

CCC Trauma-Informed Program Course Offerings – Fall 2026

Empower. Support. Transform.

Courses in this program help educators understand behavior through the lens of brain science, relationships, and lived experiences. They focus on practical strategies to support effective classroom management, build positive classroom culture, and improve students' learning, behavior, and mental health, while also supporting educator wellbeing.

Program Benefits

- Learn practical strategies to support all students
- Apply the neuroscience of behavior and learning
- Understand how trauma impacts behavior and learning
- Support student mental health and resilience
- Improve student learning outcomes
- Build educator resilience and reduce burnout
- Designed for anyone who works with or supports students across roles and settings.

Website for more information: [CCC Trauma-Informed Program](#)

Fall 2026 Course Offerings

Online Opportunities – all in 8-Week format:

- ED300: Introduction to Childhood Trauma & Effects – August 17 -October 7
- ED301: Trauma-Informed Practices & Strategies - Oct. 12 – December 10
- ED302: The Trauma-Informed Classroom - Oct. 12 – December 10
- ED305: Intentional Neuroplasticity: Exploring the brain and nervous system in learning and behavior – Oct. 26 – Dec. 29

Hybrid Opportunity: ED306: Introduction to Restorative Practices

- September 1st – November 10 with the face-to-face training on Sept. 23
- See informational page for more information- Includes online learning and one in-person session on Wednesday, September 23rd at the NKESC in Oakley.

Program Details

- All courses are 3 college credit hours
- Fully online options (8-week format) and a new hybrid offering!
- More than one course may be taken at the same time

Cost

This program is fully funded for eligible educators. There is no out-of-pocket cost for educators working in schools within the Colby Community College service area or employed by school districts that receive services through NKESC and NKESC employees.

How to Enroll

- Complete the CCC application (first-time students only) at the following link:
 - [CCC Certificate Application](#) (After completing the application, enroll by email.)
- If you have already taken a course through CCC, you can enroll by email.

Enroll by contacting either:

Brette Hankin: registrar@colbycc.edu or **Krista Carter:** krista.carter@colbycc.edu

CCC Trauma-Informed Program Course Information

- The following is a *highly recommended* and *suggested* course sequence. Courses will be most beneficial when following the set sequence.

ED300 Introduction to Childhood Trauma and Its Effects -Offered 8/17/26 – 10/7/26

In this introductory course, the focus is on building the student's awareness around trauma, adverse childhood experiences, the impact on brain development, relationships, and learning. Being trauma aware helps change the way we interact and respond to challenging children and adolescent behaviors. This course is beneficial for anyone interested in learning more about how trauma can negatively affect an individual physically, cognitively, socio-emotionally, and neurologically. This class is important for teachers, early childhood professionals, parents, social workers, and anyone who works with or interacts with children and youth or adults who were impacted by childhood trauma.

**It is strongly advised to take this course before or at the same time of any of the other courses offered. *No textbook or course materials are required*

ED301 Trauma-Informed Practices & Strategies – Offered 10/12/26 – 12/10/26

The implementation of a trauma-informed approach requires a profound paradigm shift that deepens and unfolds over time and influences the practices and strategies one uses when working with individuals impacted by trauma. This course will explore trauma-responsive practices and strategies and is an overview of how trauma looks in the classroom. Students will acquire foundation skills and will learn how to look beyond the behavior to find and treat the stressor instead of using traditional methods and practices. Students will apply trauma-responsive practices to classroom scenarios and case studies as well as their own classrooms to improve discipline practices and policies, student resilience, and educational outcomes.

ED302 The Trauma-Informed Classroom - Offered 10/12/26 – 12/10/26

This course answers the essential question, "What is a trauma-informed classroom?" Students will explore a comprehensive set of components and criteria to help schools create, sustain, and assess trauma-informed classrooms. The rationale, research, and 5 domains of a trauma-informed classroom are explored in depth. These domains provide an organizing system of where to start and how to continually create and sustain an effective classroom designed to meet the needs of all students, especially those who have been impacted by trauma.

**ED 301 should be taken before or while taking ED 302.*

**Textbook Required: Classroom 180 by Heather Forbes -This can be purchased or checked out through the CCC Library.*

ED303 A Culture of Caring: Student Mental Health, Suicide, and Loss & Grief

Suicide is the second leading cause of death for youth between the ages of 10 and 19. Because students spend so much time in the school, either in person or virtually, teachers and staff are on the front lines of supporting youth's mental health and suicide prevention. This course explores the basics in suicide prevention, intervention, postvention and beyond for school personnel. Students will learn how to strengthen protective factors by creating a culture of caring. They will also learn to identify risk factors, recognize warning signs, and know what action to take.

ED304 Trauma-Informed Perspectives and Practices: The Educator as a Whole Person

Educators are important people doing important work. Unfortunately, in times of stress educators can find themselves feeling like they are not important and their work isn't making a difference. The Educator as a Whole Person explores the unique complexities of being an educator and empowers educators to feel their best and function at their highest capacity.

ED305 Special Topic: The Learning Brain: Practical Neuroscience for Educators

Dates: 10/26/26 – 12/29/26

Explore how the brain and nervous system influence learning, behavior, attention, and regulation. This practical course translates brain science into simple, usable strategies educators can apply to strengthen connection, support regulation, increase engagement, and create conditions where both students and educators can thrive.