

NDT1008 BrainDev 101: Understanding the Impact of Trauma on Brain Development**Audience:** All Staff**Duration:** 3.5 Hours**Capacity:** 25

This four hour workshop provides participants with foundational knowledge about how adversity and trauma can impact brain development. The workshop introduces brain architecture and early brain development in children and focuses on the impact of adverse experiences in child trauma on the brain. Topics and learning objectives include a) adversity & trauma and the impact on brain development; b) brain systems c) adverse childhood experiences and brain development d) resilience and brain development.

NDT1017 Trauma/Brain 201: Building Resiliency**Audience:** All Staff**Duration:** 6.5 Hours**Capacity:** 25

This five hour workshop is designed for those who have completed Trauma 101 and Brain 101. This workshop focuses on the components of a trauma-informed child and family service system, the importance of cross-agency collaboration, and building resiliency in caregivers, children, youth, and professionals. Topics include a) trauma-informed community system, b) introduction to community collaboration c) impact of toxic stress and complex trauma on the developing brain; d) identifying trauma related needs; e) building resilience in children and adolescents; f) taking care of self.

NDT1018 Trauma II**Audience:** TBD**Duration:** 6.5 Hours**Capacity:** 25

This course is designed to improve school personnel's understanding of Secondary Traumatic Stress (STS) and its impact. Participants will learn how to assess STS symptoms in themselves and others, explore factors that help to protect professionals from the negative effects of STS, and discover strategies to use these protective factors to manage STS. Participants will also assess their own personal and professional self-care and develop self-care plans.

NDT1009 ASIST (Applied Suicide Intervention Skills Training)**Audience:** All Staff**Duration:** 2 Days (16 Hours)**Capacity:** 30

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. Although ASIST is widely used by healthcare providers, participants don't need any formal training to attend the workshop—anyone 16 or older can learn and use the ASIST model. Learning objectives include a) understanding the ways personal & societal attitudes affect views on suicide; b) provide guidance & suicide first aid to a person at risk in ways that meet individual safety needs; c) identify key elements of an effective suicide safety plan & actions required to implement the plan; d) appreciate the value of improving and integrating suicide prevention resources into the community; e) recognize other important aspects of suicide prevention including life-promotion and self-care.

NDT1010 DECAL Social-Emotional Strategies Tier 1 – Relationships and Environment**Audience:** Elementary Staff**Duration:** 4 Hours**Capacity:** 50

Participants will (a) explore the dynamics of relationship building in early learning; (b) analyze how positive relationships with children and families effect positive behavior; (c) acquire strategies to foster positive relationships with colleagues, families, and children; (d) understand how environment effects behavior; (e) learn ways to optimize the physical design of the classroom space; (f) understand the importance of environmental cues; (g) identify strategies to enhance meaningful communication with children, and (h) learn ways to build and support classroom community

NDT1011 DECAL Social-Emotional Strategies Tier 1 – Schedules & Routines, Transitions, Rules & Expectations**Audience:** Elementary Staff**Duration:** 7.5 Hours**Capacity:** 50

Participants will (a) describe the differences between schedules and routines; (b) identify components of an effective schedule; (c) explain the importance of teaching and reinforcing the expectations within schedules and routines; (d) design an effective daily schedule, (e) model procedures for teaching children transitions; (f) identify ways to plan for and individualize transitions; (g) define the difference between expectations and rules and create exemplars; (h) identify strategies for teaching expectations and rules, and; (i) and identify strategies for providing consistent, descriptive feedback to acknowledge children's behavior as it relates to expectations and rules

NDT1012 DECAL Social-Emotional Strategies Tier 2 – Targeted Social Emotional Strategies**Audience: Elementary Staff** **Duration: 7.5 Hours** **Capacity: 50**

Participants will (a) describe the differences between schedules and routines; (b) identify components of an effective schedule; (c) explain the importance of teaching and reinforcing the expectations within schedules and routines; (d) design an effective daily schedule, (e) model procedures for teaching children transitions; (f) identify ways to plan for and individualize transitions; (g) define the difference between expectations and rules and create exemplars; (h) identify strategies for teaching expectations and rules, and; (i) and identify strategies for providing consistent, descriptive feedback to acknowledge children’s behavior as it relates to expectations and rules

NDT1013 Nurturing an Effective Workforce – Leadership Strategies and Considerations**Audience: Elementary Staff** **Duration: 7.5 Hours** **Capacity: 50**

Participants will (a) describe an evidence-based framework for addressing social-emotional development and challenging behavior; (b) identify strategies to address common challenges to evidence-based practices; (c) identify effective leadership strategies including collaborative planning and professional development and; (d) apply collaborative action planning strategies for improving children’s social-emotional and behavioral outcomes

NDT1014 Understanding Children’s Social Emotional Development**Audience: Elementary Staff** **Duration: 4 Hours** **Capacity: 50**

Participants will (a) define social emotional development; (b) identify key social-emotional milestones across the birth to five developmental continuum; (c) describe the relationship between social-emotional development and a variety of short and long term outcomes for children; (d) describe national data trends and policies related to social-emotional development; (d) describe the impact of exclusionary discipline practices on various child and family outcomes and; (e) identify state resources to support social-emotional development in early learning environments.

NDT1015 Behavior Communicates. Are you listening?**Audience: Elementary Staff** **Duration: 4 Hours** **Capacity: 50**

Participants will (a) define challenging behavior and other key terms related to behavior, intervention, and data; (b) discuss the difference between topography and function of behavior; (c) identify strategies and methods for collecting data within the classroom environment; (d) identify strategies for visualizing, analyzing, and sharing data and; (e) describe evidence-based interventions.

NDT1016 SafeTALK**Audience: All Staff** **Duration: 4 Hours** **Capacity: 30**

SafeTALK is a half-day training program that teaches participants to recognize and engage persons who might be having thoughts of suicide and to connect them with community resources trained in suicide intervention. SafeTALK stresses safety while challenging taboos that inhibit open talk about suicide. The program recommends that an ASIST-trained resource or other community support resource be at all trainings. The ‘safe’ of safeTALK stands for ‘suicide alertness for everyone’. The ‘TALK’ letters stand for the practice actions that one does to help those with thoughts of suicide: Tell, Ask, Listen, and KeepSafe.