VIRTUAL, ASYNCHRONOUS and ON-SITE TRAINING

At the **Center for Optimal Brain Integration® (COBI)**, we specialize in virtual, in-person and self-paced asynchronous professional development. Training is designed to meet the unique needs of your organization, no matter the size. We offer services that deliver training through multiple pathways and will partner in developing a unique and individualized plan for you and/or your system of care.

Core Training Modules

Content: Participants learn the foundation for reducing stress, increasing regulation, understanding the neurobiology of trauma/toxic stress and the science of hope through concrete, practical strategies that promote healing and resilience.
Prerequisite: None.
Length: Hours can be adapted based on program need and may be 6-10 hours in length. Content can be delivered in a sequence of shorter segments.
Languages: Request modules in English, Spanish, Arabic, Chinese, Japanese, Vietnamese, Russian, Hindi, Marathi, and Gujarathi.

- 100: Overview: Trauma-Responsive and Resilience Building Practices for Educators
- 100: Overview: Responsive and Resilience Building Practices for Parents and Families
- 100: Overview: Trauma-Responsive and Resilience Building Practices for Leaders and Supervisors
- 100: Overview: (Reducing Stress in Schools) Trauma-Responsive and Resilience Building Practices for Clinicians, Therapists and Social Service Providers
- 100: Overview: (Reducing Stress in Schools) Trauma-Responsive and Resilience Building Practices for Young Children with Disabilities and Special Needs
- Overview: Trauma-Responsive and Resilience Building Practices for First Responders Working with Clients in High Stress Environments

Going Deeper Training Modules

Content: Participants are guided through a range of interactive activities to practice how implementing the content and strategies learned in the Core Training Module 100.
Prerequisite: Must have attended a Core Training Module.
Length: Hours can be adapted based on program need and may be 6-10 hours in length. Content can be delivered in a sequence of shorter segments.

- 200: Going Deeper to Practice The Strategies Learned in the Core Module: Trauma-Responsive and Resilience-Building Strategies
- 201: Looking at Trauma-Responsive and Resilience Building Practices Through the Lens of an Individual Child and Developing Trauma-Responsive and Individualized Support Plans for Trauma-Impacted Children
- 300: Strengthening Adult Self Awareness and Self-Care to Reduce Burnout
- 301: Culturally Responsive Self-Care Practices
- 400: Reducing Stress for Families: Trauma-Responsive Family Engagement: Practices for Equity and Resilience
- 500: Reducing Stress in Supervision Practices: Trauma-Responsive, Strength Based and Reflective Leadership and Supervision
- 600: Reducing Stress for Leaders, Organizations and Systems of Care: Trauma-Responsive Practices for Leaders: Creating and Sustaining Healing Engaged Organizations
- 700: Supporting Young Children to Cope, Build Resilience and Heal from Toxic Stress, Trauma through Play: A Practical Guide for Early Childhood Educators

**** The most popular training series to begin are Module 100, 200, 300***

Spotlight Trainings for Adults Working with Children (Category A)

Content: Participants learn about one key concept or strategy for children and/or adults that support building resilience, regulation, and relational skills. The following are examples of possible Spotlight Topics. We can design a Spotlight training based on your program's specific needs.
Prerequisite: None.
Length: 1-2 hours.

