

Trauma Training Directory

KEY

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
OhioMHAS Trauma-Informed Care (TIC) Learning Series (New)	<p>Care Training - This Learning Plan contains courses for the Care Training track of the OhioMHAS TIC Learning Series – Two (2) courses – 6.0 CEUs</p> <p>Organizational Trauma - This Learning Plan contains the courses for the Organizational Trauma track of the OhioMHAS TIC Learning Series – Four (4) course - 11.25 CEUs</p> <p>Collective Trauma/Culture - This Learning Plan contains courses for the Collective Trauma/Culture track of the OhioMHAS TIC Learning Series – Two (2) courses – 5.50 CEUs</p> <p>NOTE: The Core Clinical Treatments series on the eBased main page, features treatment models more appropriately used with adults</p>
Supporting Children and Youth Experiencing Trauma (New)	<p>The Supporting Children and Youth Experiencing Trauma training includes our online sequential sessions that a participant can take at their own pace. Each session focuses on learning and practicing skills that can be used immediately with children and youth. Participants will hear from educators, mental health experts, students and families, while reflecting on their own goals and intentions to be trauma-informed. The series is free and has been developed by Cincinnati Children’s Hospital and McKinsey Health Institute. Participants will receive a certificate of completion. While targeted for educators, this training can be of benefit to anyone who works with children, youth, and their families.</p>
OCWTP – Ohio Child Welfare Training Program	These training are currently limited to public child welfare staff and resources families and to assessors.
TRCC: Trauma Responsive Care Certification	<ul style="list-style-type: none"> ○ Trauma-Responsive Care Certification - Level 1 - for BA level or non-clinical professionals ○ Trauma- Responsive Care Certification - Level 2 - for MA level clinicians (minimum of a Master's degree in Psychology, Social Work, Counseling, Marriage and Family Therapy, or a related field.) Independent Licensure is not required for participation in this program.

<p>BEGINNER (New)</p>	<p>Hispanic/Latinos and Trauma CEUs 2.5 Counselors CPEs; Social Work CPEs; Psychologists MCE; Chemical Dependency CEs (TR1 & CC)</p>	<p>eBased Academy ID: E-E0JWWW eBasedAcademy</p>
<p>COMPETENCIES</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>This training will define Hispanic/Latino identity and provide knowledge on the diversity, values, beliefs, and cultures among Hispanic/Latinos. Through promoting cultural humility and proficiency, participants will develop their knowledge on the various ways this population approaches health and mental health. Participants will gain tools to respond in more culturally relevant and trauma informed way.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. To gain an increased understanding of the diversity, values, beliefs, and culture among Hispanic/Latinos 2. To further develop a knowledge base of the different ways that Hispanic/Latinos approach health and mental health. 3. To acquire an increased awareness of how to modify mental health services in order to be more culturally relevant. 4. To gain additional tools to make mental health services more aligned with trauma-informed care principles
<p>BEGINNER (New)</p>	<p>Taking Good Care of Yourself Counselors CPEs; Social Work CPEs; Psychologists MCE; Chemical Dependency CEs (TR1)</p>	<p>eBased Academy ID: E-6VXR XV eBasedAcademy</p>
<p>COMPETENCIES</p> <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>Seeking Safety is an evidence-based, present-focused counseling model to help people attain safety from trauma and/or substance abuse. Seeking Safety was begun in 1992 under grant funding from the National Institute on Drug Abuse. It was developed by Lisa M. Najavits, PhD at Harvard Medical School and McLean Hospital. It has been used in many countries and has been translated into numerous languages. The Seeking Safety book provides client handouts and guidance for clinicians. You can obtain the book in various ways: www.seekingsafety.org</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define self-care and self-neglect. 2. Learn how to assess self-care. 3. Gain resources for teaching self-care. 4. Learn how to effectively implement Taking Good Care of Yourself model of Seeking Safety.
<p>BEGINNER (New)</p>	<p>Changing the Way We See Behaviors: Becoming Trauma Competent 2.5 Contact Hours</p>	<p>OCCRRRA View Training OCCRRRA</p>

<p>COMPETENCIES</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>Did you ever wonder why the children in your care exhibit all types of behaviors? In this session, you will learn how to see behaviors through the lens of trauma by increasing your awareness of the many meanings behind those behaviors. This change in vision will allow you to become a trauma competent caregiver by understanding how trauma is experienced and the importance of connection and felt safety.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Participants will be able to define and explain three types of trauma 2. Participants will be able to describe how trauma affects children's development <p>Participants will be able to describe and identify children’s behaviors through a trauma lens and apply felt safety strategies</p>
<p>BEGINNER</p>	<p>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</p>	<p>eBased Academy ID: E-YVMNL1 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>The Trauma Informed Approaches course focuses on SAMHSA's four R's concept of trauma informed care: Realize, Recognize, Respond, and Resist.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Recognize what trauma is and its impact. 2. Identify trauma informed responses. 3. Identify strategies to avoid re-traumatizing victims.
<p>BEGINNER</p>	<p>Trauma-Informed Care in Family Engagement Ohio Approved</p>	<p>Ohio Child Care Resource and Referral Association View Training OCCRRRA</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma 	<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</p>	<p>Learning Objectives</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.

<ul style="list-style-type: none"> • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>trauma informed family engagement has on families, children, and communities.</p>	<ol style="list-style-type: none"> 3. Participants will be able to describe implicit bias. 4. Participants will be able to identify strategies to develop an effective trauma informed family engagement plan.
<p>BEGINNER</p>	<p>Cultural Healing and Historical Understanding Through a Cultural Lens Ohio Approved</p>	<p>Ohio Child Care Resource and Referral Association View Training OCCRRA</p>
<p>COMPETENCIES</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, and account • individual, cultural, community, and organizational diversity • Identify strategies to enhance well-being and resiliency • Understanding how culture factors influence trauma 	<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. This module will also address how you can apply the six key principles of trauma informed care to your interactions with children and families and develop a plan of action to promote cultural healing and historical understanding.</p>	<p>Learning Objectives</p> <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 4. Participants will be able to develop a plan of action to promote cultural healing and historical understanding.
<p>BEGINNER</p>	<p>ESTRÉS TÓXICO A LA ZONA SEGURA Note: This module is narrated in Spanish. Ohio Approved</p>	<p>Ohio Child Care Resource and Referral Association View Training OCCRRA</p>

<p>COMPETENCIES</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, and account for individual, cultural, community, and organizational diversity • Identify strategies to enhance well-being and resiliency <p>Identify how culture factors influence</p>	<p>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.</p>	<p>Learning Objectives</p> <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.
<p>BEGINNER</p>	<p>The Impact of Trauma on Behavior in Early Childhood Ohio Approved</p>	<p>Ohio Child Care Resource and Referral Association View Training OCCRRRA</p>
<p>COMPETENCIES</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, 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>	<p>Learning Objectives</p> <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.
<p>BEGINNER</p>	<p>DODD: Becoming a Trauma-Informed Agency</p>	<p>Ohio Department of Developmental Disabilities Becoming a Trauma-Informed Agency - YouTube</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to traumatic stress • Demonstrate how to identify trauma-related needs of children and families 	<p>Rachel Ramirez, LISW-S, Training and Technical Assistance Specialist at the Ohio Domestic Violence Network talks about the meaning of being trauma-informed, the importance of an agency to be trauma-informed, how a trauma-informed approach is different & how agencies can get started in becoming trauma-informed.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Understand the journey and steps toward becoming trauma-informed. 2. Identify what using a trauma-informed approach means. 3. Identify what is different about being trauma-informed. 4. Identify tools to help become trauma-informed.

