

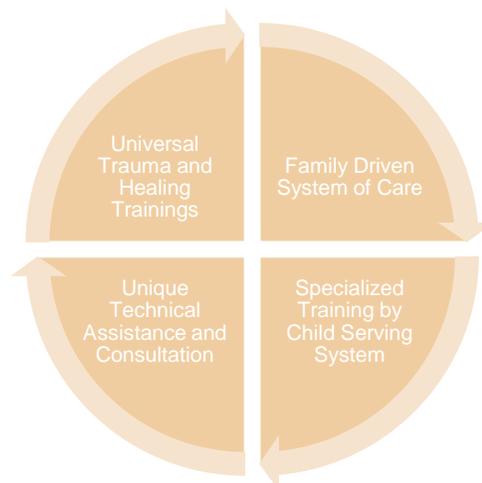
National Native Children's Trauma Center

Training and Technical Assistance Offerings

The National Native Children's Trauma Center (NNCTC) offers training and technical assistance to tribal, federal, state, and private agencies in the impacts, prevention, and mitigation of childhood traumatic stress. This work involves partnerships across the mental health, educational, juvenile justice, and child welfare systems in Indian Country and in urban areas with American Indian/ Alaska Native (AI/AN) populations. NNCTC believes that relationships with our partners drive the effectiveness of trauma-informed care implementation in any service system. To that end, NNCTC desires engaging in authentic relationships with tribal partners to sustain the ongoing effort to build resiliency and promote healing for AI/AN children and families who have experienced trauma. NNCTC employs a community based participatory approach when engaging with new tribal partners and maintaining existing relationships in Indian Country.

Purpose:

The purpose of this document is to provide an overview of training and technical assistance (TTA) NNCTC is able to offer. NNCTC is flexible in responding to the needs and capacity of tribal partners to implement trauma-informed care. The document is arranged by universal trauma and healing trainings relevant to all people and programs, trainings according to child-serving systems, and various technical assistance and consultation capabilities. NNCTC is able to provide singular trainings, or curate a combination of trainings and technical assistance. Because meeting the unique needs of each tribe is of such importance, NNCTC will dialogue with each requesting program to ensure training and technical assistance provided both builds capacity and promotes sustainability towards a trauma-informed system of care.



Universal Trauma and Healing Trainings

The National Native Children's Trauma Center (NNCTC) considers the trainings described below universally relevant to all people and programs interested in increasing knowledge of trauma and resiliency while developing adaptive practice strategies to combat symptoms of trauma. NNCTC recommends programs first develop a shared trauma lens as they embark on the work of developing trauma-informed systems, and the below trainings encourage this. Audience and training lengths are suggested however NNCTC will work to accommodate specific needs.

□ **Childhood Exposure to Trauma: For Tribal Communities**

Overview: In this introductory course about trauma and resilience participants will learn to observe the world through a trauma lens. The course provides an overview of research on trauma and discusses its relevance for American Indian/ Alaska Native people and tribal communities. Participants will learn the varying types of trauma people experience, the impacts of trauma on the developing brain, and how trauma influences emotions, thinking, and behavior. The heart of this training is to create power through naming experiences and share strategies to promote individual and collective resilience within tribal communities to counter the effects of trauma.

Audience: Any person interested in understanding the impacts of trauma and strategies to build resilience. The NNCTC considers this course a universal training that applies to all people, professions, and systems and is useful to create a shared language and understanding of trauma and resilience. This training does not have a maximum number of participants and there are no prerequisites for professional or personal experience.

Time Requirements: The NNCTC has several iterations of this training that provide varying levels of depth. To fully cover the material, NNCTC recommends allotting a half day for training.

□ **Current Impacts of Historical Trauma**

Overview: This presentation creates space for tribal communities to discuss collective trauma experienced by their ancestors and tribe. Limited time will be spent defining and conceptualizing historical trauma as it pertains to individuals, families, and the larger tribal community. There will be a focus on resilience and healing. A significant element of this training is participant discussion about what makes the people and community uniquely resilient, as well as generating strategies to further harness this across the tribe.

Audience: Any person interested in learning more about historical trauma and considering the impacts past collective traumas have had on current experience. This training is also especially useful for non-tribal people living and/or working in tribal communities and programs. This training is heavily focused on discussion and sharing, because of this groups over 30 people require two trainers or two separate sessions. There are no prerequisites in training or experience required.

