 hr) CEUs 2.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors.</i></p>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency <p>OCWTP Comps 923-02-001, 923-02-002, 923-02-003, 923-02-004, 923-02-005, 925-01-001, 925-01-002, 995-02-008</p>	<p>Children in foster care have a vastly higher rate of trauma than their non-foster peers. Some estimates are that 51% of the children in care suffer Post-Traumatic Stress Disorder. All adults in these children's lives must understand the role trauma plays in their behavior and achievement of developmental milestones. Participants need to understand that the impact of trauma is idiosyncratic - each child will manifest it differently. Participants will learn ways to help improve functioning, as well as how to work with the mental health system.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Give learners historical perspective of the changes in trauma theories. 2. Provide an understanding of the types of trauma and their impact on the children on their case load. 3. Develop an understanding of how to create a healing environment. 4. Teach the impact of trauma on both brain development and children's post trauma behavior. 5. Teach the four areas of a milieu and ways to get the home to improve the children's post trauma lives. 6. Help learners start thinking about what they can do to start developing a family's milieu. 7. Learners will discuss helping parents develop a safety plan.

COMPETENCY	Interventions for Children who have Suffered Trauma (CW 318-18 6 hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency OCWTP Comps 318-01-001, 318-01-004, 318-01-009, 318-01-015, 318-01-002, 318-01-005, 318-01-012, 318-01-018, 318-01-003, 318-01-007, 318-01-014	Children in foster care have a vastly higher rate of trauma than their non-foster peers. Some estimates are that 51% of the children in care suffer Post-Traumatic Stress Disorder. All adults in these children's lives must understand the role trauma plays in their behavior and achievement of developmental milestones. Participants need to understand that the impact of trauma is idiosyncratic - each child will manifest it differently. Participants will learn ways to help improve functioning, as well as how to work with the mental health system.	Learning Objectives <ol style="list-style-type: none"> 1. Give learners historical perspective of the changes in trauma theories. 2. Provide an understanding of the types of trauma and their impact on the children on their case load. 3. Develop an understanding of how to create a healing environment. 4. Teach the impact of trauma on both brain development and children's post trauma behavior. 5. Teach the four areas of a milieu and ways to get the home to improve the children's post trauma lives. 6. Help learners start thinking about what they can do to start developing a family's milieu. 7. Learners will discuss helping parents develop a safety plan.
COMPETENCY	Interventions for Children who have Suffered Trauma (CW 318-22 3 hr) CEUs 2.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency OCWTP Comps 318-01-001, 318-01-002, 318-01-003, 318-01-004, 318-01-005, 318-01-007, 318-01-009, 318-01-012, 318-01-014, 318-01-015, 318-01-018	Children in foster care have a vastly higher rate of trauma than their non-foster peers. Some estimates are that 51% of the children in care suffer Post-Traumatic Stress Disorder. All adults in these children's lives must understand the role trauma plays in their behavior and achievement of developmental milestones. Participants need to understand that the impact of trauma is idiosyncratic - each child will manifest it differently. Participants will learn ways to help improve functioning, as well as how to work with the mental health system.	Learning Objectives <ol style="list-style-type: none"> 1. Give learners historical perspective of the changes in trauma theories. 2. Provide an understanding of the types of trauma and their impact on the children on their case load. 3. Develop an understanding of how to create a healing environment. 4. Teach the impact of trauma on both brain development and children's post trauma behavior. 5. Teach the four areas of a milieu and ways to get the home to improve the children's post trauma lives. 6. Help learners start thinking about what they can do to start developing a family's milieu.