<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 		<p>5. Understand what is necessary to create environments of resiliency and hope.</p>
<p>BEGINNER</p>	<p>TIC Virtual Summit 2022: Surviving Trauma and PTSD - A Survivor's Perspective CEUs 1.5 RN/LPN CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs</p>	<p>eBased Academy ID: E-N05G90 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to traumatic stress • 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 aimed at enhancing understanding of the traumatic nature of a cancer diagnosis and treatment and the risks posed by both with respect to developing PTSD in patients and survivors and their families. Cultural factors, mental health support and personal coping styles play a big role in surviving, healing, and thriving after exposure to trauma. Trauma-Informed Care is still not pursued in the field of Oncology and medical practice in general. This workshop will focus on raising awareness about the need for mental professionals to understand and appropriately diagnose PTSD using DSM-5 criteria.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1, Participants will understand that a cancer journey can be very traumatic to both patients and their family members and learn about medication and psychotherapy strategies that were useful/not useful in treating this patient. 2. Participants will learn more about patient-specific acute trauma and PTSD symptoms and understand how misdiagnosis of the patient's condition led to development of full-blown PTSD with repeated triggering of PTSD. 3. Participants will understand the impact of community service and ECT on this patient's healing from PTSD and developing resilience and coping mechanisms
<p>BEGINNER</p>	<p>TIC Virtual Summit 2022: Preventing Caregiver Burnout - Moving from Languishing to Flourishing CEUs RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs</p>	<p>eBased Academy ID: E-O06YP1 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>Courage to Caregivers is a nonprofit based in Northeast Ohio, now serving caregivers throughout North America, with the mission to provide hope, support, and courage to caregivers and loved ones of those living with mental illness. We know that when you take better care of yourself, you provide better care to others. If there's anything we've learned from the pandemic, it's that the world is feeling stressed out and many are burned out - the pandemic has been a source of additional trauma, especially for</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Compare and contrast the mental health continuum from depression to flourishing, with languishing in between. 2. Define stress and trauma, the stress and trauma of the pandemic specifically, and its effects on our bodies, emotions, and behaviors. Identify and name emotions as related to languishing and flourishing.

<ul style="list-style-type: none"> • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers 	<p>professional caregivers as well as unpaid family caregivers. Even though stress is a part of everyday life, it doesn't have to control us, we can control it. If we can understand stress - we are able to better cope and manage the stress life throws at us. If we can learn to notice our body's response to stress, identify our stressors, and develop ways to relax during a stressful moment, we can give ourselves the chance to regroup, review options, and make confident decisions. Stress can be manageable. This workshop will cover the difference between compassion fatigue and burnout. We then move into understanding stress; the effect of trauma, including the loneliness and isolation of the pandemic; identifying stressors; the emotions associated with these stressors; the stress cycle; coping strategies for stress; and the importance of setting goals and creating an action plan for moving from survival mode to thrival-mode. Presenters will infuse several breathing and meditation techniques throughout this workshop as examples of tools to better cope and manage the stress of caregiving from our Courage to Caregivers Breathing Meditation program.</p>	<p>3. Discover a minimum of one strategy to better cope and manage stress that can be incorporated into daily practice. Determine one goal that will incorporate this new coping strategy.</p>
<p>INTERMEDIATE (New)</p>	<p>Moving From Trauma Aware to Trauma Competent CEUs 2.5 Counselors CPEs; Social Work CPEs; Psychologists MCE</p>	<p>eBased Academy ID: E-Q07NL1 eBasedAcademy</p>
<p>COMPETENCIES</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>In this presentation, participants will learn best practices for moving an organization from trauma aware to where trauma competent is the norm. They will be provided examples of trauma informed programs and resources for assessing existing organizational structure, conducting environmental scans, impacting policies and procedures, staff wellbeing and creating an action plan for organizational change.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Distinguish between trauma aware and trauma competent 2. Discuss best practices for changing organizational culture 3. Define environmental scan 4. Illustrate secondary trauma
<p>INTERMEDIATE (New)</p>	<p>Caring for the Caregivers: Trauma Informed Care and Provider Wellness CEUs 3.0</p>	<p>eBased Academy ID: E-GVZRP1 eBasedAcademy</p>

	Counselors CPEs; Social Work CPEs; Psychologists MCEs; Chemical Dependency (TR1 & PR1)	
COMPETENCIES <ul style="list-style-type: none"> • Impact of Trauma • Responding to traumatic stress • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact providers 	<p>The unprecedented impact of COVID-19 has highlighted pre-existing stressors on the mental health workforce. Among those most affected by severe stressors, this may lead to burnout, as well as symptoms of depression, anxiety, or PTSD. Despite the scale of these stressors, it is also true that many individuals will be resilient and will not develop chronic mental health concerns. Although people often think about resilience as a trait, that people either do or do not possess, it is instead a skill that be learned and fostered. Dr. Kaysen is a leading researcher on the effects of stress, and specifically on traumatic stress, on mental health. She has focused her current efforts on ways to help provide more accessible mental health care to those in need, including accessible and scalable strategies for improving mental health concerns among healthcare workers. Dr. Kaysen will discuss specific strategies to help mitigate stress associated with providing trauma-informed care and to help build resilience. She will also provide links to free online tools that can be used to help support ongoing coping and will provide a walkthrough of the healthcare worker mental health tool Pause a Moment developed at Stanford.</p>	Learning Objectives: <ol style="list-style-type: none"> 1. Describe modifiable risk factors for burnout or compassion fatigue 2. Identify at least two warning signs of burnout or compassion fatigue 3. Compare and contrast two different approaches to preventing burnout or compassion fatigue 4. Choose at least 1 strategy to implement to increase healthcare worker resilience.
INTERMEDIATE (New)	Pathways for Becoming Trauma Informed Organizations CEUs 2.75 Counselors CPEs; Social Work CPEs; Psychologists MCEs; Chemical Dependency (TR1 & PR1)	eBased Academy IC: E-D19MDV eBasedAcademy
COMPETENCIES <ul style="list-style-type: none"> • Impact of Trauma • Responding to traumatic stress • Identify strategies to enhance well-being and resiliency • Understand secondary traumatic stress and impact providers 	<p>This workshop will explore and identify how trauma impacts systems and organizations as well as individuals, creating cycles of dysfunction and/or traumatic parallel process. We will review foundational information from SAMHSA, the Sanctuary Model and others, regarding the implementation of a trauma-informed approach in organizations and systems. Organizations and systems become "trauma-informed" by incorporating in all aspects of service delivery an understanding of and responsiveness to the prevalence, nature, and impact of trauma, as well as by implementing intentional policies, protocols, and procedures that actively and deliberately resist re-traumatization. Adopting a trauma-informed approach in organizations and service systems creates a supportive, affirming, and therapeutic environment for our workforce, as well as for individuals who have experienced trauma and come to us for support and treatment.</p>	Learning Objectives: <ol style="list-style-type: none"> 1. Explore and identify how trauma impacts systems and organizations as well as individuals, creating cycles of dysfunction and/or traumatic parallel process 2. Compare and align SAMHSA's TIC principles with organizational values 3. Identify organizational stressors that are commonly noticed within organizations/systems that may re-traumatize/harm individuals who are seeking assistance as well as staff 4. Define and explore universal precautions to prevent organizational harms. 5. Identify and explore programs and resources for organizations to "recover" and evolve into Trauma Informed Organizations.

INTERMEDIATE	DODD: Impact of Trauma on Individuals with DD	Ohio Department of Developmental Disabilities Impact of Trauma on People with Developmental Disabilities - YouTube
COMPETENCIES <ul style="list-style-type: none"> • Impact of Trauma • Responding to traumatic stress • Demonstrate how to identify trauma-related needs of children, individuals, and families • Identify strategies to enhance well-being and resiliency 	Dr. Julie Gentile, MD Professor and Director, Intellectual Disability Psychiatry will identifying behavioral presentations of trauma in persons with developmental disabilities, talk about how to facilitate trauma recovery & identify the three categories of trauma symptoms in persons with developmental disabilities.	Learning Objectives: <ol style="list-style-type: none"> 1. Understand the prevalence of trauma in persons with DD 2. Recognize the impact of trauma on person with DD in physical health, mental health, and biological aspects 3. Identify trauma interventions for persons with DD 4. Identify trauma symptoms common in persons with DD 5. Identify recovery strategies for persons with DD
INTERMEDIATE	DODD: Recognizing and Responding to Trauma	Ohio Department of Developmental Disabilities Recognizing and Responding to Trauma - YouTube
COMPETENCIES <ul style="list-style-type: none"> • Impact of Trauma • Responding to individual’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 	Mary Vicario, LPCC-S, Certified Trauma Specialist will talk about how to recognize trauma, what behavior might be telling us about someone's trauma history, cautions and red flags for trauma & resilience.	Learning Objectives: <ol style="list-style-type: none"> 1. Define trauma and toxic stress 2. Recognize trauma in those served 3. Understand ACEs and vulnerability 4. Identify risk factors for individuals with DD