Spotlight Trainings for Adults Working with Children (Category A) *(continued)*

- 4 Steps to Grow Human(E) Beings (A1)
- Relationship Strategies that Promote Attachment, Regulation, and Resilience (A2)
- Be Your Own Emergency First Responder in Times of Stress (A3)
- Being a Brain Architect vs Behavior Manager for Children (A4)
- Books and Activities that Promote Social and Emotional Awareness, Skills, and Intelligence for Teens (A5)
- Books and Activities that Promote Social and Emotional Awareness for Elementary Age Youth (A6)
- Books and Activities that Promote Social and Emotional Awareness for Early Childhood (A7)
- Learning About ACES (Adverse Childhood Experiences) (A8)
- Building a Healthy Internal Dialogue for Adults and/or Children (A9)
- Building a Self-Regulation Toolkit (A10)
- Preventing Burnout and Compassion Fatigue (A11)
- Coaching and Reflective Practices Strategies to Support Others Serving Clients and Youth (A12)
- Creating Grounding and Safety for Adults and/or Children (A13)
- Create Safe Spaces, Places and/or Bins for Children to Promote Regulation (A14)
- Rewriting Policies and Procedures with a Trauma-Responsive and Stress Reducing Lens (A15)
- Learning Your Adult Temperament Style (A16)
- Learning About Children's Temperament (A17)
- Cultivating the “Me and the We” on the Journey of Healing and Building Resilience (A18)
- Culturally Responsive Self-Care Practices (A19)
- Teaching Children about their Brain, Behavior, and Resilience (A20)
- Difference Between a Trauma Trigger and a Typical Challenging Behavior and how to Support All Dysregulated Behavior (A21)
- Environment Triggers and Grounders that Affect Nervous System Regulation States (A22)
- Environment Strategies that Support Optimal Zones of Regulation (A23)
- Examining Transitions to Promote Safety and Reduce Dysregulated Behavior (A24)
- Trauma-Responsive Family Engagement Strategies that Promote Resilience (A25)
- Growing Human(E) Beings: A Job of Superheroes! (A26)
- Promoting Optimal Brain Integration for Youth (A27)
- Helping Children in Times of Uncertainty, Stress, Transition, Loss or Change (A28)
- Exploring Children's Brain Development and How it Impacts Behavior (A29)
- Learning How to Keep Children in the "Window of Resilience and Optimal Regulation" (A30)
- How to Determine the Meaning Behind a Child’s Challenging Behavior (A31)
- Mindfulness Strategies to Use with Children to Support Regulation (A32)
- Neurobiology of a Trauma Trigger and What to Do To Support Regulation and Safety (A33)
- Neuroplasticity and the Power to Rewire the Brain (The Science of Building New Habits) (A34)
- Neurobiology of Stress and Trauma on the Brain and Behavior and Strategies to Support Healing and Resilience (A35)
- People, Places, Objects and Activities that Calm the Activated Sensory Response System (A36)
- Sensory Integration Strategies that Optimize Regulation (A37)
- Supporting Young Children to Cope, Build Resilience and Heal from Trauma through Play (A38)
- Play is the Most Important Teacher in Early Childhood (Ages 3-8) (A39)
- Play: Somatosensory (Movement) Strategies to Promote Regulation in the Classroom (A40)
- Intentionally Preventing Challenging Behavior and Promoting Resilience (A41)
- Predictable Routines that Create Safety and Predictability (A42)
- Promoting Resilience and Factors that Buffer Stress (A43)
- Resilient Strong! A curriculum that builds self-awareness and resilience for Elementary, Middle and High School Students (A44)
- Promoting Emotional Literacy and Awareness (A45)
- Promoting Body Awareness, Sensory and Emotional Literacy that Lead to Regulation (A46)
- Storybooks to Support Children who have Gone Through Stressful or Traumatic Events (A47)
- Storybooks that Promote Social-Emotional Skills (A48)
- Key Strategies that Calm the Activated Stress Response System (A49)
- Practical Strategies to Support Children’s Emotional Regulation (A50)
- Strategies for Building Resilience: Engaging Executive Functioning Skills and Problem-Solving Steps (A51)
- Strategies for Building Resilience: Children with Sensory Processing Challenges (A52)
- Strategies for Building Resilience: Strengthening Self-Regulation and Managing Big Emotions (A53)
- Strategies for Building Resilience: Teaching Body Awareness, Sensory and Emotional Literacy that Lead to Self-Regulation (A54)

- Strategies for Building Resilience: Teaching Children to Use Breathing Techniques to Promote Optimal Regulation (A55)

