

# CCC Trauma-Informed Certificate Program - Summer 2026

Empower. Support. Transform.

## Program Overview

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
  - Understand how trauma impacts behavior and learning
  - Apply the neuroscience of 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.
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## Program Details

- All courses are 3 college credit hours
- Fully online options (8-week format: June 1 – July 31) 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.

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## 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](mailto:registrar@colbycc.edu) or **Krista Carter:** [krista.carter@colbycc.edu](mailto:krista.carter@colbycc.edu)

## Summer 2026 Course Offerings

**Online Opportunities: 8 Week format: June 1 – July 31**

- ED300: Introduction to Childhood Trauma & Effects
- ED301: Trauma-Informed Practices & Strategies
- ED302: The Trauma-Informed Classroom
- ED303: A Culture of Caring: Student Mental Health, Suicide, and Loss & Grief
- ED304: The Educator as a Whole Person
- ED305: Special Topics: Brain Science & Intentional Neuroplasticity

## Hybrid Opportunity: ED306: Introduction to Restorative Practices

See informational page attached for more information- Includes online learning and one in-person session.

Two date options available: May–June or June–July.

## 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**

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**

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**

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: Intentional Neuroplasticity**

This course is a deep dive into the transformative book, "Intentional Neuroplasticity," which explores the remarkable adaptability of the human brain and nervous system. By delving into the effects of adversity and trauma on a student's developing nervous system and how it shapes behavior, we provide a comprehensive framework for cultivating an optimal learning environment for students while simultaneously nurturing the mental well-being of educators. This course is designed for anyone interested in understanding the power of the brain's ability to rewire itself through intentional practices and interventions.

## Restorative Practices in Schools Hybrid Learning Opportunity

### Learn More. Apply It. Make It Your Own.

Join us through Project Frontier and Colby Community College to explore practical, real-world approaches to restorative practices that can be used across roles and settings. This introductory training focuses on building stronger relationships and a more connected school culture. Through online learning completed ahead of time and a 1-day in-person session, gain practical strategies to support students, strengthen connections, and navigate challenges in your school setting.

#### Is this for you?

- Do you feel like you're often reacting to behavior instead of preventing it?
- Do you want to strengthen relationships with students or colleagues?
- Are you looking for ways to respond to challenges without escalating situations?
- Do you find yourself addressing the same issues over and over?
- Do you want students to take more ownership of their actions?
- Are you looking for practical strategies that fit into what you already do?

#### What you'll gain:

- A mindset that focuses on building relationships, understanding impact, and responding to behavior in ways that support both accountability and connection
- Practical strategies you can use immediately
- Tools to improve communication and reduce defensiveness
- Approaches that build connection and accountability
- Ways to strengthen your current practices, not replace them

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#### Summer 2026 Training Opportunities - two different date offerings to choose from:

ED236: Introduction to Restorative Practices (earn 3 college credit hours)

**May & June 2026**

- May 4th – June 2 – Online learning
- June 3rd – In person Session

**June & July 2026**

- June 1<sup>st</sup> – July 7th – Online learning
- July 8th – In person

*Note: These are both the same training opportunity – two different dates/time frames to choose from.  
-There is no cost to the educators who are in the NWKSC Service Area*

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#### About Restorative Practices

In today's educational environments, many educators including teachers, paraprofessionals, support staff, office staff, coaches, and administrators are looking for ways to strengthen relationships, improve communication, and create more supportive learning spaces without adding "one more thing" to their plate.

Restorative practices offer an approach that aligns with and enhances the work educators are already doing. Through courses offered in partnership between Project Frontier and Colby Community College, educators can learn how to integrate these practices into everyday interactions using clear, practical strategies.

Restorative practices are most effective when used proactively, building relationships, connection, and community before challenges arise. While they also provide ways to respond to conflict, the everyday use of simple strategies such as how we communicate, ask questions, and create space for student voice can reduce issues and improve overall engagement.

Rather than being a separate program, restorative practices represent a shift in how we approach relationships, communication, and behavior by focusing on connection, accountability, and community.

- Open to all educators including teachers, staff, paraprofessionals, coaches, and administrators
- *There is no cost to the educators who are in the NWKSC Service Area*
- Focused on strategies you can use immediately
- Designed to support and strengthen your current work
- College credit/Professional Development awarded
- Follow-up support after your learning experience.