<p>INTERMEDIATE</p>	<p>OOO: Secondary Trauma for Child Welfare Worker's CEUs 1.0 AMA PRA Cat. 1 Credit; RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>eBased Academy ID: E-Q07K21 eBasedAcademy</p>
<p>COMPETENCIES</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"> 5. Define Secondary Traumatic Stress (STS) and how it occurs. 6. Understand how the demands of the child welfare position impacts their response to STS. 7. Identify the signs and symptoms of STS; and, 8. Understand practical ways to build resiliency and how it can improve responses to trauma.
<p>INTERMEDIATE</p>	<p>OOO: Self Care for Foster Parents - Preventing Secondary Trauma CEUs 1.25 AMA PRA Cat. 1 Credit; RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>eBased Academy ID: E-G03M81 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>The 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. 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.
<p>INTERMEDIATE</p>	<p>Growing Family Resilience</p>	<p>Growing Family Resilience Department of Developmental Disabilities (ohio.gov)</p>

<p>COMPETENCIES</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.
<p>INTERMEDIATE</p>	<p>Toxic Stress to Safe Zone Ohio Approved</p>	<p>Ohio Child Care Resource and Referral Association View Training OCCRRRA</p>
<p>COMPETENCIES</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:</p> <p>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
<p>INTERMEDIATE</p>	<p>Responding to Trauma and Supporting Resilience Ohio Approved This module is also eligible for one (1) unit hour in developmental specialist/supervisor, EI service coordinator/supervisor as approved by the Ohio Department of Developmental Disabilities (DODD)</p>	<p>Ohio Center for Autism and Low Incidence Center for the Young Child Responding to Trauma and Supporting Resilience Suite of Resources for Early Childhood Professionals (cycsuite.org)</p>

<p>COMPETENCIES</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>This module focuses on understanding trauma and how it impacts and influences children. Professionals will learn to recognize possible signs of trauma and identify practical strategies to build resilience along with connecting and engaging families with resources and supports.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define trauma and its influence on development 2. Recognize concerns and help build resilience 3. Identify practical strategies to use during daily routines 4. Connect and engage families with resources and supports <p>Module resources and materials</p> <p>Facilitator Guide</p>
<p>INTERMEDIATE</p>	<p>This Child, Each Child Will Grow and Learn</p> <p>Ohio Approved This module is also eligible for one (1) unit hour in developmental specialist/supervisor, EI service coordinator/supervisor as approved by the Ohio Department of Developmental Disabilities (DODD).</p>	<p>Ohio Center for Autism and Low Incidence Center for the Young Child This Child, Each Child Will Grow and Learn Suite of Resources for Early Childhood Professionals (cycsuite.org)</p> <p>Module resources and materials</p> <p>Facilitator Guide</p>
<p>COMPETENCIES</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>This module emphasizes the importance of understanding and noticing the development of each child. Professionals will learn about using developmental monitoring and screening tools to learn about each child’s strengths and areas of concern, effective ways to share information with families, and how to identify resources to support all children.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Understand the importance of developmental milestones 2. Recognize developmental differences and identify resources to support each child’s growth and learning 3. Communicate and effectively engage with families about each child’s development
<p>INTERMEDIATE</p>	<p>We Can Do This, Right Where We Are</p> <p>Ohio Approved This module is also eligible for one (1) unit hour in developmental specialist/supervisor, EI service coordinator/supervisor as approved by the Ohio Department of Developmental Disabilities (DODD)</p>	<p>Ohio Center for Autism and Low Incidence Center for the Young Child We Can Do This, Right Where We Are Suite of Resources for Early Childhood Professionals (cycsuite.org)</p> <p>Module resources and materials</p> <p>Facilitator Guide</p>

<p>COMPETENCIES</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 module is a first step in building the confidence and competence of early care and education professionals to welcome all children into your settings. Evidence-based strategies and approaches that create success in inclusive early care and education are presented, demonstrating that practical supports can be used with intention purpose</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Build an inclusive environment 2. Use evidence-based practices 3. Identify practical strategies to use during your daily routines 4. Engage in effective communication with families 5. Connect with national, state, and local resources
<p>INTERMEDIATE</p>	<p>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; OCPD RCHs</p>	<p>eBased Academy ID: E-GVZPE0 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma • Understand secondary traumatic stress and impact providers • Alternative to Seclusion and Restraint 	<p>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

<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-G03W30 eBasedAcademy</p>
<p>COMPETENCIES</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>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 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>	<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 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
<p>INTERMEDIATE</p>	<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>eBased Academy ID: E-XVDKN1 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>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</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 prevent 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

<ul style="list-style-type: none"> • Understanding how cultural factors influence trauma 	<p>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>families stay connected or reconnect during this very difficult time or even in the future</p>
<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-5VNERV eBasedAcademy</p>
<p>COMPETENCIES</p> <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 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.</p>	<p>Learning Objectives:</p> <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
<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-71KX50 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Demonstrate how to identify trauma-related needs of children and families 	<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</p>	<p>Learning Objectives:</p> <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

<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>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>	<ol style="list-style-type: none"> 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
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2021- Providing Resiliency and Hope During Trauma CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCPD RCHs</p>	<p>eBased Academy ID: E-E1LJL0 eBasedAcademy</p>
<p>COMPETENCIES</p> <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>	<p>Learning Objectives:</p> <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
<p>INTERMEDIATE</p>	<p>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; OCPD RCHs</p>	<p>eBased Academy ID: E-POWM31 eBasedAcademy</p>

<p>COMPETENCIES</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>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.</p>	<p>Learning Objectives:</p> <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
<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-P0YYG0 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>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.</p>	<p>Learning Objectives</p> <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.
<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-Z1G7ZV eBasedAcademy</p>

<p>COMPETENCIES</p> <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>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</p>	<p>Learning Objectives</p> <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.
<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-Y1QPRV eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>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.</p>	<p>Learning Objectives</p> <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
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2021 - Resilience in Recovery CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>eBased Academy ID: E-N0539V eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of 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</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Participants will describe how body-based practices help to build resilience

<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>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"> 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
<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-GVPMQV eBasedAcademy</p>
<p>COMPETENCIES</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 	<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 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.</p>	<p>Learning Objectives</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
<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-P08860 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma 	<p>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</p>	<p>Learning Objectives</p>

<ul style="list-style-type: none"> • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>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</p>	<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
<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-KVO2P1 eBasedAcademy</p>
<p>COMPETENCIES</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 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 family. We will also review how to apply trauma-informed strategies to manage difficult behaviors, respond to crises and improve parenting techniques.</p>	<p>Learning Objectives</p> <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
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2021 - Keys to Equity and Inclusion: Sensory Processing Disorder and ACES CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCDP RCHs</p>	<p>eBased Academy ID: E-E04KR1 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of 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</p>	<p>Learning Objectives</p>

<ul style="list-style-type: none"> • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>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.
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2021 - Insights Amid the Pandemic: We Are More Alike Than We Will Ever Be Different CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs; OCPD RCHs</p>	<p>eBased Academy ID: E-602DN0 eBasedAcademy</p>
<p>COMPETENCIES</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 critical considerations when addressing trauma and these illnesses.</p>	<p>Learning Objectives</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. 3. Participants will identify methods of providing trauma-competent services to persons experiencing addiction and/or mental illness during the pandemic
<p>INTERMEDIATE</p>	<p>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; OCPD RCHs</p>	<p>eBased Academy ID: E-D19N41 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of 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.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. The participant will increase Understanding of Historical Trauma Theory and its research

<ul style="list-style-type: none"> • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>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"> 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
<p>INTERMEDIATE</p>	<p>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</p>	<p>eBased Academy ID: E-6VXY71 eBasedAcademy</p>
<p>COMPETENCIES</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 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.</p>	<p>Learning Objectives:</p> <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
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2022: Using Play to Help Refugee Children and their Families Cope with Trauma, Crisis, and Stress CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs</p>	<p>eBased Academy ID: E-Q07X40 eBasedAcademy</p>