Spotlight Trainings for Adults Working with Children (Category A) *(continued)*

- Strategies to use When a Child is in their Survival/Hindbrain, Emotion/Limbic Brain and/or Thinking/Executive/Cortex Brain (A56)
- Strategies for Teaching Children about their Brain and Cultivating Self-Awareness to Promote Resilience Socially and Emotionally (A57)
- Supporting Children Who Have Experienced Toxic or Traumatic Stress (A58)
- The Impact of Toxic Stress on the Brain, Body and Behavior (A59)
- The Importance of Play for Youth Children to Buffer Stress (A60)
- The Power of Mirror Neurons and Adult Co-Regulatory Support (A61)
- Top T.I.P.S to Support Children in Times of Uncertainty and Stress (A62)
- Top 5 Trauma-Responsive Strategies for Educators (A63)
- Using Storybooks to Support Children who Have Gone through Stressful or Traumatic Experiences (A64)
- Using Present Moment Attunement and Co-Regulation to Support Children (A65)
- Using the Free Trigger Stop Interactive Virtual Resource to Promote Sensory and Emotional Literacy (A66)
- Visuals and Visual Schedules that Promote Optimal Regulation (A67)
- Moving My Adult Voice from What is Wrong with You to What is Strong with You! (A68)
- Promoting Sensory Literacy and Body Awareness that Leads to Emotional Literacy for Children (A69)
- Trauma-Informed Practices and Resilience Building: A 90-Minute Onboarding Series for New Early Childhood Providers (A70)
- The Intersection of Trauma and Intellectual Disabilities and Developmental Delays (A71)
- Trauma-Responsive and Resilience Building Practices for Educators: An Overview (A72)
- Supporting Young Children to Cope, Build Resilience and Heal from Trauma through Play (A73)
- Designing Trauma-Responsive Environments to Support Students' Optimal Learning (A74)
- Early Childhood Mental Health Consultant/Therapist Training Series *(may be offered in a series or as individual spotlights)*:
    - Introduction to Early Childhood Mental Health (A75)
    - Introduction to Reflective Practice (A76)
    - Introduction to Early Childhood Mental Health Consultation (A77)
    - Practical Application of Mental Health Consultation with a Trauma-Responsive Lens (A78)
- Understanding My Brain, Behavior and the Adverse Impacts of Technology and Social Media on Youth (A79; *this course is intended for adults working/interacting with children in any capacity, including parents/caregivers, etc.*)
- Emotional Emergency Drills: Proactively Teaching Students What to Do in an Emotional Emergency to Stay Safe and Re-Regulate (A80)
- Supporting Children and Youth's Regulation through Responsive Relational Practices (A81)
- Intentionally Teaching Social-Emotional Skills that Build Resilience and Grow Humane Beings (A82)
- Helping Children Cope in the Aftermath of a Crisis (A83)
- The Three R's to De-Escalation: Reducing Stress, Regulating Others and Myself and Reducing Escalation (A84)
- Power of the Pause for Adults Working with Children and Youth (A85)
- Rock on! How Rhythm and Movement Build the Foundation of Emotional Regulation Description (86)
- Brain Architects: Moving Beyond Behavior Management to Build Safety, Connection, and Regulation (87)
- Why Play Matters: It is Foundational for Learning (88)

Spotlight Trainings for Leaders (Category B)

- The Rs of Reflective Supervision: Regulation Inquiry and Reconnect/Reframe Inquiry (B1)
- Asset and Strength Based Reflective Leadership (B2)
- Building Trauma-Responsive, Stress-Reducing and Resilient Partnerships with Parents and Families (B3)
- Creating Environments that Reinforce Messages of Safety and Predictability (B4)
- Creating Trauma-Informed Schools, Districts and/or Organizations (B5)
- Creating Trauma-Responsive Environments: Decreasing the Power Differential During Supervisory Interactions (B6)
- Cultivating Self-Awareness/Body Awareness as a Foundation for Effective Leadership in Trauma-Responsive Environments (B7)
- Effectively Responding to Stressful and Triggering Events in Organizations (B8)
- Embedding Present Moment Awareness into Leadership and Supervision (B9)
- Intentionally Integrating Organizational Trauma-Responsive Principles (B10)

