



2023-2024 Course Catalog



CHARTING YOUR COURSE FOR SUCCESS!



Leadership and Proactive Risk Management Training for
Education and Social Services Professionals

Island Consulting and Training®
Jamie Wolf, MPPA, CEO
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About Island Consulting & Training® (ICT)

"The answers to the real problems we face in education and social services are never found in training manuals. Therefore, it is always a mistake to think we can teach people what to think. The goal, instead, should be to provide them with the tools they need to think through a problem, develop an ethical solution, and act in the face of profound stress. This is what ICT does. This is who we are."

Jamie Wolf, MPPA, CEO

Commitment to Excellence

ICT is committed to providing the latest, experiential, evidence-based training and consulting services to your organization. To that end, we seek out and participate in continuing education and certification at the highest levels of interactive learning available.

Jamie Wolf founded Island Consulting and Training in 2006. Having enjoyed a career in public sector management, Jamie was aware of how advanced-level training would make an enormous impact on not only the professionals who work with children in education and social services environments, but on the community at large. Jamie saw the need for this type of evidence-based training throughout schools, social work and other public service organizations. Through an immense passion and dedication, Jamie continues to solve complex problems in these environments by providing the most up to date, cutting edge training available.



"I am so grateful for Jamie's excellent training on Trauma Informed Care as it will be invaluable in my work with the mothers at the Homeless Shelter and with the foster children and their parents."

"I now have tools I can use to help these women and children cope with their trauma. Learning the importance of understanding the powerful effect stressors have on the central nervous system and thus the importance of becoming self-aware of individual stressors is essential for good decision making. Being self-aware gives a person the power to self-regulate, to respond rather than react. Two other tools I particularly liked were (1) Recognizing the need to debrief quickly to avoid PTSD and (2) the 4 questions to ask when in distress."

About the Instructor

Jamie Wolf McDermott, MPPA is a sociologist, Certified Professional Behavioral Analyst, public speaker & facilitator who builds comedy into intellectual, philosophical and leadership topics. Jamie lives on a five-acre farm on a beautiful island in the pacific temperate rain forest of North America.



Jamie is the founder and CEO of Island Consulting & Training®. During Jamie's career in law enforcement, Jamie garnered expertise in exceptional leadership models within restorative justice and public safety environments. Jamie has enjoyed the privilege of creating exceptional learning environments for at-risk-youth in custody settings and adults within colleges, public service organizations, and law enforcement departments for over 25 years.

Jamie has enjoyed the privilege of creating exceptional learning environments for at-risk-youth in custody settings and adults within colleges, public service organizations, and law enforcement departments for over 25 years.

Jamie provides superb education on a wide variety of subjects including ethical decision making; creating organizational and personal vision and mission statements; diversity, equity and inclusion (DEI), is a communication expert and loves working with and teaching about trauma informed care; interpersonal neurobiological responses to stress; emotional reactivity/activation and subsequent outcomes related to harmful cognitive and behavioral outcomes (excessive use of force); risk management; communication competencies; conflict management; leadership concepts; and other vital workplace and personal topics. Jamie has been called a "Communication Ninja" and ICT courses consistently deliver relevant and evidence-based training.

"Jamie's ability to make complex, sensitive material accessible and engaging to audiences" is both widely recognized and unwaveringly lauded. Jamie is a sought-after Keynote Speaker and large event facilitator for law enforcement, community-based organizations, social services organizations and schools. Jamie regularly leads seminars in the private sector as well and works with families, individuals and is a coach to coaches. Jamie's expertise in curriculum development and the creation of exceptional adult learning environments, creates wide ranging appeal to diverse audiences.

Jamie holds significant experience in leadership roles in numerous capacities within restorative justice and public safety environments. Jamie's practical experience provides the necessary insight to become an exceptional educator on these subject matters. Jamie's experience includes working many years as a Probation Officer, managing and supervising units of up to 32 sworn officers, successfully implementing numerous large-scale, highly effective, evidence-based programs, and serving as the Training Manager for over 600 employees. Jamie was the Use of Force Expert for their department, authored the Use of Force Policy that is still in effect today, and served as both an OC and Defensive Tactics Instructor, receiving special recognition for exceptional service. In addition, Jamie holds lifetime certification as FBI trained Rangemaster and was a certified Gracie Jiu Jitsu G.R.A.P.L.E instructor. Jamie is a master instructor and has trained hundreds of in-house instructors. Specialized United States Department of Justice training includes the core areas of Training Management, Leadership Development, and Firearms Instruction.