Time Requirements: This presentation is responsive to the needs and request of the community and/or program. To fully cover the material, NNCTC recommends allotting 3 hours.

□ **Secondary Traumatic Stress and Self-Care**

Overview: This training honors the experience of people in helping roles professionally and personally who are regularly exposed to the traumatic experiences of others. Participants will learn the definitions and concepts for secondary traumatic stress (STS), burnout, and compassion fatigue, as well as consider individual and organizational factors that contribute to the experience of negative symptoms. In the second half of this course participants will participate in mind, body and spirit wellness activities and develop self-care plans designed to prevent and/ or reduce symptoms of STS.

Audience: This training is ideal for anyone who works or volunteers helping others who have been exposed to trauma. Examples include but are not limited to: child welfare workers, court personnel, law enforcement, behavioral health providers, teachers and school staff, kinship and foster parents, and medical professionals. This training does not have a capacity on number of attendees.

Time Requirements: The training will be tailored to the needs of the program and/ or community. To fully cover the material, NNCTC recommends allotting a half day for training.

Family & Youth Driven Systems of Care: Walking the Four Directions Series

The trainings identified under Universal Trauma Trainings are designed to develop a shared trauma lens amongst specific programs and communities. They provide foundational information, key to understanding the impact of trauma on development and resilience, while identify strategies to achieve healing. Fundamental to providing trauma-informed services within child-serving systems is authentic family engagement. Walking the Four Directions is a four-component curriculum that emphasizes the value and necessity of integrating the family voice to build programs that develop resilience within children, community, and tribe. The trainings described below are effective individually and as a series.

□ **A Traditional View of Discipline**

Overview: Using the laws of nature and holding a relational view of the world, this workshop explores how the Medicine Wheel can be used as a framework to establish a style of discipline and/or leadership that is strength-based, non-confrontational and culturally responsive. Through lecture and skills-based activities this course will build participant comprehension around the spiritual, mental, physical and emotional gifts essential to constructive case planning. Common outcomes of the training include stronger relationships with youth, more effective use of rewards/consequences and effective tools to teach youth pro-social/emotional skills.

Audience: This training supports any person working with tribal youth. Examples include but are not limited to: parent and kinship caregivers, child welfare workers, youth leaders, juvenile justice professionals, educators, cultural and spiritual leaders, and behavioral health professionals.

Time Requirements: This training typically requires 2 ½ - 3 days to complete. Accommodations can be made to meet the specific needs of the requesting program and community.

□ **Being a Guide for Balanced Living**

Overview: This course prepares participants to become recovery coaches or peer specialists in Indian Country. Teachings include: the Medicine Wheel and Seven Grandfathers, theories of addiction, increasing recovery capital, setting SMART goals, and dealing with resistance and relapse. This training supplements state certification processes and enhances parent/ caregiver, and youth peer supports for tribal families.

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Audience: This training prepares human service professionals, caregivers and youth as peer specialists. Participants will be equipped to support others who experience mental health and substance use challenges in Tribal communities.

Time Requirements: This curriculum requires 4 full days of training to complete.

□ **On the Path to Family Driven/ Youth Guided Care**

Overview: This training provides an overview of family driven care from a Native American perspective and creates space to dialogue and develop meaningful family and youth engagement strategies at the individual, program and system levels. The first day of training covers topics like the teaching of the Medicine Wheel and Seven Grandfathers, key concepts of family driven care, and basic practice strategies. There is a focus on identifying cultural congruence within the model and understanding the theoretical foundation of the approach. The second day of training is facilitated dialogue amongst various programs and agencies considering Family Driven Care, and considerations for implementation of the practice.

Audience: This training is relevant to any program working with youth and families. Examples include but are not limited to: juvenile justice professionals, court personnel, case managers, child welfare staff, educators, and primary and behavioral health care agencies.

Time Requirements: This training can be provided in 1 day, where participants will be given the information needed to consider implementing family-driven care. Participating in 2 days gives programs the ability to discuss implementation strategies within their own organization and work with other agencies across the community to best serve youth and their families.

□ **Implementing Culturally- Based Wraparound Services**

Overview: Wraparound services are individualized community-based services that focus on the strengths and needs of the child and family. Through a team-planning process families and service providers collaboratively develop and implement individualized plans that support youth. This workshop uses the Medicine Wheel and Seven Grandfather teachings as a framework for delivering effective wraparound services to American Indian youth. Topics covered throughout the training include: the ten guiding principles of wraparound, effective family and youth engagement, conducting a strength, needs and cultural discovery assessment, conducting effective family team meetings, and maintaining team cohesiveness.