<p>COMPETENCIES</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>Play is critical for assisting young children healing from crisis and toxic stress. Play can be used as a tool for young children to address the negative impact of a traumatic experience in a way that can promote healing. Through play a young child can learn to overcome fears by asserting control over their immediate environment. Uninterrupted play is a vehicle for young children to strengthen healthy self-expression. Play, when it is engaged in with nurturing adults, can buffer a young child's exposure to toxic stress by enhancing coping skills for dealing with crisis produced anxiety. Play allows a young child to reenact a past event in a manner that helps the child to gain a sense of personal control over the outcome. Exposure to trauma can influence how a young child plays with toys and what a young child uses as a topic for play. A playful activity can lead to an enhanced sense of emotional security and resilience in the face of trauma by allowing a young child to dramatically act-out a stressful event and navigate it with a sense of personal success. In fact, young children may reenact a traumatic experience over and over attempting to process the incident in a way that can achieve a greater sense of self-efficacy. Our work with the young children of Syrian refugees in Turkey and refugee children from Latin America has demonstrated how the negative changes in the brain architecture of young children can be countered through nurturing free play as a vehicle for overcoming the toxic stress of traumatic experiences. Additional insights have been gained through preliminary work with the young children of Ukraine.</p>	<p>Learning Objects:</p> <ol style="list-style-type: none"> 1. Participants will understand the developmental importance of following the child's lead in child-initiated play as a tool for coping with stress and crisis 2. Participants will understand the developmental importance of following the child's lead in child-initiated play as a tool for coping with stress and crisis 3. Participants will learn how to reframe negative thoughts as a vehicle for energizing free play with young children
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2022: Underneath the Iceberg - Anti-oppressive and Trauma Informed Approaches to De-escalation CEUs 1.5 Psychologist MCEs; Social Worker and Counselor CPEs; RN and LPN CEs</p>	<p>eBased Academy ID: E-P0YWGV eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>The consequences of trauma exposure can be devastating for a survivor and often impacts many domains of their functioning. As a result, survivors of trauma can present with a wide array of reactions and behaviors, including some that those trying to help may view as challenging. This often results in responses that exacerbate the impact of trauma, reinforce stigma, and contribute to widening health disparities by creating barriers to helping those who need it the most. Those attending this workshop will learn about</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will have increased understanding of the concept of the imperfect survivor and the possible role of trauma and oppression underlying explosive or disruptive behavior. 2. Participants will have increased awareness of how biases, ego, and our need to protect ourselves can impact our interpretation

<ul style="list-style-type: none"> • Understanding how cultural factors influence trauma • Alternative to Seclusion and Restraint 	<p>how using a trauma informed lens can lead to a better understanding of how to help all survivors of trauma, address challenging behaviors, and build resilience.</p>	<p>of challenging behavior and how to use a trauma informed lens to think about and react to these behaviors in more helpful ways.</p> <p>3. Participants will learn both proactive strategies to prevent "activation" and reactive strategies to de-escalate explosive or disruptive behaviors.</p>
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2022: Trauma Resilient Care Evidence Based Interventions CEUs 1.5 Psychologist MCEs; Social Worker and Counselor CPEs; RN and LPN CEs</p>	<p>eBased Academy ID: E-z1gkZ0 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>This training will discuss the impact of severe maltreatment on child survivors, and the comprehensive interventions needed to build resilience, including mental health, child welfare, medical, and spiritual interventions. This training utilizes the science on severely maltreated children as well as clinical experience treating severe abuse and torture survivors to identify the sequelae typically seen in these children, particularly psychosocial and psycho-developmental harms. Specific psychosocial treatment recommendations are offered, including evidence-based models that build the capacity of children to engage in healing relationships with foster parents, kinship caregivers, residential staff, or other healthy adults. Significant research indicates that the presence of healing relationships is the most powerful and predictive resilience factor for abused children. Harms and needed interventions are also identified for child welfare, medical care, and spiritual/religious care. Spiritual care may be vital when the abuse was religiously motivated. Participants will have access to the newest paper from the Center for Child Policy: Child Torture in Families: Victim Impact and Professional Intervention, as well as two new case studies- highlighting the various sequelae and treatment outcomes from actual child survivors.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will be able to identify at least three evidence-based interventions for building resilience capacities in severely maltreated children 2. Participants will be able to articulate the importance of caregiver- and relationship-based interventions for severely maltreated children 3. Participants will gain practice applying new knowledge to real-life case studies and will present their ideas for large group discussion
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2022: Trauma Informed Care and Integrated Care / Interprofessional Collaboration CEUs 1.5 Psychologist MCEs; Social Worker and Counselor CPEs; RN and LPN CEs</p>	<p>eBased Academy ID: E-Y1Q4R0 eBasedAcademy</p>

<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>Two separate movements have gained increasing momentum over the years: Trauma Informed Care and Integrated Care/Interprofessional Collaboration. These two movements are inherently aligned and intersecting, although not often unified in trainings, system policies, or individual care. The inclusion of Integrating Care as a core principle of Trauma-Informed Care was most directly addressed by Guarino, Soares, Konnath, Clervil, and Bassuk (2009), who assert the importance of maintaining a holistic view of consumers and their process of healing and facilitating communication within and among service providers and systems. Meanwhile, Interprofessional Collaborative Practice has rapidly expanded with healthcare reforms as a key strategy to providing comprehensive, high-quality healthcare, with increased attention towards training a behavioral health workforce in this model of care (Lamparyk, Williams, Robiner, Bruschein, & Ward, 2021). This presentation aims to inform the audience on how integrated- and trauma-informed- care are inherently aligned and practical strategies for incorporating each into business strategy, staff training and education, and professional practice. The workshop will target the intermediate audience who comes with a basic understanding of trauma-informed care concepts and interest in deepening their understanding and practice of how integrated care can be incorporated. The topic is innately applicable across specific areas of practice settings and broad populations, although is specifically relevant for the most vulnerable populations that are disproportionately likely to have experienced trauma as well as have chronic physical health concerns. Research on current state and best practices integrating these two movements will be provided, including the intersectionality of cultural and diversity factors, and the implications for health disparities. Participants will be engaged in audience discussion and guided in practical strategies to align trauma-informed and integrated care best practices, with a focus on interprofessional trauma-informed education and professional practice.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe the intersectionality of Integrated Care with Trauma Informed Care in current policies, research, and best-practices. 2. Discuss the benefits of synthesizing these movements for marginalized and vulnerable populations. 3. Develop practical strategies to align trauma-informed and integrated-care best practices.
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2022: Bringing Hope Home CEIUs 1.5 Psychologist MCEs; Social Worker and Counselor CPEs; RN and LPN CEs</p>	<p>eBased Academy ID: E-KVOE00 eBasedAcademy</p>

<p>COMPETENCIES</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 	<p>Balancing reality with optimism and hope, has probably been more challenging in the past few years than ever in our lives. Let’s take some time together to recognize, honor, and celebrate our ability to survive, adapt, and continue growing personally and professionally. Hidden in our struggle is the resilience needed to propel us, our organizations, our staff, and those we support forward in new ways. These costs and gifts of caring can be placed onto a continuum that progresses from compassion distress to compassion satisfaction and even to compassion resilience. Please join us in exploring the neuroscience of resilience, how you are already harnessing its energy, and new ways to engage it to grow yourself, your systems and beyond. We will identify concrete steps for individual and organizational growth that fit within a framework supporting our forward motion, creativity and connection through the costs and gifts of caring from compassion distress to compassion resilience.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify and address Compassion Resilience by exploring structural, systemic, and synergistic stressors, how to recognize and reduce them in your organization, for staff, those served, and personally. 2. Identify and develop Compassion Satisfaction by assisting supervisors, staff, and administrators in helping those they serve move onto the Empowerment Triangle while recognizing the challenges connected with their work. 3. Identify and build Compassion Resilience by engaging resilience-based approaches and the five good things found in mutually enhancing relationships to develop a personal leadership and organizational care plan and an approach to coach others how to do the same.
<p>INTERMEDIATE</p>	<p>TIC Virtual Summit 2022: Invisible Barriers to Thriving - Sensory Processing Disorder, ACES, and PTSD CEUs 1.5 Psychologist MCEs; Social Worker and Counselor CPEs; RN and LPN CEUs</p>	<p>eBased Academy ID: E-E043R1 eBasedAcademy</p>
<p>COMPETENCIES</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>Current research states that nearly 1 in 2 individuals in the US (45 %) have experienced at least one ACE (Adverse Childhood Experience), 1 in 5 (20%) of children have a mental illness, 1 in 6 (16%) have SPD (Sensory Processing Disorder), 1 in 25 (4%) have PTSD and 1 in 36 (2.7%) have ASD (Autism Spectrum Disorder). Though these conditions have disparate roots, they all contribute to sensory discomfort that affects individuals' ability to comfortably function in public spaces, learning environments, and job sites. The disruption to routine life that Covid 19 has created has wreaked havoc for people already suffering from the sensory overload and trauma that these conditions aggravate. This session is applicable for educators, administrators and family members who are striving to help their students/children/family members learn to strategize and manage the effects of Sensory Processing Disorder, and how it impacts negotiating school and other public spaces. The presentation explores the details of SPD and ACES and how they interact to affect one's daily life, and strategies to begin to build resilience through understanding one's own sensory needs.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Analyze Sensory Processing Disorder and how it presents in public spaces, such as classrooms, stores, museums etc. 2. Recognize the overlap between SPD and ACES 3. Develop strategies to mitigate sensory overload