- Intentionally Promoting Coping, Resilience and Healing: Strategies to Support Self and Organization Care Routines (B11)
- Leading Organizations to Develop a Trauma Responsive Lens (B12)
- State Dependent Functioning (Nervous System States of Calm to Stress) and 4 Pathways to Regulation (B13)

Spotlight Trainings for Leaders (Category B) *(continued)*

- Supporting Agency, Voice and Choice in Our Work with Children, Families, and the Workforce (B14)
- Top Trauma-Responsive Strategies for Supervisors/Leaders (B15)
- Trauma-Responsive Supervision and Leadership (B16)
- Trauma Responsive and Healing Engaged Leaders, Systems and Organizations (B17)
- Pathways to Regulation: Creating Safe, Predictable, and Supportive Systems (B18)
- Understanding the Triggering Event Cycle in Order to Effectively Navigate Triggering Events (B19)
- Trauma-Responsive Practices for Early Childhood Leaders: Creating and Sustaining Healing Engaged Organizations (B20)
- Micro-Professional Development: Leaders Building a Trauma-Responsive and Relationship-Based Organization (B21)
- Leaders Providing Relational and Nervous System Attunement and Co-Regulation (B22)
- Trauma-Responsive Foundational Principles for Leaders and Organizations (B23)
- Core Principles for Trauma-Responsive Programs, Schools and Systems *(may be offered in a series or as individual spotlights):*
    - Trauma-Responsive Organization Principle: Build Mutually Respectful and Trusting Relationships (B24)
    - Trauma-Responsive Organization Principle: Understand Stress and Trauma (B25)
    - Trauma-Responsive Organization Principle: Establish Safety and Predictability (B26)
    - Trauma-Responsive Organization Principle: Focus on Strengths and Assets (B27)
    - Trauma-Responsive Organization Principle: Promote Coping, Resilience, Healing and Wellness (B28)
    - Trauma-Responsive Organization Principle: Provide Opportunities for Agency, Voice, Choice and Control (B29)
    - Trauma-Responsive Organization Principle: Create Power-Sharing Partnerships and Community-Centered Solutions (B30)
- Power of the Pause in Organizations, Schools and Systems of Care (B31)
- Lead with Love, Not Fear: A Leader's Spotlight on What Truly Motivates (B32)

Spotlight Trainings for Adult Well-Being (Category C)

- Identify Adult Triggers and Emotional Buttons to Access Regulation and Reason (C1)
- Breathing for Life: Learning Breathing Techniques for Adult Well-Being (C2)
- Building Sensory and Body Awareness as the Foundation for Adult Self-Regulation (C3)
- Cultivating Self-Awareness and Self-Care to Prevent Burnout (C4)
- Culturally Responsive Self-Care Practices (C5)
- Health and Wellness Tool to Strengthen Self-Care Practices (C6)
- Mindfulness Practices to Strengthen the Adult Nervous System (C7)
- Moving Organizations from Trauma Inducing to Trauma Responsive and Resilience Building (C8)
- Cultivating Pathways to Strengthen Adult Regulation and Reason (C9)
- S.T.O.P. Tool: Cultivating the Art of the Pause so that Adults can Co-Regulate Children, Families, and Clients (C10)
- The Science of Building a New Habit (C11)
- Zones of Self-Awareness Tool and Creating Grounders to Buffer Stress (C12)
- Strengthening Adult Self-Awareness and Self-Care to Better Co-Regulate Children (C13)
- Building Respectful and Trusting Relationships: Choosing Kindness as an Act of Resistance (C14)
- Top Tips to Take Care of YOU in Times of Stress: Easy Hacks in No Time (C15)
- Regulating ME, Elevating the WE (C16)
- Rewriting Your Inner Voice: Building a Wise and Compassionate Inner Guide (C17)
- Inner Work Out: Build Your Inner Strength. Buffer Your Stress. Protect Your Well-Being (C18)