		7. Learners will discuss helping parents develop a safety plan.
COMPETENCY	Understanding Trauma and Trauma Bonding when Caring for Victims of Human Trafficking (FC 991-30 3 hr) CEUs 2.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Identify strategies to enhance well-being and resiliency OCWTP Comps 991-01-001; 991-01-002; 991-02-002; 991-02-003; 991-03-001	For victims of human trafficking the ability to "just leave" is sometimes easier said than done. The workshop will explore why the ability to leave may be difficult for victims by examining the different types of trauma and the impact that trauma bonds may play on the victim. Finally, this workshop will explore how caring for youth who have been trafficked should be approached. Participants are encouraged to bring their smartphones and tablets to this workshop so they may participate in the workshop activities.	Learning Objectives <ol style="list-style-type: none"> 1. Learner will be able to describe traumatic stress, 2. Discuss how situations in the environment can cause triggers. 3. Discuss ways to interact with child in ways to avoid trauma responses.
COMPETENCY	Build a Brain: How Trauma Affects Brain Development (FC 991-52 3 hr) CEUs 2.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma OCWTP Comps 117-01-012, 201-01-012, 202-01-006, 304-01-002, 304-01-004, 307-01-015, 318-01-007, 318-01-009, 318-01-011	This workshop will increase substitute caregivers' knowledge and understanding of the damaging effects of Adverse Childhood Experiences (ACEs) on brain development. To enhance understanding, this training includes participant hands-on "creation" of a trauma-affected brain.	Learning Objectives <ol style="list-style-type: none"> 1. Participants will be able to identify the parts of the human brain and the function of each section 2. Participants will be able to describe the ACE Study and the implications of the research 3. Participants will be able to define trauma (acute, chronic, and complex) 4. Participants will be able to provide examples of behaviors associated with brain sections 5. Participants will be able to describe the impact of ACE on child development and behaviors

COMPETENCY	Building Resilience after Childhood Trauma: Up the Spout Again (FC 991-59 3 hr) CEUs 2.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> Impact of Trauma Identify strategies to enhance well-being and resiliency OCWTP Comps 117-01-012, 201-01-012, 202-01-006, 304-01-002, 304-01-004, 307-01-015, 318-01-007, 318-01-009, 318-01-011	In recent years the research associated with childhood trauma has been at the forefront of the child welfare system. In fact, the last decade has provided significant advancement towards the recognition and increased awareness of childhood trauma. Although we have been fortunate to have expanded our awareness of childhood trauma, the need to assist children towards the development of resilience continues. This training will underscore the tragedy of early childhood trauma and highlight the consequences of aversive experiences specific to child development. In addition, this curriculum will provide practical strategies for foster and adoptive parents towards promoting resiliency for children who are impacted by abuse.	Learning Objectives <ol style="list-style-type: none"> Discuss key principles of trauma informed care. Articulate resiliency factors associated with childhood trauma. Understand empirically based treatment for children who have confronted trauma.
COMPETENCY	Trauma Lab (FC 925-64 6 hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> Identify strategies to enhance well-being and resiliency OCWTP Comps 117-01-012, 201-01-012, 202-01-006, 304-01-002, 304-01-004, 307-01-015, 318-01-007, 318-01-009, 318-01-011	Our world is hazardous. And our kids often get caught in the crossfire. Whether the crisis is a terrorist act, or as individual as a parent dying, this lab will give hands-on approaches caregivers can use to help their foster and adoptive kids work through trauma issues.	Learning Objectives <ol style="list-style-type: none"> Gain valuable, useable ideas to help children work through the hurt Discover how to develop and use Learning Bridges to facilitate dialogue and healing Explore how to move beyond words by using active learning techniques in a therapeutic way
COMPETENCY	Trauma Lab for Caregivers and Staff (FC, CW, and SU 925-133 6 hr)	OCWTP Learning Management System

	CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	
<ul style="list-style-type: none"> Identify strategies to enhance well-being and resiliency <p>OCWTP Comps 923-03-001, 923-03-002, 925-01-002, 925-03-006, 925-03-008, 995-03-005 201-05-004, 202-05-006, 303-01-001, 318-01-017 526-01-002</p>	<p>This learning lab will give hands-on approaches caregivers and staff can use to help the youth they care for work through trauma issues.</p>	Learning Objectives <ol style="list-style-type: none"> 1. Gain valuable, useable ideas to help children work through the hurt 2. Discover how to develop and use Learning Bridges to facilitate dialogue and healing 3. Explore how to move beyond words by using active learning techniques in a therapeutic way
COMPETENCY	Trauma Lab (CW 202-19 6 hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> Identify strategies to enhance well-being and resiliency <p>OCWTP Comps 201-05-004, 202-05-006, 212-01-002, 303-01-001, 303-03-004, 202-02-013, 208-01-019, 212-01-015, 303-02-007, 318-01-017</p>	<p>Our world is hazardous. And our kids often get caught in the crossfire. Whether the crisis is a terrorist act, or as individual as a parent dying, this lab will give hands-on approaches caseworkers can use to help clients work through trauma issues.</p>	Learning Objectives <ol style="list-style-type: none"> 1. Gain valuable, useable ideas to help children work through the hurt 2. Discover how to develop and use Learning Bridges to facilitate dialogue and healing 3. Explore how to move beyond words by using active learning techniques in a therapeutic way
COMPETENCY	Trauma Lab (CW 202-8 3 hr) CEUs 2.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	OCWTP Learning Management System
<p>TIC Comps Identify strategies to enhance well-being and resiliency – Competency #4</p>	<p>Our world is hazardous. And our kids often get caught in the crossfire. Whether the crisis is a terrorist act, or as individual as a parent dying, this lab will give hands-on</p>	Learning Objectives <ol style="list-style-type: none"> 1. Gain valuable, useable ideas to help children work through the hurt

