COMMONLY REQUESTED TRAININGS
Dr. Stephanie Grant

✓ Overall Notes

- All topics can be adjusted for age (e.g., early childhood, elementary, secondary) and audience (e.g., school, juvenile justice, parents, medical providers)

- To support "buy in", Dr. Grant tends to not speak only on strategies without either having the opportunity to discuss the neurology behind the strategies or knowing that someone else has already done so

- Dr. Grant prefers to not speak less than 2 hours unless giving a keynote

- Times reflect speaking times and do not factor in Q&A, activities, discussion, etc. but all can be added in

- Many topics can be combined with one another (e.g., An Introduction to Neurodevelopmental Trauma and Strategies to Support Neurodevelopmental Trauma)

- If entities have particular goals or lengths of times available, Dr. Grant can make recommendations with those in mind

✓ Common Training Titles and Lengths:

TRAUMA

- An Introduction to Neurodevelopmental Trauma (2 hours)

- Understanding & Supporting Neurodevelopmental Trauma (3 hours)

- Strategies to Support Neurodevelopmental Trauma (2-6 hours)

- Moving Towards Trauma Competence: Applying the Information to Real Students (2-6 hours)

- Understanding & Working with Trauma in an Early Childhood Population (2-6 hours)

- Understanding How Trauma Can Lead to Violence in Schools (2-6 hours)

- Using the Environment to Support Success (2-3 hours)

- Symptoms Related to Developmental Trauma and How they Appear in Classrooms (2-3 hours)

- Understanding the Impact of Trauma for Providers (1-3 hours)

- Working with the Trauma Impacted Client: Strategies for Supporting Improved Outcomes (1-2 hours)

- Using a Trauma Informed Lens to Assess, Create, and Support an IEP (2-6 hours)

- Developing a Plan and Responding to Student Crisis (2-4 hours)

- What Caseworkers, Law Enforcement Officers, Attorneys, and Judges Need to Know About Trauma (2-4 hours)

- How to Talk about Trauma with Children (1-2 hours) NOTE: Can be provided to adults or can be provided as a training for children/adolescents

- **Building a Brain with the Brain Architecture Game - Hands on group activity that can be used as a stand alone session or in conjunction with more in depth training (1-2 hours)

REGULATION

- Understanding the Development of Self-Regulation (2 -3 hours)

- Strategies to Support Regulation in a Classroom Setting (2-6 hours)

- Using Intentionally Playful Interactions as an Intervention for Student Regulation & Development (2-3 hours)

- Supporting Regulation Development in Early Childhood (2-3 hours)

- Developing Regulation Through Relationships (2 hours)

- Supporting Regulation in Our Schools -for Students & Adults (2-6 hours)

- Brain-based Strategies for Students (2-6 hours)

- Creating an Environment that Support Regulation (2-3 hours)

- Developing a Plan and Responding to Student Crisis (2-4 hours)

- Using a Brain-Based Lens to Assess, Create, and Support an IEP (2-6 hours)

FETAL ALCOHOL SPECTRUM DISORDERS

- A Brief Overview of Fetal Alcohol Spectrum Disorders (1-2 hours)

- Understanding and Supporting Fetal Alcohol Spectrum Disorders (3-6 hours)

- Supporting the Child-Parent Relationship Impacted by Substance Abuse (2-4 hours)

FOSTER CARE/ADOPTION

- Supporting Students in Foster Care (2-6 hours)

- Supporting Students with Adoption or Foster Care Backgrounds (2-6 hours)

- Exploring Attachment and its Impact on Student Behavior (2-4 hours)

- What Caseworkers, Law Enforcement Officers, Attorneys, and Judges Need to Know About Trauma (2-4 hours)

- The Importance of Quality Transition Planning (1-3 hours)

- A Discussion of All the Things: What You Should Know Working in Foster Care (2-3 hours)

MANDATED REPORTING

- Supporting Relationships as a Mandated Reporter (1-2 hours)

SELF-CARE & BURNOUT

- Caring for Others When You're Running Out of Things to Give (1-4 hours)

- When You Don't Love It (or Them) Anymore: Exploring Blocked Care (2-3 hours)

- How to Hold the Hard (1 hour)

- Holding Hope for the Family and Yourself (1-2 hours)