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Audience: This training benefits professionals working with at-risk youth and youth who are involved with multiple service systems. Examples include but are not limited to: educators, primary and behavioral health care providers, juvenile justice professionals, child welfare staff, cultural and spiritual leaders, coaches, and caregivers.

Time Requirements: Readiness to implement culturally-based wraparound services requires 4-5 days of training. If programs and/ or communities are interested solely in learning the theoretical and cultural congruence of wraparound services, a two-day informative workshop is sufficient time. Two days will not allow for programmatic implementation planning for wraparound services.

Training By Child-Serving System

The National Native Children's Trauma Center (NNCTC) provides individualized training and technical assistance (TTA) across child-serving systems. Below is an outline of available TTA according to system. Keep in mind that while a training may be listed under juvenile justice the training is available to any program with interest. Additionally, NNCTC recommends that programs have participated in universal trauma trainings like those listed above prior to moving into system specific trainings.

Juvenile Justice Settings

Trauma- Informed Court Self-Assessment

Overview: NNCTC has adapted The National Child Traumatic Stress Network's (NCTSN) Trauma- Informed Court Self-Assessment tool to support the development of trauma-informed tribal courts and justice services. NNCTC is able to assist tribal courts and justice settings in conducting this assessment through a collaborative process with all juvenile justice stakeholders. Results are provided through a strengths findings and recommendations report, which is organized around the eight domains of a trauma-informed juvenile justice system. Once the findings and recommendations are completed, NNCTC is able to provide continued consultation around next steps and progression towards a trauma-informed court. This adapted assessment tool can be used by tribes and court programs initiating the work of becoming trauma-informed, as well as those already on the path of trauma-informed care. The tool can be used to measure progress accomplished over increments of time as well.

Audience: This assessment is ideal for tribal court personnel and juvenile justice stakeholders. Examples include but are not limited to: judges, prosecutors and defense attorneys, child and family advocates, juvenile detention center staff, behavioral health providers working with at-risk youth, child welfare staff, caregivers of youth, and youth. The tool incorporates the voices of all professionals, families, and youth involved with the juvenile justice system.

Time Requirements: The assessment process takes a half day to complete and requires all necessary stakeholders present to ensure valid results. Additional time is required to process the data and develop the findings and recommendations report. NNCTC will provide a presentation of findings and recommendations, and answer any questions.

□ **THINK Trauma**

Overview: NNCTC has culturally adapted the [THINK Trauma](#) curriculum to hold relevancy for AI/AN populations. This is an in-depth training for people working with youth at risk or youth involved in juvenile justice services. The course has four modules including trauma and delinquency; trauma's impact on development; coping strategies, and vicarious trauma, organizational stress, and self-care. The course is interactive and utilizes tribal case studies to plan for and respond to at-risk youth using a trauma-informed approach. Participants will be provided with a safety planning tool that can be adapted to meet the needs of their youth and program. This safety plan gives professionals and youth an opportunity to identify experienced trauma symptoms, recognize common triggers, and identify coping strategies a youth can use when feeling overwhelmed.

Audience: Anyone working with at-risk youth. Examples include but are not limited to: juvenile detention center staff, shelter, group home or treatment facility staff, court personnel, behavioral health providers, child welfare workers, and kinship and foster parents. The training directly relates to staff working in juvenile detention settings however can be modified to fit a more professionally diverse audience.

Time Requirements: The training is 8 hours in length and can be provided in one day or over two days.

□ **Resource Parent Curriculum**

Overview: NNCTC has broadened and culturally adapted the [Resource Parent Curriculum](#) to include any caregivers of AI/AN children whether they be family members, foster parents, detention center officers, shelter/ group home staff, or treatment center staff. The training provides insight into the impacts of trauma and maltreatment on a child's development, identifies underlying needs behind behaviors, and offers key skills for caregivers to respond to children who are hurting. The course is interactive and utilizes several AI/AN case studies to increase relevance in tribal communities.