	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 triggers, and to help the support team build a truly workable strategy of support and inclusion for those suffering from sensory overload.	
INTERMEDIATE	TIC Virtual Summit 2022: Don't Let Trauma Informed Be Traumatic - Universal Best Practices CEUS 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs	eBased Academy ID: E-E0JQKV eBasedAcademy
COMPETENCIES <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 	As more organizations become "trauma-informed," there is an increase in using trauma screeners and discussing patient trauma history. The ACE questionnaire is one example. However, even the original founder of the ACE study, Dr. Anda, has stated that this is a "crude measure" at best, and at worst, can be re-traumatizing for patients. Organizations must avoid re-traumatizing patients and instead move beyond "trauma-informed" to "trauma-competent." Trauma-competent organizations recognize that early childhood adversity is nearly universal, and therefore, adoption of Universal Best Practices that serve all children and families is the best approach to avoid re-traumatization. Universal Best Practices can be adopted by all practitioners at every level and can be applied in every situation. They include, but are not limited to, Increasing Predictability, Decreasing the Power Differential, Increasing Self-Regulation, and Increasing Culturally Responsive Practices. In this session, participants will be made aware of the limitations of trauma screeners and the potential dangers of exposing clients to continued assessments and questionnaires. Participants will also learn about the Universal Best Practices outlined above, and Resilience Skills to move from trauma-informed to trauma-competence.	Learning Objectives: <ol style="list-style-type: none"> 1. Participants will know the dangers and counter-indicators of using trauma screeners such as the ACE study. 2. Participants will learn Universal Best Practices for treating all people, regardless of trauma history. 3. Participants will identify Resilience Factors that can be applied to Trauma-Competent Practices.
INTERMEDIATE	Mapping Your Models to TIC Principles CEUs 3.0 Psychologists MCEs; Social Work CPEs; Counselor CPEs	eBased Academy ID: E-POYJEO eBasedAcademy

<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>Whether you are on Sigmund Freud’s couch or engaging in the latest efficacy-based interventions, there are three stages to successful trauma resolution: re-experiencing, releasing, and reorganizing. We will explore your current treatment methods and how they can be used to promote movement through the 3 Rs of trauma resolution. Interventions to assist in safe movement through the stages and those to dismantle trauma triggers, improve connection and heal damaged areas of the brain will be presented. Ways to introduce this healing work, support the client as they work the interventions and prepare the client and their caregiver for how to handle what may follow session will also be presented. Service plan goals and objectives will also be presented to assist in bringing this treatment to your current work.</p>	<p>Learning Objectives:</p> <p>Participants will be able to identify and develop:</p> <ol style="list-style-type: none"> 1. With clients the felt safety needed to address trauma in session and remain regulated between sessions. 2. Service planning and interventions for diminishing trauma re-enactment symptoms through the Re-experiencing phase of trauma resolution by using interventions for externalization and sensory processing of traumatic experiences. 3. Service planning and interventions to address the Release stage of trauma resolution by working with interventions that honor and explore the hidden resilience in survival skills, target arousal reduction, and supports regulation. 4. Service planning and interventions to eliminate trauma’s effect on daily life through the Reorganization stage of trauma recovery with interventions to increase felt safety and interpersonal safety, address attachment issues and promote posttraumatic growth
<p>INTERMEDIATE</p>	<p>Trauma and People with IDD CEUs 1.0 RN/LPN; Social Worker and Counselor CPEs; Psychologists MCEs</p>	<p>eBased Academy ID: E-NO5RE1 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>Patients with intellectual disability (ID) experience trauma at rates significantly higher than the general population. Some may have limited coping skills and mechanisms to recover from trauma. This process is often complicated by communication challenges and limited expressive language skills. For those with ID, the trauma must be defined by the individual and may include everyday events such as feeling stigmatized, isolated or marginalized. This training will describe interview techniques, trauma response and interventions, as well as how the recovery process can be facilitated in the context of cognitive deficits. The presenter will also discuss Psychological First Aid, and other keys to evaluation and the treatment for Trauma- and Stress-Related Disorders for patients with ID.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify various behavioral presentations of patients with ID who have experienced trauma, and how different categories of ID (mild, moderate, severe) will respond to trauma differently depending on the developmental stage in which they function. 2. Identify the prevalence of trauma in the intellectual disability patient population and the process of trauma recovery for this group. 3. Identify different interviewing techniques for this patient population, including Psychological First Aid, and strategies for de-escalation when persons with ID are agitated

<p>ADVANCED (New)</p>	<p>Working With Immigrants and Their Families: Psycho-social and Trauma-Informed Approach Part 1 CEUs 2.5 Counselors CPEs; Social Work CPEs; Psychologists MCE; Chemical Dependency CEs (TR1)</p>	<p>eBased Academy ID: E-XVDW91 eBasedAcademy</p>
<p>COMPETENCIES</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>The goal of this course is to provide clinical social workers, marriage and family therapists, psychologists and other health care, mental health/human service professionals in-depth understanding of the psychosocial variables related to immigration and their impact on the mental health and cultural adjustment of immigrants, their families and children. It highlights the traumatic experiences of refugees and other involuntary immigrants and how they manifest themselves in different forms of trauma related disorders, depressive disorders. and other mental health issues. This course also outlines the issues related to immigration experiences, generational issues in immigrant families, common pitfalls and errors in working with immigrants, their families and children. It highlights some effective strategies in providing culturally sensitive psychotherapy, trauma informed assessment, clinical intervention and case management service to this population. It also discusses how to use interpreters appropriately and effectively.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Formulate, develop, and apply culturally sensitive interviewing techniques in working with both adults and children in the immigrant family system. 2. Identify common pitfalls and errors in working with immigrant clients and family systems. 3. Utilize the knowledge of the factors affecting the acculturation of immigrant adults and children in developing appropriate service plans for them. 4. Identify and Formulate treatment approaches in working with traumatic experiences of refugees and other involuntary immigrants that manifest themselves in different forms of trauma related disorders, depressive disorders and other mental health issues. 5. Identify and evaluate potential problems that might disrupt the stability and undermine the integrity of the immigrant families such as cultural and linguistic differences between different generations that manifest themselves in role conflicts, role reversals, power struggles and communication problems. 6. Utilize culturally appropriate skills including appropriate ways in using interpreters in assisting immigrant clients and family to overcome institutional and psychological barriers in assessing appropriate health care and mental health services.
<p>ADVANCED (New)</p>	<p>Working With Immigrants and Their Families: Psycho-social and Trauma-Informed Approach Part 2 CEUs 2.5 Counselors CPEs; Social Work CPEs; Psychologists MCE; Chemical Dependency CEs (TR1)</p>	<p>eBased Academy ID: E-G03R6V eBasedAcademy</p>

<p>COMPETENCIES</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>The goal of this course is to provide clinical social workers, marriage and family therapists, psychologists and other health care, mental health/human service professionals in-depth understanding of the psychosocial variables related to immigration and their impact on the mental health and cultural adjustment of immigrants, their families and children. It highlights the traumatic experiences of refugees and other involuntary immigrants and how they manifest themselves in different forms of trauma related disorders, depressive disorders, and other mental health issues. This course also outlines the issues related to immigration experiences, generational issues in immigrant families, common pitfalls and errors in working with immigrants, their families and children. It highlights some effective strategies in providing culturally sensitive psychotherapy, trauma informed assessment, clinical intervention and case management service to this population. It also discusses how to use interpreters appropriately and effectively.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Formulate, develop, and apply culturally sensitive interviewing techniques in working with both adults and children in the immigrant family system. 2. Identify common pitfalls and errors in working with immigrant clients and family systems. 3. Utilize the knowledge of the factors affecting the acculturation of immigrant adults and children in developing appropriate service plans for them. 4. Identify and Formulate treatment approaches in working with traumatic experiences of refugees and other involuntary immigrants that manifest themselves in different forms of trauma related disorders, depressive disorders and other mental health issues. 5. Identify and evaluate potential problems that might disrupt the stability and undermine the integrity of the immigrant families such as cultural and linguistic differences between different generations that manifest themselves in role conflicts, role reversals, power struggles and communication problems. 6. Utilize culturally appropriate skills including appropriate ways in using interpreters in assisting immigrant clients and family to overcome institutional and psychological barriers in assessing appropriate health care and mental health services.
<p>ADVANCED (New)</p>	<p>Best Practices for Treating Trauma CEUs 3.0 Counselors CPEs; Social Work CPEs; Psychologists MCEs; Chemical Dependency (TR1 & PR1)</p>	<p>eBased Academy ID: E-POWQY0 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency 	<p>There is a large and increasing number of treatment approaches and assessment tools being offered to address Posttraumatic Stress Disorder and other trauma-related problems in adults. The efficacy and effectiveness of these methods is not always well established. This webinar will review the current evidence base and its gaps as well as published practice guidelines. We will offer suggestions to assist in selecting treatments, measuring treatment effects, and incorporating assessment data into clinical decision-making throughout the course of treatment.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe different treatments for Posttraumatic Stress Disorder and related problems 2. Review the evidence base for different treatments and identify areas where more research is needed 3. Review clinical practice guidelines and considerations in treatment selection