Spotlight Trainings for Parents/Caregivers (Category D)

Positive Parenting Strategies: A Social Emotional Learning Series on How to Support Children to Build Social-Emotional Skills that Last a Lifetime:

- Positive Parenting Strategies: Nurturing and Responsive Relationships (D1)
- Positive Parenting Strategies: Predictable and Safe Environments (D2)
- Positive Parenting Strategies: Sensory and Emotional Literacy (D3)
- Positive Parenting Strategies: Managing Big Emotions and Promoting Pathways to Build Self-Regulation Strategies (D4)
- Positive Parenting Strategies: Teaching Children Problem Solving Skills (D5)
- Positive Parenting Strategies: Raising Human(E) Beings (D6)
- Social-Emotional Training Series for Families Raising Children (D7)
- Feelings Are Okay, Those Behaviors Are Not: Helping Children Navigate Big Emotions (D8)
- Anxiety is Your Child's Superpower (D9)

Spotlight Trainings for Social-Emotional and Resilience Building (Category E)

- Social-Emotional Foundational Skills for Infants and Toddlers (E1)
- Social and Emotional Skills in Early Childhood (PreK-3) (E2)
- Social and Emotional Skills for Elementary Age Youth (E3)
- Social and Emotional Skills for Middle and High School Youth and Students (E4)
- Creating Caring and Inclusive Classroom Communities for Early Childhood Programs (E5)

Spotlight Series: Resilient Strong! Curriculum for Elementary, Middle and High School Students (A44)

- A curriculum that builds self-awareness and resilience for Elementary, Middle and High School Students
- *25 7–15-minute segments designed to support youth in building resilience, buffering stress and building coping skills to face adversity*
- *Each video is approximately 10-15 minutes facilitated by a team of diverse trainers*
- *Each video can be used with students and/or for teachers to watch to learn to implement and use with students*
- *A one-page learning guide/handout will be included describing the video segments*
- *The goal is to build self-awareness and to cultivate a coping skills toolkit*
  1. Learning about the Brain Part 1
  2. Learning about the Brain Part 2
  3. Learning about the Brain Part 3 (Brain Bracelets given out)
  4. Cultivating Self-Awareness through the Zone of Self-Awareness Part 1
  5. Cultivating Self-Awareness through the Zone of Self-Awareness Part 2
  6. Cultivating Self-Awareness through the Zone of Self-Awareness Part 3
  7. Becoming an Emergency First Responder for Me
  8. Cultivating Pathways to Regulation Part 1 Relationships
  9. Cultivating Pathways to Regulation Part 2 Top of the Brain
  10. Cultivating Pathways to Regulation Part 3 Bottom of the Brain
  11. Cultivating Pathways to Regulation Part 4 Intentional Disconnection
  12. Cultivating Sensory and Emotional Literacy
  13. Learning about the Breath as a Form of Regulation Part 1
  14. Learning about the Breath as a Form of Regulation Part 5
  15. S.T.O.P. Tool – Cultivating a Pause to Increase Self-Awareness
  16. Health and Wellness Toolkit – Part 1 (3 Items)
  17. Health and Wellness Toolkit – Part 2 (3 Items)
  18. Health and Wellness Toolkit – Part 3 (4 Items)
  19. Developing a Mantra to Combat the Worry Brain
  20. Distorted Thinking that Can Lead to a No Good Horrible Day Part 1
  21. Distorted Thinking that Can Lead to a No Good Horrible Day Part 2
  22. Distorted Thinking that Can Lead to a No Good Horrible Day Part 3
  23. Using My Imagination to Ground Me (Safe Person, Place, Object, Activity)
  24. 8 Environment Strategies that Can Calm My Activated Stress Part 1
  25. 8 Environment Strategies that Can Calm My Activated Stress Part 2