Audience: Anyone caring for a child who has experienced trauma and maltreatment. Examples include but are not limited to: juvenile detention center staff, kinship providers, foster parents, shelter/ group home staff, child welfare staff, and providers who regularly support caregivers. The course is particularly relevant to kinship and foster parents, shelter/ group home staff, and professionals who support families.

Time Requirements: NNCTC has two iterations of this training that provide varying levels of depth. The training can be delivered in a half or full day.

□ **Family Group Conferencing**

Overview: This training prepares participants to develop family group conferencing within their program for at-risk youth. Family groups emphasize the importance of family engagement to create plans that support youth safety and resilience. In this training, programs will learn the key components to facilitating family groups. Foundational to family groups is the recognition that the family is the expert on themselves and their children. Course participants will learn to create space to discuss family strengths and challenges, and develop plans to promote resiliency and healing within the family unit.

Audience: Any programs that serve at-risk children and/or AI/AN families. Examples include but are not limited to: juvenile justice professionals, child welfare workers, behavioral health providers, and wrap around services.

Time Requirements: This training can be modified to fit the interest and need of the program. The training requires two hours to provide an informational overview and a full day to prepare trainees to implement family groups, which includes a mock family group conference. NNCTC anticipates providing follow-up consultation to programs who intend to implement family groups.

Child Welfare Programs

□ **Trauma- Informed Human Services Curriculum**

Overview: This training was originally developed for the Bureau of Indian Affairs Social Services as a tool to orient new workers. It has subsequently been adapted to serve a wider range of providers working with youth involved in child welfare. The modules are:

- Child Development and the Impact of Trauma: This module covers the developmental domains (Social, Physical, Emotional, Cognitive, and Sexual (SPECS)) of children ages 0-18 years and the impact of trauma, abuse, and neglect on development. Case scenarios to practice identifying developmental concerns and trauma exposure will be provided; additionally, identifying when a referral for services may be appropriate will be addressed. This information begins to build the foundation of identifying concerns related to maltreatment.

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- The Basics of Maltreatment: This module focuses on definitions, prevalence, and identification of child abuse and neglect. Common environmental factors present in abusive and neglectful homes will be discussed. Staff will be asked to examine their personal values and biases in working with families where abuse occurs. Practical information regarding signs of child abuse and neglect and how to evaluate occurrences in a family-centered, trauma-informed manner will be included.
- Family Violence/ Human Trafficking: Family Violence cases are challenging, especially due to complex family dynamics. This module reviews how to assess these situations and maintain safety for the family members involved. Safety planning, case planning, and visitation will be discussed to help staff take a trauma-informed approach with families. This module also addresses an issue present across Indian Country: human trafficking. Definitions of human trafficking and challenges in working with and helping victims will be discussed.
- Drug Endangered Children: As drug and alcohol use become more pervasive, there is a need to recognize the impact these chemicals have on children and their families. In this module staff will learn how drugs impact children, especially newborns, how to recognize when drugs and alcohol are a problem, and when to make referrals to additional resources.
- Assessment and Differential Response: While many cases have similar reported concerns, no two cases, or people, are exactly alike. This module covers assessment requirements, reporting procedures, best practices, and things to consider when preparing for the formal assessment process. Case scenarios will be provided for staff to practice critical thinking and further develop a variety of skills used in the assessment process. Participants will practice recognizing and determining safety risks, identifying protective capacities, screening for trauma exposure, utilizing teams in assessing risk, and determining if Differential Response is appropriate.
- Out of Home Placement Considerations: One of the most serious actions taken to protect a child is placement in out-of-home care. This module will include information about what out-of-home care is, who can be a relative placement or foster parent, responsibilities of staff, information and documents needed for the case plan, and the importance of assuring safety for children when they are in out of home care.
- Engaging the Client: Communication Skills: An essential part of working in any social service profession is building relationships with many people, especially clients and service providers. In this module staff will learn the basic steps to building relationships with adults or children who may be victims of abuse and neglect, family members who may have been the cause of the abuse and

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neglect, other family members, community members, and resource providers. This module will also discuss some tools and techniques used to successfully engage with individuals, families, and service providers.

- Working with the Court: Working with the court system can be intimidating and anxiety provoking. This module will help ease those concerns by improving understanding of the different roles and responsibilities in court, information to include in a report to the court, and becoming familiar with local tribal codes. Additionally, what staff can do to prepare for testifying, what to expect when testifying, and general advice about testifying in court will be discussed.
- Worker Concerns and Safety: This module will discuss office and field safety strategies, including how to recognize health hazards and drug-related dangers. Staff will learn how to identify Secondary Traumatic Stress (STS) in themselves and coworkers along with ways to decrease symptoms. Discussion will focus on self-care and preventative strategies.

