



TRAUMA-RESPONSIVE AND RESILIENCE BUILDING - APPRENTICE TRAINING OF TRAINER TIME COMMITMENT
MODULE 100

Apprentice Activity	Phase 1 Learning Phase	Phase 2 Learning and Practical Application Phase
<p>Module 100 An Overview of Trauma: Trauma-Informed Practices for Early Childhood Providers - Relationship-Based Approaches that Support Healing and Build Resilience in Young Children</p> <p>Trauma-Informed Practices for Early Childhood Providers module provides an overview on the neurobiology of trauma, the impact of toxic stress on a child and adult, the Adverse Childhood Experiences Study (ACES) and neuroplasticity. Participants will walk away understanding the difference between a challenging behavior and trauma trigger. The training will guide child care providers and early educators working with infants, toddlers, preschoolers, and early elementary aged children to understand trauma as well as its impact on young children's brains, behavior, learning, and development. The training introduces a range of trauma-informed teaching strategies they can use in their early childhood programs to create strength-based environments that support children's health, healing, and resiliency.</p> <p>The strategies learned are best practices and good for ALL children (challenges, trauma, disabilities, special needs etc.)</p>	<p>Module 100</p> <ul style="list-style-type: none">Apprentices attend and observe mentor trainer conduct Module 100 <p>TOTAL: 1 DAY</p>	<p>Module 100</p> <ul style="list-style-type: none">Apprentices train Module 100 under the support of a mentor trainer <p>TOTAL: 1 DAY</p>

Training of Trainer Meetings <ul style="list-style-type: none"> • 3 hours each meeting • To review and learn training content and concepts. • To prepare for modules. • To practice training using adult learning styles and trauma sensitive training strategies while demonstrating an understanding of the content and concepts. • Receive training “guides” to follow during the training to maximize learning of content. • Plan ahead for future modules and debrief the co-training of the module training. • Practice training on the content. 	1 half day 1 half day 1 half day 1 half day TOTAL: 2 DAYS	1 half day 1 half day 1 half day 1 half day TOTAL: 2 DAYS
Community of Practice Meetings Attend Community of Practice (CoP) Meetings <ul style="list-style-type: none"> • 2 hours each meeting • Community of Learning is a critical component deepening the understanding of key Trauma Informed Care Topics. • Read one chapter prior to each CoP from the book: Nicholson, J., Perez, L., & Kurtz, J. Trauma-Informed Practices for Early Childhood Educators: Relationship-Based Approaches that Support Healing and Build Resilience in Young Children. Routledge. These meetings follow a reflective practice module.	2 hours 2 hours 2 hours 2 hours TOTAL: 1 DAY	2 hours 2 hours 2 hours 2 hours TOTAL: 1 DAY
Outside Reading Best practices would suggest that training on the curriculum without a deeper understanding of trauma would prevent a trainer from being able to appropriately	4 Reading Reflection Forms The assigned book reading will be from the book Nicholson, J., Perez, L., & Kurtz, J. Trauma-	4 Reading Reflection Forms The primary assigned reading will be from the book Nicholson, J., Perez, L., &

<p>field questions and help participants with understanding a greater context than what is presented in the curriculum.</p> <p>Reading and reflection forms on assigned reading will be given.</p> <p>Required Reading for Purchase found on Amazon/Kindle:</p> <p>Nicholson, J., Perez, L., & Kurtz, J. Trauma-Informed Practices for Early Childhood Educators: Relationship-Based Approaches that Support Healing and Build Resilience in Young Children.</p>	<p>Informed Practices for Early Childhood Educators: Relationship-Based Approaches that Support Healing and Build Resilience in Young Children. Routledge.</p> <p>Chapter 1-4 in Phase 1</p> <p>ESTIMATED TOTAL: 1 DAY</p>	<p>Kurtz, J. Trauma-Informed Practices for Early Childhood Educators: Relationship-Based Approaches that Support Healing and Build Resilience in Young Children. Routledge.</p> <p>Chapter 5-8 in Phase 2</p> <p>ESTIMATED TOTAL: 1 DAY</p>
<p>Outside Preparation</p> <p>You will need to take time to study the video trainer guide, paper trainer guide prior to each meeting to study and prepare for slide presentations during the ToT meeting. You will also be reserving approximately 1 hour to have a phone meeting with Julie Kurtz.</p>	<p>ESTIMATED TOTAL: 1 DAY</p>	<p>ESTIMATED TOTAL: 1 DAY</p>
<p>Portfolio and/or other Technical Support</p> <p>Each apprentice will have 1:1 phone time for TA support to be able to review their assigned slides.</p> <p>Each apprentice will submit a portfolio at the end of apprenticeship to be reviewed by the mentor trainer from Center for Optimal Brain Integration. The portfolio includes 8 reading reflection forms, attendance at all meetings/trainings: CoP and ToT meetings and two module 100 trainings.</p>	<p>ESTIMATED TOTAL: 1 Day</p>	<p>Apprentice Portfolio Due</p> <p>ESTIMATED TOTAL: 1 Day</p>

Authorization is NOT guaranteed

This apprenticeship includes heavy content that may be triggering emotional for some.

Phase 1 = estimate of 7 days	Phase 2 = estimate of 7 days	<p>Total Estimated Time Commitment: 14 days*</p> <p><i>*Estimated time may not include the time preparing for slides to train in Phase 2 and does not include writing reflection forms.</i></p>
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