OCWTP Comps 201-05-004, 202-02-013, 202-05-006, 208-01-019, 212-01-002, 212-01-015, 303-01-001, 303-02-007, 303-03-004, 318-01-017	approaches caseworkers can use to help clients work through trauma issues.	<ol style="list-style-type: none"> 2. Discover how to develop and use Learning Bridges to facilitate dialogue and healing 3. Explore how to move beyond words by using active learning techniques in a therapeutic way
COMPETENCY	Trauma-Informed Case Management (CW 318-1 6hr) CEUs 5.5 <i>This training is currently limited to public child welfare staff and resources families and to assessors</i>	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Identify strategies to enhance well-being and resiliency OCWTP Comps 318-01-001, 318-01-002, 318-01-003, 318-01-004, 318-01-005, 318-01-007, 318-01-012, 318-01-016	The goal of this workshop is to present an overview of trauma, including what constitutes a traumatic event, the role of adverse childhood events in the development of illness, substance abuse and mental illness, and the physiological, psychological, cognitive, and behavioral effects of trauma. The importance of understanding trauma and how it might impact casework with parents and children will be emphasized. This training will enhance skills in identifying signs and symptoms of trauma, recognizing how systems, and helping professionals can unknowingly contribute to re-traumatization, and develop strategies for working more effectively with traumatized persons.	Learning Objectives <ol style="list-style-type: none"> 1. To understand the physiology of stressful events and trauma 2. To define trauma and identify signs and symptoms of a traumatized person 3. To understand the significance of Early Adverse Childhood Events and how they impact health, mental health, and substance abuse 4. To identify approaches that enhance safety for traumatized persons and review approaches that are contraindicated when working with traumatized persons. 5. To understand the importance of being trauma informed and working in a trauma informed system vs. a traditional system of care 6. To identify personal challenges and make a commitment to have a personal wellness plan
COMPETENCY	Trauma: Unresolved Trauma Can be a Monster of Pain and Fire (CW, FC, SU 318-59-DL3 6hr) CEUs 5.5	OCWTP Learning Management System
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress OCWTP Comps 118-01-006, 201-06-005, 213-01-013, 213-01-015, 303-03-006, 304-01-007, 308-01-004, 318-01-001, 318-01-002, 318-01-007	This workshop focuses on trauma and how it can affect individuals in different ways. We will discuss DSM-5 criteria on trauma- and stressor-related disorders, including Acute Stress Disorder, Adjustment Disorder, Post-traumatic Stress Disorder, Reactive Attachment Disorder, and Disinhibited Social Engagement Disorder. The definition of trauma, as well as the symptoms and types of trauma, will also be discussed; and indicators that help with the assessment and diagnosis of trauma-related disorders will be presented. Finally, treatment	Learning Objectives <ol style="list-style-type: none"> 1. Know the types and symptoms of trauma. <i>(Note: Discuss the historical issues of child abuse and neglect and relate this history to the theoretical framework of trauma).</i> 2. Discuss how adverse childhood experiences can have long-term traumatic effects, as well as impact the reunification process of children separated from their birth families. 3. Indicate the similarities and differences among the disorders in the DSM 5- chapter Trauma- and stressor-related disorders: Acute Stress Disorder;

	methods will be outlined and discussed to prepare caseworkers to better assist caregivers in working with clinicians to address trauma.	Adjustment Disorder; Posttraumatic Stress Disorder; Reactive Attachment Disorder; and Disinhibited Social Engagement Disorder- 4. Understand how untreated trauma may affect reunification and permanency goals of the case plan. 5. Know various treatment methods that may be utilized to assist in the treatment process when dealing with trauma and diagnosable disorders. 6. Gain the ability to facilitate discussions with parents, children and caregivers related to the traumatic experience, including concerns about reunification and how trauma is affecting this goal.
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