Audience: This training is ideal for any professional working in the child welfare system or with children and families involved with child protection. Examples include but are not limited to: child protection workers and supervisors, case managers, family court personnel, and behavioral health programs who provide family support.

Time Requirements: The individual modules range from 1 to 3 hours in length and can be adapted to fit the needs of a program and community. To complete the entire curriculum requires a full week.

□ **Resource Parent Curriculum**

Overview: NNCTC has broadened and culturally adapted the [Resource Parent Curriculum](#) to include any caregivers of AI/AN children whether they be family members, foster parents, detention center officers, shelter/ group home staff, or treatment center staff. The training provides insight into the impacts of trauma and maltreatment on a youth's development, identifies underlying needs behind behaviors, and offers key skills for caregivers to respond to a child's trauma related needs. The course is interactive and utilizes several AI/AN case studies to increase relevance in tribal communities.

Audience: Anyone caring for a child who has experienced trauma and maltreatment. Examples include but are not limited to: Kinship providers, foster parents, shelter/ group home staff, child welfare staff, juvenile detention center staff, and any providers who regularly support caregivers. The course is particularly relevant to kinship and foster parents, shelter/ group home staff, and professionals

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who support AI/AN families like tribal foster parent licensing programs and ICWA specialists.

Time Requirements: NNCTC has two iterations of this training that provide varying levels of depth. The training can be delivered in a half or full day.

□ **Child Advocacy Center Training**

Overview: This training is designed to increase cultural competence for child advocacy centers who serve AI/AN children and families. Relevant research and statistics are shared to help participants understand the prevalence of trauma in AI/AN communities. The trainer provides insight into the impact of historical trauma on services available and provided to AI/AN families as well as recommendations for culturally sensitive engagement.

Audience: Professionals involved with child advocacy centers and programs. This training is effective for both tribally operated advocacy centers as well non-tribal CAC professionals who serve American Indian/ Alaska Native Youth.

Time Requirements: This training is responsive and adaptable to the needs of the program and community and typically requires 3 hours to complete.

□ **Trauma- Informed Courts and Mock Trial**

Overview: This training was developed for social workers in child protection. Participants will understand how social service workers interact with the court system to protect children, they will learn what is required within court reports, and become familiar with the process of testifying in court. The training focuses on tribal court proceedings and highlights unique court-related requirements and procedures. A mock trial illustrates what it may look like when social service workers testify in a child welfare proceeding and gives participants hands on experience in a court room.

Audience: Social Services workers, court staff and personnel, or others interested in child welfare legal proceedings.

Time Requirements: This training is adaptable to meet the needs of the community and program. It requires at least two hours to facilitate.

□ **Critical Incident Response**

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Overview: Critical incidents occur across many family-serving systems. Critical incidents are often considered the death or near death of a client or staff member, though this training asks programs to consider and create their own definition. Participants will evaluate their current response to critical incidents and consider what facilitates learning and growth from a tragic event, the course encourages holistic healing for the staff directly involved and the community.

Audience: Any program involved with children, families, and/or the community where a critical incident may occur. Agencies that experience critical incidents with more frequency are: child welfare, law enforcement, emergency room departments and would especially benefit from attending this training.

Time Requirements: This training can be provided to multiple programs at once, however it is ideal to allow individual programs time to workshop many of the elements in the training. The training requires a half day to complete.

□ **Family Group Conferencing**

Overview: This training prepares participants to develop family group conferencing within their program for at-risk youth. Family groups emphasize the importance of family engagement to create plans that support youth safety and resilience. In this training, programs will learn the key components to facilitating family groups. Foundational to family groups is the recognition that the family is the expert on themselves and their children. Course participants will learn to create space to discuss family strengths and challenges, and develop plans to promote resiliency and healing within the family unit.

Audience: Any programs that serve at-risk children and/or AI/AN families. Examples include but are not limited to: child welfare staff, behavioral health providers, wrap around services, and juvenile justice professionals.

Time Requirements: This training can be modified to fit the interest and need of the program. The training requires two hours to provide an informational overview and a full day to prepare trainees to implement family groups, which includes a mock family group conference. NNCTC anticipates providing follow-up consultation to programs who intend to implement family groups.