Jamie is constantly seeking avenues to advance learning in order to provide students with the most up to date, cutting edge, evidence-based training programs available. Since 2014, Jamie has completed over 500 hours of training specific to conflict resolution, emotional intelligence, treating trauma, trauma informed care, creation of organizational visions and competent communication. Jamie is committed to providing the most current, experiential material to students. Jamie's dedication and passion for the subject matter is further evidenced by the consistent praise received from students who routinely applaud Jamie's charismatic, humorous, learner-centered approach.

Jamie holds a master's degree in Public Policy and Administration from California Lutheran University, where their thesis and project work focused on Developing Leadership Competencies in Public Safety Organizations, Ethical Decision Making & Risk Management, and Development & Implementation of Evidence-Based Programming in Juvenile Justice Settings. Jamie also holds a bachelor's degree in Sociology with an emphasis on Criminology and Corrections from California State University, Northridge.

What participants are saying about ICT

"Jamie was selected as our keynote speaker at our annual education conference that focuses on foster, homeless, migrant, and parenting students. In addition to the keynote, Jamie presented several workshops at the conference. The message Jamie delivered to an audience of about 250 people infused us with hope and renewed motivation to care for our students and ourselves. Participants expressed appreciation for the "Pit, Pivot, Dip" framework. We had an overwhelming number of requests to bring Jamie back as soon as possible for a longer workshop. We are eager to work with Jamie again, as are a number of other school districts that attended the conference."

Ventura County School Administrator

"I feel so privileged to have had the opportunity to participate in your training...I feel I have grown so much personally, and professionally through your sessions over the last several weeks."

"You are an amazing teacher, facilitator and consultant. I appreciate the wealth of thought-provoking information you shared with us and the discussions you lead."

"This is one of the most powerful experiences I have ever participated in!"

"Jamie, thank you so much for your wisdom, expertise, sharing and questions."

"[My takeaway] from today is the reminder that we are all human and all hear/see/experience things differently based on our own life experiences. Differences of opinion of feelings does not need to become a battle, especially if empathy is involved. Also, being disappointed in someone's behavior does not mean they are less of a person."

"[I learned] the keys to EI conversations – the importance of focusing on those elements in every conversation. How it makes the other person feel seen and heard, how it meets our most primal need."

"I have learned the importance of not holding a pre-conceived belief about people when I have conversations with them."

"[Today I learned that] the space that we intentionally create, by being empathetic, authentic and present, allows us to collectively create a harmonious environment for our colleagues and students."

"[I learned to] really identify what I consider my strengths, opportunities, problems and threats."

"Jamie, thank you so much! Amazing training!"

"The spot matrix helped me differentiate my problems as my vulnerabilities and my threats as my voice of criticism."

Here is what some of the 14,000 ICT seminar and training participants are saying:

"On behalf of the Justice in The Classroom team, I want to thank you for leading a workshop at the 2021 Oxnard Union High School District Equity Conference. Your willingness to share your time and expertise in the area of Non-Violent Communication was critical to the success of this event. Within 50 minutes, you virtually conveyed a piece of knowledge that we, with no doubt, know have a lasting impact on every staffer, educator, and student who attended.

As a student team, we worked closely with the Oxnard Union High School District officials who planned the event to ensure that the conference would be the best it could be, focusing especially on the quality of discussed topics and scope of the panels and workshops. Importantly, we wanted to recruit standout speakers that would not only share their experiences with diversity and equity, but also impart attendees with actionable takeaways to incorporate into their own equity journeys. We are so grateful to have worked closely with you and other outstanding speakers throughout the planning process, and we appreciate the time and effort you put into the creation of your workshop. We hope that the work of conference speakers inspires the district to continue providing space and opportunities for these important discussions to persist.

We wanted to share with you some positive responses to our end-of-conference survey regarding your workshop that we found especially touching and powerful."

'They were extremely passionate and professional! I would go to one of their workshops again.'

'This speaker was amazing, and I believe our district should work more closely with them.'

'GREAT tools and handouts. Tons of resources and direction as to what to do next to learn more. Liked the easy tools for conversations.'

"As you can see, your personal testimonies and illuminating teachings have had a tangible impact on the conference attendees. We hope that they use your words to better our school campuses, classrooms, and offices, and we thank you for your generosity in inciting the change through courageous conversations.

