

Title of Training: Trauma Informed Care (TIC) Training Modules

Description of Training: The following seven modules have been prepared to guide schools and other community providers around the principles and philosophy of Trauma Informed Care (TIC).

1. Basic philosophy and principles of Trauma Informed Care
 - a. Defining trauma
 - b. Prevalence
 - c. Symptoms
2. The nature of youth who have experienced trauma or have anxiety disorders
 - a. "What happened to you"
 - b. Emotional regulation
 - c. Behavioral issues
 - d. Relational issues
3. The impact trauma has on the system that surrounds a child who has experienced trauma
 - a. Ripple effects that impact the broader community
4. Building teams to effectively reach out to traumatized youth and the system that surrounds them
 - a. Gathering the team that is most closely connected to the traumatized youth
 - i. Builds community
 - ii. Creates support
 - iii. Adds community resources
 - iv. Formal and informal
5. Applying TIC philosophy and creating appropriate interventions for youth, families and other caregivers
 - a. Building trust through healthy proactive interactions with youth
 - i. Relationships
 - ii. Environmental issues
 - iii. Activities that create an appropriate and manageable level of growth
6. Self-care strategies
 - a. Secondary trauma
 - b. Compassion fatigue
 - c. Burnout
 - d. Methods to avoid the above
 - i. Physical care
 - ii. Mental and emotional care
 - iii. Relationships, environment and activities
7. Assessing the system
 - a. Broadening the "fix" beyond the child
 - b. Engaging communities

Learning Objectives: As a result of participating in this training process, participants will have a clearer understanding of trauma informed care and the science that supports it, as well as some practical strategies to assist in working with youth who have experienced trauma and how to better prepare the caregiver and the supporting systems to create the best setting to assist these youth.

Target Audience: School staff and community caregivers (extended family, providers, county social workers, etc.).

Any Prerequisite Training or Knowledge: None. However, best training and learning outcomes can be expected if the sequence of modules is followed.

Time Frame: Each of the seven modules is two hours in length.

Activities/Format: Combination of presentation and group discussion.

Size of Audience: Negotiable

Trainer(s):

Daniel R Holstead, LCSW, Director of Advocates for Healthy Transitional Living, LLC (AHTL). This organization works with youth with special needs and the systems that serve them. The organization provides level 3 and 4 foster care programming, on-site and off-site education supports to school districts and after school/weekend programs for these youth. Daniel has over twenty-five years of experience in mental health and treatment foster care in northeastern Wisconsin. His passion is in developing innovative collaborative school and community-based programming options for students with severe emotional, behavioral and social needs.

David Kwiatkowski, MS.Ed, ABD, has over 30 years of experience working with students with emotional and behavioral disabilities and other at-risk factors as a secondary teacher, school psychologist and director of special education. He has served as the Executive Director of Special Education for CESA 8 since 2008. David is a long-standing proponent of the power of positive interpersonal relationships for improving school outcomes for at-risk students. For the past ten years, David has been conducting research through the UW-Green Bay Institute for Learning Partnership and as a dissertator in the UW-Milwaukee Administrative Leadership Doctoral Program on the impact of positive student-teacher and parent-teacher relationships on the learning and overall school success for disadvantaged students, particularly children of poverty. His interest in trauma-sensitive school practices heightened during his tenure as President of the Wisconsin Council of Administrators of Student Services (2010-12) as that membership recognized the need for more effective programming for children with mental health needs as a top priority.

Together Dan and David have developed the Brand New Day Alternative Special Educational Programming Model to address the needs of students with severe emotional, behavioral and social needs at both the elementary and secondary school levels. Various staff from both organizations that collaborate in the model will participate in the presentation process.

Organization(s): Advocates for Healthy Transitional Living, LLC and CESA 8

Contact Information: David A. Kwiatkowski, CESA 8, at davek@cesa8.org or (800) 831-6391, ext. 233, or Daniel R Holstead at danielrholstead@gmail.com or (920) 634-6162

Region(s) of the State: Training is available throughout the state. To date, most work has been done in northeastern Wisconsin.

Tier(s): Modules 1 through 3 (Tiers 1 and 2) - Modules 2 through 7 (Tiers 2 and 3)

Cost:

- Single module event: \$500 plus actual travel expenses
- Two module event: \$900 plus actual travel expenses
- Three module event (full day training): \$1200 plus actual expenses
- All Seven Modules (in a negotiable combination of events): \$2500 plus actual expenses