School Systems

□ **Cognitive Behavioral Interventions for Trauma in Schools (CBITS)**

Overview: CBITS is an evidenced-based group therapy for treating childhood traumatic stress in the school setting. Areas addressed in groups include: education about

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reactions to trauma, relaxation strategies, cognitive therapy, stress and trauma exposure, and social problem-solving. The CBITS course is made up of ten group sessions and is designed for children ages 11-15; although it can be adapted for use with older adolescents. It is recommended the group be facilitated by two individuals, one of those individuals being a mental health professional. NNCTC is able to train providers to lead their own CBITS groups in their school setting. NNCTC is in the process of finalizing an adapted CBITS to increase relevance for AI/AN youth, it is anticipated that this will be completed in the summer of 2019.

Audience: To implement this intervention requires a facilitator and a co-facilitator. The facilitator must be a mental health professional while there are no prerequisites for the co-facilitator. Examples include but are not limited to: school based behavioral health providers, social workers, counselors, psychologists, paraprofessionals, after school program leaders, community centers with youth programs, shelter/ group home providers, juvenile detention center staff, and treatment facilities.

Time Requirements: The training can be provided in 6 hours. Ongoing consultation is available as CBITS is implemented and groups begin.

Bounce Back

Overview: Bounce Back is a group intervention based on the principles of cognitive behavioral therapy for students in grades K-5 to treat childhood traumatic stress. It is designed to be implemented in a school setting and facilitated by a mental health professional along with a co-facilitator. The goal of Bounce Back is to teach students in ten group sessions, healthy ways of coping with the impacts of trauma. Areas addressed in groups include: coping skills, feelings identification, relaxation exercises, positive activities, social support and problem- solving.

Audience: School based behavioral health providers, social workers and counselors in a school setting, teachers, and paraprofessionals with the capacity to co-facilitate a group.

Time Requirements: The training can be provided in 6 hours. Ongoing consultation is available as Bounce Back is implemented and groups begin.

Students, Trauma and Resiliency (STAR)

Overview: STAR is a classroom-based curriculum targeting middle and high school-aged students. It includes four lesson plans that address normal impacts of stress, trauma, and grief; coping strategies; identifying feelings; understanding how thoughts,

feelings, and behaviors impact each other; helpful thinking strategies; facing fears, social problem-solving and increasing support.

Audience: STAR can be implemented by teachers, school counselors or social workers, and any professionals/ volunteers involved with youth in a school setting.

Time Requirements: The training can be provided in 4 hours. Ongoing consultation is available as STAR is implemented in classrooms.

□ **Attachment, Self- Regulation, and Competency for Schools (ARC)**

Overview: ARC is a trauma treatment model that identifies three core domain areas of intervention for children and adolescents. Attachment focuses on supportive environments and adult/child interactions. Self-regulation supports skill development in identifying, regulating and expressing feelings. Competency supports cognitive skills such as problem-solving and making choices as well as identifying positive aspects about self and goal setting. ARC can be used as an organizational framework to support trauma- informed care in service settings, such as schools.

Audience: ARC can be implemented by teachers, school counselors or social workers, and any professionals/ volunteers involved with youth in a school setting.

Time Requirements: The training can be provided in 4 hours. Ongoing consultation is available as ARC is implemented.

□ **Bullying and Cyber Bullying Prevention**

Overview: This training informs schools about: what bullying is and what it is not; the impacts of bullying; using a team-based approach; proactive and preventative policies and procedures; behavioral expectations targeting bullying; responding to reports of bullying; a coaching/ problem-solving model; teaching students about bullying and how to respond; and developing caring school climates.

Audience: This training is specifically designed for school personnel however would benefit professionals working with youth who may experience bullying.

Time Requirements: This training is typically 4 hours in length however can be adapted to meet the needs of the school/ program.

□ **Trauma-Informed Positive Behavioral Interventions and Supports (TI-PBIS)**

Overview: TI-PBIS involves training in 1) the impacts of trauma on students in multiple domains (behaviors, emotions, relationships, cognition, and worldview); 2)

environmental and relational strategies of support; 3) trauma-focused curricula and interventions teaching coping and self-regulation skills; and 4) the identification and referral of children who may need additional services. TI-PBIS aligns with a school's existing system of prevention and intervention around social/ emotional/ behavioral supports. .