Thank you so much, again, for your participation in the 2021 Oxnard Union High School District Equity Conference and for your support in our student-led charge to champion educational equity."



CHARTING YOUR COURSE FOR SUCCESS!

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NEW FROM ICT

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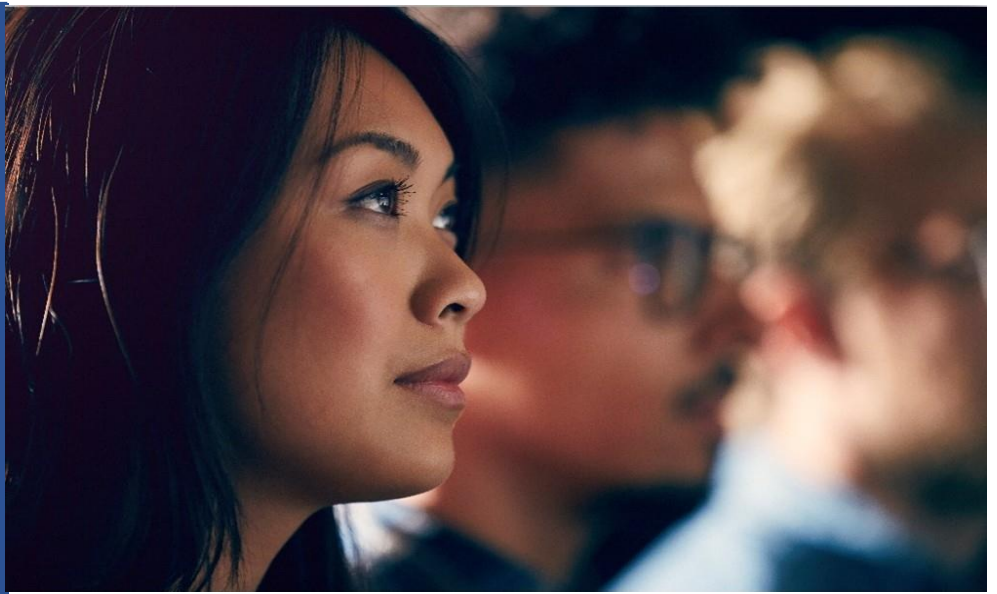


DEI Series:

Allyship in the Workplace

Course Length: 4 hours

STC #00330648



"This class expanded my way of thinking and communicating. It was the perfect mix of thought-provoking content, repetition, and practice to make sure that we took away real skills."

"[The] workshop really challenged me to grow, and at the same time, was enjoyable ... Itzel's energy is contagious. Amazingly, Itzel created a safe and enjoyable space for people to really challenge themselves and grow."

- Attorney, Laguna Beach

Upon completion, participants will be able to:

- Define the terms justice, equity, diversity, inclusion, belonging, and allyship;*
- Describe their own social identity and biases, and the impact those can have on their interactions;*
- List two skills for speaking inclusively about racialized and other marginalized communities and other challenging topics;*
- Describe one way to listen even when people say things that are hard to hear;*
- List two ways to hold their own reactions with compassion and acceptance;*
- Define two ways to show up as an ally for marginalized communities.*

Course Summary:

Many organizations have taken action to bolster their profiles in the areas of justice, equity, diversity, and inclusion in the workplace. This course will give participants the information and skills they need to help to support these efforts within their workplace.

Participants will begin by building a vocabulary around diversity, equity, and inclusion. Participants will explore their own social identity and biases and learn how these can impact interpersonal interactions--consciously and unconsciously. Participants will also explore the common impulse to avoid or shut down difficult conversations regarding issues that impact marginalized communities, including but not limited to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status. Instead, participants will explore what it might look like if we chose to step into an allyship role and engage in them instead.

This will include practicing ways of listening deeply and sharing their own beliefs based on core values and possible common ground (rather than on attacking the other's position). And it will include exploring the mindfulness and self-awareness necessary to ground this practice and find balance when hearing something painful or triggering.

Instructor Specialization:

After practicing law for over a decade, Itzel Hayward made the career move from lawyer to coach. Since then, Itzel has been sharing stress management techniques, collaboration skills, conflict resolution skills, and nonviolent communication skills with groups and individuals around the San Francisco Bay Area.

Much of Itzel's work is focused on anti-racism and communicating across difference and is based on the understanding that all people have the capacity for empathy and seeing each other's full humanity.