<ul style="list-style-type: none"> • Understanding how cultural factors influence trauma 		<ol style="list-style-type: none"> 4. Describe recommended tools for assessing trauma exposure, PTSD, and related problems 5. Review considerations in selecting tools for different settings and purposes 6. Review uses of assessment data in measuring treatment effects, informing clinical decision-making, and increasing client engagement
<p>ADVANCED (New)</p>	<p>Trauma Informed Family Engagement: The Intersection of Racism, Bias and Traumatic Stress Part 1 CEUs 3.25 Counselors CPEs; Social Work CPEs; Psychologists MCEs; Chemical Dependency (TR1 & PR1)</p>	<p>eBased Academy ID: E-Y1Q371 eBasedAcademy</p>
<p>COMPETENCIES</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>Join us to explore what it means to be trauma informed in our engagement with families. Together we will explore the cultural and historical context of trauma, learn about structural racism and our own implicit bias. We will unpack the potential impact of those issues on our engagement with families. Participants will identify the six guiding principles for trauma informed care, understand the benefits of authentic family engagement, as well as developing strategies for implementing trauma informed family engagement practices.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will be able to define family engagement and trauma-informed care 2. Participants will be able to identify barriers to family engagement. 3. Participants will explore the policies that created and support structural racism.
<p>ADVANCED (New)</p>	<p>Trauma Informed Family Engagement: The Intersection of Racism, Bias and Traumatic Stress Part 2 CEUs 2.25 Counselors CPEs; Social Work CPEs; Psychologists MCEs; Chemical Dependency (TR1 & PR1)</p>	<p>eBased Academy ID: E-Z1GWQ0 eBasedAcademy</p>
<p>COMPETENCIES</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>Join us to explore what it means to be trauma informed in our engagement with families. Together we will explore the cultural and historical context of trauma, learn about structural racism and our own implicit bias. We will unpack the potential impact of those issues on our engagement with families. Participants will identify the six guiding principles for trauma informed care, understand the benefits of authentic family engagement, as</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will understand how implicit bias impacts thinking and behavior. 2. Participants will be able to understand that racial equity is required to address structural inequality. 3. Participants will learn and develop strategies to improve trauma informed family engagement.

<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency • Understanding how cultural factors influence trauma 	<p>well as developing strategies for implementing trauma informed family engagement practices.</p>	
<p>ADVANCED (New)</p>	<p>Integrating Trauma Informed Principles into Policies and Practices CEUs 3.0 Counselors CPEs; Social Work CPEs; Psychologists MCEs; Chemical Dependency (TR1 & PR1)</p>	<p>eBased Academy ID: E-E04NO1 eBasedAcademy</p>
<p>COMPETENCIES</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>During this workshop, participants will be offered ways to evaluate current policies and practices through a trauma and resilience lens. This facilitation will build on the principles, offer a method for reviewing policies and practices, and provide examples of trauma informed policies and practices.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explore how trauma informed principles impact policies and practices 2. Be familiar with a policy review process 3. Explore trauma informed policies and practices
<p>ADVANCED (New)</p>	<p>Trauma Informed Supervision: Caring for You and for Them CEUs 3.0 Psychologists MCEs; Social Worker and Counselor CPEs; Chemical Dependency CEs</p>	<p>eBased Academy E-KVOYX1 eBasedAcademy</p>
<p>COMPETENCIES</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>Today’s world has increasing upheaval and disconnection that has spilled over to the office. The idea of “leaving home at home” has become increasingly antiquated, and even, if possible, there are plenty of on-the-job stressors that every employee must negotiate. Supervisors face pressures of workforce shortages, staff burnout and secondary traumatic stress (STS), and increasingly higher demands, as well as their own feelings of burnout and STS. Trauma-informed supervision supports staff in a way that allows for better work with individuals the organization served and overall improved culture. Attend the training to find out more and explore your own strengths and opportunities to grow as a trauma-informed supervisor.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will be able to define trauma informed supervision 2. Participants will be able to identify at least three elements of trauma-informed supervision. 3. Participants will assess their own strengths and opportunities lie to provide trauma-informed supervision and identify two trauma-informed action steps to take in the weeks following the training to continue their supervisory growth

<p>ADVANCED</p>	<p>When FASD and Trauma Intersect: Understanding and Supporting Children and Their Caregivers CEUs 1.5 Social Worker and Counselors CPEs; Psychologists MCE's; OCDP: Content Areas C5 - 1.25 and C7-1.5</p>	<p>eBased Academy ID: E-602NLV eBasedAcademy</p>
<p>COMPETENCIES</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>The past two decades have seen a better understanding of the impact of prenatal alcohol exposure on the developing fetus and child development. These past 20 years has witnessed an increase in our understanding of the impact of trauma on children’s growth and development. However, as these two fields have expanded, our knowledge about the intersection of FASD and trauma remains in its infancy. Both have a significant impact on how the child develops and how these exposures increase risk to overall development throughout childhood and into adulthood. Caregivers of children with history of prenatal alcohol exposure and those of children with histories of trauma report high levels of parenting stress and challenges related to children’s behaviors, learning, and relationships. This presentation will explore the intersection of FASD and trauma. It will provide information about behaviors often seen and tips on supporting children who are impacted by both prenatal alcohol exposure and trauma. Finally, the importance of caregiver self-care will be highlighted as an essential element to helping these children reach their full potential.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. List at least three behaviors associated with children who have a history of both prenatal alcohol exposure and trauma. 2. Describe at least two strategies for reducing negative behaviors and increasing positive behaviors in children with prenatal alcohol exposure and trauma. 3. Discuss the importance of caregiver self-care in the overall developmental outcome of children with prenatal exposure to alcohol and trauma
<p>ADVANCED</p>	<p>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</p>	<p>eBased Academy ID: E-7VRP31 eBasedAcademy</p>
<p>COMPETENCIES</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>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</p>	<p>Learning Objectives:</p> <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

<ul style="list-style-type: none"> • Understanding how cultural factors influence trauma 	<p>most costly and preventable public health problems. The model includes opportunities for intervention to prevent early death and decreased quality of life.</p>	
<p>ADVANCED</p>	<p>TIC Virtual Summit 2022: Healer HEAL Thyself - Holistic, Embodied, Authentic, Leadership CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs</p>	<p>eBased Academy ID: E-J0EQQ0 eBasedAcademy</p>
<p>COMPETENCIES</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>This workshop is about helping your organization cultivate communities of practice and cultures of presence by using a framework that integrates our collective capacity to H.E.A.L.: Holistic refers to the recognition of ourselves as complex creatures; mental, emotional, physical, spiritual, culturally entrained, and informed beings wired for survival and belonging in direct relational connection with our living ecosystems and environments. Embodied refers to our commitment to practice centering the body's intelligence and capacity to self-organize and self-regulate in service to healing, change, growth, and relational safety. Authentic refers to our capacity to internally attune, to know oneself, and to practice authoring the moments and meaning making of our stories. Leadership refers to our capacity to use our own nervous systems as instruments of peace, to practice self-regulation in service to co-regulation as a practice of relational leadership. In our time together we'll unpack these terms and support participants in understanding how their own leadership can be bolstered by creating a culture of self-reflection and personal accountability to build resilient organizations</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participants will understand the importance of self-regulation in service to co-regulation. 2. Participants will be able to identify strategies to enhance healing centered care within themselves and their organization. 3. Participants will identify the why and how of building holistic, embodied, authentic leaders within their organizations and communities.
<p>ADVANCED</p>	<p>TIC Virtual Summit 2022 - An Inclusive and Individualized Response for Victims of Crime with Disabilities: The Adult Advocacy Center Model CEUs 1.5 RN/LPN Contact CE; Counselor CPEs; Social Work CPEs; Psychologists MCEs</p>	<p>eBased Academy ID: E-71KQ51 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Demonstrate how to identify trauma-related needs of children and families 	<p>Presenters provide a look into the Adult Advocacy Centers (AACs). The Adult Advocacy Centers are the first centers that will be equipped to provide holistic, accessible, and trauma-informed services to adult crime victims with disabilities in a universal and multi-sensory environment. The AACs will work in partnership with state, regional and community agencies to</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Gain an understanding of the Adult Advocacy Center model 2. Understand how communities can work together to form a multi-disciplinary team to have a holistic response with this model.