Audience: This training is well suited for all staff in schools.

Time Requirements: This training can be modified to fit the interest and need of the school and typically requires a half day to complete. NNCTC provides ongoing consultation to schools interested in measuring the success of interventions learned through TI-PBIS.

Suicide Prevention

□ **Applied Suicide Intervention Skills Training (ASIST)**

Overview: ASIST is an intensive, interactive and practice- based course designed to help caregivers recognize the signs of a person at risk and learn how to intervene to prevent the immediate risk of suicide. The vast majority of those thinking about suicide don't really want to die, but are struggling with the pain in their lives. ASIST is designed to help everyone become more willing, ready and able to help persons at risk.

Audience: This training is appropriate for anyone 16 years or older who desires the skills to assist someone who is considering suicide. These caregivers can be professionals, paraprofessionals, and general community members.

Time Requirements: This training requires two full days which cannot be modified.

□ **Safe TALK**

Overview: Safe TALK is a training for people 15 years or older who want to become "suicide-alert helpers," regardless of background experience. The training supports participants in being able to recognize warning signs and take action by connecting persons at risk for suicide with intervention resources.

Audience: This training is useful for anyone 15 years or older who want to be able to recognize someone at risk of suicide and connect them to intervention resources. These individuals can be professionals, paraprofessionals, and general community members.

Time Requirements: This training requires 4 hours and cannot be modified.

Youth Mental Health First Aid

Overview: This training is designed to teach parents, family members, caregivers, teachers and other caring citizens how to help an adolescent (12-18) who is experiencing a mental health or addiction challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.

Audience: Adults wanting to be able to assist adolescents experiencing mental health and substance use crises. This training is ideal for adults who are involved with adolescents on a regular basis. These individuals can be professionals, paraprofessionals, and general community members. The training requires between 5 and 30 participants in the audience.

Time Requirements: This training course requires 8 hours to complete and can be split over two days. It requires the full 8 hours to complete.

Adult Mental Health First Aid

Overview: This training is designed to teach anyone, regardless of background skills to assist an adult experiencing mental health and/or substance use problems. Through a 5-step action plan, participants will learn how to assess for the risk of suicide or harm, listen non-judgmentally, give information and reassurance, and encourage both professional help and other supportive strategies. Participants will learn signs and symptoms associated with common mental health and substance use disorders.

Audience: This training is for any adult wanting additional knowledge and skills to assist adults struggling with mental health and/ or substance use. These individuals can be professionals, paraprofessionals, and general community members. The training requires between 5 and 30 participants in the audience.

Time Requirements: This training course requires 8 hours to complete and can be split over two days. It requires the full 8 hours to complete.

Question, Persuade, Refer (QPR)

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Overview: QPR is three simple action steps anyone can learn to help save a life. People trained in QPR learn steps on how to recognize the warning signs of a person at risk for suicide and how to question, persuade and refer that person for help. QPR is an evidence based practice.

Audience: Any person in 6th grade or above wanting foundational skills to assist someone with thoughts of suicide. These individuals can be professionals, paraprofessionals, and general community members.

Time Requirements: This training is provided in 1 hour.

Technical Assistance & Consultation

In addition to knowledge and skill building trainings, the National Native Children's Trauma Center offers technical assistance and consultation that responds to the needs and capacity of tribal partners to implement trauma-informed care.

Consultation includes but is not limited to:

- 1.** Assessing for system readiness prior to implementing trauma-informed practices or trauma treatments
- 2.** Conducting trauma-informed organizational assessments and providing a thorough report on findings and recommendations
- 3.** Building staff capacity through professional developing (e.g., instructional coaching, consultation with NNCTC staff, booster trainings, monitoring of progress)
- 4.** Reviewing policies and procedures of the organization and making recommendations to reflect trauma-informed practices
- 5.** Conducting a walk-through of a programs physical space and making recommendations to ensure the physical environment promotes physical and psychological safety for clients and staff.
- 6.** Evaluating the implementation process and/or the outcomes of treatment and practice implementation
- 7.** Working with local cultural experts to identify and determine fit and appropriateness of trauma-informed practices and treatments
- 8.** Selecting and adapting trauma and resiliency screening tools and assisting with implementation.
- 9.** Choosing evidence-based trauma treatments and assisting with implementation.
- 10.** Guidance and facilitation for on-site leadership teams

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