DEI Series:

Unpacking Microaggressions - Small Things, Big Impact

Course Length: 4 hours

STC #07689297

Upon completion, participants will be able to:

- Define the concept of microaggressions and why they happen;
- Describe the impact of microaggressions particularly on people from historically marginalized groups;
- Describe ways to interrupt microaggression discrimination in progress;
- Describe 3 ways to change your language to avoid offending people.



Course Summary:

This workshop will promote conscious competence regarding microaggressions, implicit bias and talking about difference. We'll start by defining terminology including unpacking the various types of microaggressions.

Participants will explore ways to interrupt microaggression discrimination in progress by developing scripts of what to say when they see or hear something and how to support the person at whom the microaggression was directed. Together we'll practice how to rephrase common microaggressions to say what you mean and not offend people when you speak.

Instructor Specialization:

Sandra Cushnie (she/her) is a JEDI – a Justice, Equity, Diversity and Inclusion educator. A seasoned HR professional, change leader and communicator. Sandra applies over two decades of experience to the ultimate change challenge creating a more equitable world.

Sandra is a proud Caribbean-Canadian Black woman. She is married, a mother of an adult daughter, a caregiver, a martial artist, and an avid runner. She devotes her time outside of work to coaching young athletes (particularly young women) and supporting literacy/reading programs for school-age children in under-served/equity seeking communities.





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HIGH DEMAND ICT COURSES

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Cultural Competence:

Creating Respectful Cross-Cultural Environments



Upon completion, participants will be able to:

- Define implicit bias
- Identify and list five personal biases
- Name the four cognitive components of cultural diversity
- Teach the circle of perception
- Define the window of somatic tolerance
- Discuss the difference between impact and intention and how to utilize this tool in discussions that involve accusations of wrongdoing
- List their personal triggers in challenging situations and discussions

Course Summary:

Given our current social and political environment, cultural competence is critical to promoting student growth and achievement in school settings. Cultural Competence is defined as a set of congruent behaviors, attitudes and policies that come together in a system, agency, or among professionals and enable that system, agency or those professionals to work effectively in cross-cultural situations. Conversely, cultural incompetence in the education community can damage students' self-esteem and lead to poor academic and social outcomes.

The observable psychological impact of implicit bias on students, colleagues, community-based organizations, etc. can go largely unnoticed until a complaint or threat of a lawsuit brings them to light. In this highly experiential course, participants will explore the four cognitive components necessary for developing cultural competence according to Diversity Training University International: Awareness, Attitude, Knowledge and Skills.

Interpersonal competence in cross-cultural situations is the key to creating environments that are safe so that educators can fulfill our mission of equitable education for all.

Please Note: This is not a culture-specific training.



Conscious Communication:

Strategies for Creating Respectful, Collaborative Models



Upon completion, participants will be able to:

- Teach the drama triangle of villain, victim and hero as it pertains to the workplace
- Teach the circle of perception
- Discuss the difference between impact and intention and how to utilize this tool in discussions that involve accusations of wrongdoing
- Describe the OFNR model of NVC
- Demonstrate the IMAGO communication model of compassionate and empathetic listening
- List their personal triggers in challenging situations and discussions

Island Consulting & Training's Most Popular Course:

Island Consulting & Training (ICT) is pleased to announce our most popular course for 2018. Over 1500 students enjoyed this course and it has been rated as consistently superior in evaluations. ICT combined over 400 hours of the most up-to-date, evidence-based training to bring you a course that will not only improve your current communication skills, but provide you with advanced methods to enhance teamwork, collaboration, and cooperation in the workplace.

Course Summary:

This course will combine the evidence-based practices of interpersonal neurobiology with integral communication models such as Non-Violent Communication (NVC), Motivational Interviewing, and IMAGO to teach participants respectful, collaborative communication strategies. This systemic approach teaches the communicator how to utilize both empathetic listening and needs acknowledgment, and how to open the door to behavior modification requests. The participant will learn how to listen effectively, discover limiting beliefs, dispel labels, define what the window of somatic tolerance is, understand one up-one down thinking, explore the role of power and identity in communication, and investigate the difference between impact and intention. We will also examine the drama triangle of villain, victim and hero as it pertains to the workplace. This course will ultimately enhance every participant's idea of what it means to be heard and respected and how to powerfully communicate through identification of core needs.



A hand holding a pen, pointing to the word 'ethics' in a word cloud. The word cloud includes terms like integrity, moral, principles, and business.