<ul style="list-style-type: none"> Identify strategies to enhance well-being and resiliency 	<p>coordinate a response that promotes the safety and well-being of all individuals. To provide these services, the AACs will facilitate multi-disciplinary teams (MDTs) within local communities. A deeper look into this unique approach to victim services will assist participants in understanding best practices for survivors.</p>	<p>3. Understand how a universal and multi-sensory building design allows for truly inclusive services for crime victims.</p>
<p>ADVANCED</p>	<p>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; OCPD RCHs</p>	<p>eBased Academy ID: E-J0E7QV eBasedAcademy</p>
<p>COMPETENCIES</p> <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! 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>	<p>Learning Objectives</p> <ol style="list-style-type: none"> Supervisors will be able to help employees eliminate personal disruptor's Supervisors will be able to model mentally healthy behaviors Supervisors will be transparent in processing impact of trauma on self and staff
<p>ADVANCED</p>	<p>Ohio Model of Infant and Early Childhood Mental Health Consultation Ohio Approved</p>	<p>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>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> Impact of Trauma Responding to children's traumatic stress Demonstrate how to identify trauma-related needs of children and families Identify strategies to enhance well-being and resiliency Understanding how cultural factors influence trauma 	<p>This professional development opportunity will provide participants with the foundational knowledge of effective IECMH consultation, the tenets of the consultative stance, and additional information on the most essential roles of the consultant. 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</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> To define infant and early childhood mental health consultation and its importance for supporting Ohio's Children Identify typical and atypical social emotional development of young children to support early learning professionals and all professionals working with young children Define the context in which children's social emotional development impacts each aspect of their growth and development, including school and relationship success

	<p>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"> 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
<p>ADVANCED</p>	<p>Infant and Early Childhood Mental Health Consultation: The New Ohio Model Ohio Approved</p>	<p>Ohio Child Care Resource and Referral Association View Training OCCRRRA</p>
<p>COMPETENCIES</p> <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 	<p>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.</p>	<p>Learning Objectives</p> <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>8. Participants will be able to develop a vision and plan for professional development</p>
ADVANCED	<p>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</p>	<p>eBased Academy ID: E-6VXJ51 eBasedAcademy</p>
<p>COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Understand secondary traumatic stress and impact providers 	<p>The Vicarious Trauma for First Responders course provides an in-depth look at trauma and its impact on firefighters, emergency medical services (EMS) or paramedics, disaster response workers, and law enforcement. The course identifies how first responders can become more effective and safer by being trauma informed and aware of the implications and prevalence of vicarious trauma.</p>	<p>Learning Objectives:</p> <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.
ADVANCED	<p>OOC: 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</p>	<p>eBased Academy ID: E-P0Y92V eBasedAcademy</p>
<p>COMPETENCIES</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 • Alternative to Seclusion and Restraint 	<p>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 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>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Define secondary traumatic stress (STS) and its impact on organizations and the workforce. 2. Understand the benefits and best practices of becoming an STS informed organization. 3. Identify strategies to encourage post-traumatic growth and building resiliency.

OhioMHAS Learning Series Organizational Trauma (four courses) New	Pathways for Becoming Trauma Informed Organizations 2.75 CEUs Chemical Dependency (TR1 & PR1), Psychologists, Social Worker, Counselors	
	<p>This workshop will explore and identify how trauma impacts systems and organizations as well as individuals, creating cycles of dysfunction and/or traumatic parallel process. We will review foundational information from SAMHSA, the Sanctuary Model and others, regarding the implementation of a trauma-informed approach in organizations and systems. Organizations and systems become "trauma-informed" by incorporating in all aspects of service delivery an understanding of and responsiveness to the prevalence, nature, and impact of trauma, as well as by implementing intentional policies, protocols, and procedures that actively and deliberately resist re-traumatization. Adopting a trauma-informed approach in organizations and service systems creates a supportive, affirming, and therapeutic environment for our workforce, as well as for individuals who have experienced trauma and come to us for support and treatment.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Explore and identify how trauma impacts systems and organizations as well as individuals, creating cycles of dysfunction and/or traumatic parallel process; 2. Compare and align SAMHSA's TIC principles with organizational values; 3. Identify organizational stressors that are commonly noticed within organizations/systems that may re-traumatize/harm individuals who are seeking assistance as well as staff; 4. Define and explore universal precautions to prevent organizational harms. 5. Identify and explore programs and resources for organizations to "recover" and evolve into Trauma Informed Organizations.
	Caring for the Caregivers: Trauma Informed Care and Provider Wellness 3.0 CEUS Chemical Dependency (TR1 & PR1), Psychologists, Social Worker, Counselors	
	<p>The unprecedented impact of COVID-19 has highlighted pre-existing stressors on the mental health workforce. Among those most affected by severe stressors, this may lead to burnout, as well as symptoms of depression, anxiety, or PTSD. Despite the scale of these stressors, it is also true that many individuals will be resilient and will not develop chronic mental health concerns. Although people often think about resilience as a trait, that people either do or do not possess, it is instead a skill that be learned and fostered. Dr. Kaysen is a leading researcher on the effects of stress, and specifically on traumatic stress, on mental health. She has focused her current efforts on ways to help provide more accessible mental health care to those in need, including accessible and scalable strategies for improving mental health concerns among healthcare workers. Dr. Kaysen will discuss specific strategies to help mitigate stress associated with providing trauma-informed care and to help build resilience. She will also provide links to free online tools that can be used to help support ongoing coping and will provide a walkthrough of the healthcare worker mental health tool Pause a Moment developed at Stanford.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Describe modifiable risk factors for burnout or compassion fatigue. 2. Identify at least two warning signs of burnout or compassion fatigue. 3. Compare and contrast two different approaches to preventing burnout or compassion fatigue. 4. Choose at least 1 strategy to implement to increase healthcare worker resilience.

<p>Supporting Children and Youth Experiencing Trauma</p>	<p>The Supporting Children and Youth Experiencing Trauma training includes four online sequential sessions that an individual can take at their own pace. Each session focuses on learning and practicing skills that can be used immediately with children and youth. Participants will hear from educators, mental health experts, students, and families, while reflecting on their own goals and intentions to be trauma-informed. Each session is approximately one hour in length. Participants will receive a certificate of completion. Developed by Cincinnati Children's and McKinsey Health Institute</p>	<p>Build Trauma-Informed Skills Today Strong Resilient Youth Trauma-Informed Training</p>
<p>The Trauma-Informed Educators and Supportive Adults We Want to Be COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children's traumatic stress • Understand secondary traumatic stress and impact providers 		<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Explain what trauma is and how it presents itself in children and youth 2. Describe your role as a trauma-informed educator or supportive adult and how you can use the 4 R's of a trauma-informed approach 3. Recognize your mindset when faced with challenges 4. Reframe your mindset using the Awareness, Pause, Reframe technique
<p>Foundations of Trauma and Resilience COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children's traumatic stress • Identify strategies to enhance well-being and resiliency 		<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Recognize when and how Adverse Childhood Experiences (ACEs) and other potentially traumatic events affect one's ability to learn and engage 2. Understand what it means to be a trauma-informed mandated reporter 3. Recognize how implicit biases can affect efforts to build supportive relationships 4. Identify strengths and protective factors in children and youth 5. Practice an effective approach to forging stronger relationships and helping children and youth build resiliency and positive coping strategies
<p>Addressing Traumatic Events in the Community with Children and Youth COMPETENCIES</p> <ul style="list-style-type: none"> • Impact of Trauma • Responding to children's traumatic stress 		<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Learn how trauma manifests in communities and why communities of color are disproportionately affected 2. Recognize how implicit bias can influence perceptions of trauma and who may need help

<ul style="list-style-type: none"> • Demonstrate how to identify trauma-related needs of children and families • Understanding how cultural factors influence trauma 		<ol style="list-style-type: none"> 3. Apply the 4 R's in the context of traumatic events in the community 4. Tailor specific classroom teaching strategies to the neighborhood and community context to avoid re-traumatization
<p>Addressing Trauma with Children, Families and Caregivers in One-on-One Settings</p> <p>COMPETENCIES</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 • Understanding how cultural factors influence trauma 		<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Apply the 4 R's to support children and youth who have experienced trauma 2. Apply the 4 R's to facilitate conversations with families and caregivers
<p>Addressing Trauma in the Context of Conflict and Displacement</p> <p>COMPETENCIES</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 • Responding to children's traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Understanding how cultural factors influence trauma 		<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Explain what trauma is and understand how conflict and displacement can affect individuals physically, emotionally, and socially 2. Understand the lived experiences of people who have experienced conflict and displacement 3. Apply the 4 R's of a trauma-informed approach framework to the context of conflict and displacement 4. Describe how the experience of conflict and displacement impacts youth and the family system 5. Describe how to engage in self-care and build personal resilience 6. Recognize the role that adults can play in supporting youth and families who have experienced conflict and displacement
<p>Family First Prevention Services Act Ohio</p> <p>COMPETENCIES</p>	<p>Fostering Healing, Resiliency, and Hope for Traumatized Children</p> <p>CEUs 5.5</p>	<p>OCWTP Learning Management System</p> <p><i>This training is currently limited to public child welfare staff, resource families and assessors.</i></p>

<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.
<p>Family First Prevention Services Act Ohio COMPETENCIES</p>	<p>Promoting Successful Futures by Addressing Child Traumatic Stress in the Child Welfare System CEUs 5.5</p>	<p>OCWTP Learning Management System <i>This training is currently limited to public child welfare staff, resource families and assessors.</i></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, and 	<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)</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Recognize and respond to complex trauma, cultural and historical trauma.

<p>account for individual, cultural, community, and organizational diversity</p> <ul style="list-style-type: none"> • 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>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>	<ol style="list-style-type: none"> 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.
<p>Family First Prevention Services Act Ohio COMPETENCIES</p>	<p>Build a Brain: How Trauma Affects Brain Development CEUs 2.75</p>	<p>OCWTP Learning Management System <i>This training is currently limited to public child welfare staff, resource families and assessors.</i></p>
<ul style="list-style-type: none"> • Impact of 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>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.</p>	<p>Learning Objectives</p> <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
<p>Family First Prevention Services Act Ohio COMPETENCIES</p>	<p>Trauma Lab for Caregivers and Staff CEUs 5.5</p>	<p>OCWTP Learning Management System <i>This training is currently limited to public child welfare staff, resource families and assessors.</i></p>
<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency <p>OCWTP Comps</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>	<p>Learning Objectives</p> <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

<p>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>3. Explore how to move beyond words by using active learning techniques in a therapeutic way</p>
<p>Family First Prevention Services Act Ohio COMPETENCIES</p>	<p>Trauma-Informed Case Management CEUs 5.5</p>	<p>OCWTP Learning Management System <i>This training is currently limited to public child welfare staff, resource families and assessors.</i></p>
<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 318-01-001, 318-01-002, 318-01-003, 318-01-004, 318-01-005, 318-01-007, 318-01-012, 318-01-016</p>	<p>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.</p>	<p>Learning Objectives</p> <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
<p>Family First Prevention Services Act Ohio COMPETENCIES</p>	<p>Trauma: Unresolved Trauma Can be a Monster of Pain and Fire CEUs 5.5</p>	<p>OCWTP Learning Management System <i>This training is currently limited to public child welfare staff, resource families and assessors.</i></p>
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress <p>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</p>	<p>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 methods will be outlined and discussed to prepare caseworkers to better assist caregivers in working with clinicians to address trauma.</p>	<p>Learning Objectives</p> <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:

		<p>Acute Stress Disorder; Adjustment Disorder; Posttraumatic Stress Disorder; Reactive Attachment Disorder; and Disinhibited Social Engagement Disorder-</p> <ol style="list-style-type: none"> Understand how untreated trauma may affect reunification and permanency goals of the case plan. Know various treatment methods that may be utilized to assist in the treatment process when dealing with trauma and diagnosable disorders. 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.
Family First Prevention Services Act Ohio COMPETENCIES	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)	<p>Participants will be able to identify and address:</p> <ol style="list-style-type: none"> The Neurobiology of Felt Safety, Attachment and Regulation Cultural context and its impact physically, psychologically, and behaviorally Impact of Relationships and Trauma on Brain Development and Developmental Milestones with an exploration of Adverse Childhood Experiences (ACEs) The Three R’s of Trauma Resolution: Re-experiencing, Release, Reorganize to build felt safety 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)	<p>Participants will:</p> <ol style="list-style-type: none"> Be able to describe the essential elements of a comprehensive trauma assessment 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. 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
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 	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

<ul style="list-style-type: none"> • Identify strategies to enhance well-being and resiliency. 		<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.
<p>Understand secondary traumatic stress and its impact on providers.</p>	<p>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>	<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. 	<p>Module 8: Putting it All Together: Relational and Sensory Based Interventions for Trauma Responsive Care (3 hours training; 2 hours consultation)</p>	<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 4. Identify the importance of social and relational skills to trauma resolution. And be able to identify one intervention that can enhance an individual's social and relational skills.

<p>Family First Prevention Services Act Ohio COMPETENCIES</p>	<p>Impact of Trauma on Development and Delinquency</p>	<p>OhioCourtedu OhioCourtEDU (csod.com) <i>This training is currently limited to Court personnel</i></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>Many studies indicate that the incidence of traumatic stress is higher in justice-involved youth than in the general population. Traumatic stress often can negatively impact adolescent development, such as forming attachments, emotional and behavioral regulation, self-concept, and future orientation. This course gives juvenile court and detention personnel an introduction to the topic of traumatic stress and skills to intervene appropriately with youth that have experienced trauma.</p>	
<p>Family First Prevention Services Act Ohio COMPETENCIES</p>	<p>Courts and Coronavirus: Stress Management Refresher</p>	<p>OhioCourtedu OhioCourtEDU (csod.com) <i>This training is currently limited to Court personnel</i></p>
<ul style="list-style-type: none"> • Impact of Trauma • Understand secondary traumatic stress and impact providers 	<p>Even the healthiest of individuals can feel stress from changes in work status or location, illness, uncertainty, and being cut off from typical routines or support systems. Psychologist Dr. Roger Hall shares insights about individual responses to stress and change, the impacts of stress on your health, strategies for mitigating stress and the potential consequences of ignoring self-care. Focuses on self-care and secondary Trauma</p>	
<p>Family First Prevention Services Act Ohio COMPETENCIES</p>	<p>Recognizing Child Abuse, Neglect, and Mandatory Reporting Satisfies 1.25 hrs. remaining Pre-Service or Continuing Education.</p>	<p>OhioCourtedu OhioCourtEDU (csod.com) <i>This training is currently limited to Court personnel</i></p>
<ul style="list-style-type: none"> • Impact of Trauma • Responding to children’s traumatic stress • Demonstrate how to identify trauma-related needs of children and families • Identify strategies to enhance well-being and resiliency • 	<p>The impact of child abuse and neglect can resonate throughout a child’s life. This webinar will discuss the important role all adults have in recognizing and reporting suspected child abuse and neglect, and carefully outline your legal obligation as mandated reporters.</p>	

<p>Family First Prevention Services Act Ohio COMPETENCIES</p>	<p>Psychiatric Disorders in Children: Attachment and Trauma Related Disorders CEUs 3.00 CLE credit hours</p>	<p>OhioCourtedu OhioCourtEDU (csod.com) <i>This training is open to the public after creating account</i></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>Judicial officers examine two psychiatric disorders in children, including causes, symptoms, and common treatments. What does a guardian ad litem (GAL) need to know, do, or think in order to identify the “best interest of the child” when a psychiatric disorder is a factor in their case? This 3-hour course will explore common psychiatric disorders in children, including causes, symptoms and common treatments. Fact patterns with discussion will help GALs apply the knowledge to realistic situations.</p>	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Discuss common psychiatric disorders in children including internalizing/emotional disorders (e.g., anxiety, mood), externalizing/behavioral disorders (e.g., disruptive disorders, ADHD), and trauma-based disorders (e.g., reactive attachment); 2. Identify proven treatments for various psychiatric disorders in children; 3. Ascertain necessary assessments and make appropriate referrals and requests; and\Interact effectively with children and families when psychiatric disorders are present.