Current Issues Facing Education:

The stressors in our current educational environments require a new set of skills. This course brings to participants the latest research in neurobiological stress responses and most importantly, teaches participants ways to manage those responses in situations that present classroom disruption that may create risk to staff and student safety.

Course Summary:

This experiential course is designed to introduce teachers, counselors, and other school-based staff to the Ethical Decision-Making Model of Terry Cooper, Ph.D. In this interactive course, students will learn and apply the sequence of steps required to make ethical decisions that comply with district policies and procedures. Students will also apply Gordon Graham's Risk Management Model(?) and learn how to use discretionary time to advantage.

By experimenting with these models in an interactive workshop setting, the participant will learn to think critically within the range of alternative solutions to a given problem, study the results of their actions, and create a competent “moral imagination” which results in the participant being able to make difficult decisions in a variety of circumstances.



Emotional Intelligence:

The Path to Health Through Understanding Trauma and Resiliency



Upon completion, participants will be able to:

- Identify and explain the ACEs study and the outcomes found during a study of probation staff and the children housed in juvenile halls and camps in California
- Explain the five components of emotional intelligence and how they relate to physical and excellent (or poor) mental health
- Discuss a personal risk management plan that addresses areas of concern for themselves
- Identify how diet affects stress, mental health, and appetite
- Explain five tools that can mitigate stress and trauma experienced in the workplace
- Explain how personal resiliency factors influenced ACEs scores and what resiliency factors promote health and happiness

Course Summary:

In 2018, Island Consulting and Training conducted a study of childhood trauma among those working with at-risk youth. The findings were shocking.

This highly focused course is specifically designed for teachers, counselors, front office staff, and administrators.

Utilizing a risk management perspective, participants will learn how a failure to address their personal trauma histories negatively impacts retention, productivity, sick time usage, workplace culture, resiliency, efficacy, efficiency, personal and employee health. The experiences faced daily by teachers and staff create vicarious trauma, mental and emotional exhaustion. This often leads to burnout, physical and emotional illnesses, and prematurely leaving the education field.

It is not enough to understand our personal ACE score. A specific, S.M.A.R.T. plan must be implemented by each individual to shift traumatic experiences into resiliency and growth. During this interactive course, participants will create a personalized plan based on the five components of emotional intelligence. They will also learn about how, under stress, they can move to adapted behaviors and stop utilizing unhealthy emotional behaviors. Participants will leave the classroom with a plan for self-care which also includes movement, balanced diet, portion control, hydration, basic food preparation, basic exercises that can be done while working, strategies to support positive mental health, breathing exercises, the importance of restorative sleep and more.



Utilizing Emotional Intelligence to Understand Implicit Bias

Stereotypes Prejudice Unfair
Research Behavior Beliefs
Groups **IMPLICIT BIAS** Subtle
Disrespect Unconscious
Psychologists Reaction Train
Corporations Decisions Race
People Social Subconscious
Judgement Hidden Ethnicity
Cognition Preferences Gender

Upon completion, participants will be able to:

- Name the 5 components of emotional intelligence
- Define each of the 5 components of emotional intelligence
- Explain why emotional intelligence is key to understanding implicit bias and why both are perishable skills
- Name 3 ways that implicit bias can impact social regulation and social skills in negative or positive ways
- Name 5 origins of implicit bias in their life

Course Summary:

During this highly interactive course, participants will learn the five components of emotional intelligence while focusing on self-awareness and self-regulation. Because implicit bias is defined as the beliefs we have about others, both conscious and unconscious, it is vital that we have profound self-awareness and develop exceptional social skills in education and social services environments.

Instructor Specialty:

Jamie has received over 200 hours of specialized training regarding implicit and explicit bias and the issues that surround these key teaching topics. Jamie's training took place in San Francisco with groups of people that are working towards opposite goals and in some cases have openly hated one another for many years. This provided a rich learning environment where Jamie learned tools that work even when the stakes are the highest. Jamie has mastered the neurobiological responses that occur based on bias and has facilitated over 300 courses that included this topic. This new course was developed to allow ample time for participants to explore their personal implicit bias and the origins of that bias. Jamie's experience teaching Ethical Decision Making has afforded a special lens through which law enforcement utilizes beliefs and biases when making decisions. Jamie has also focused on this topic in ICT's popular course, Conscious Communication where the work of Dr. Marshall Rosenberg is used to teach officers how to speak during high-risk situations and when they are triggered. Jamie has incorporated Emotional Intelligence into the curriculum as well and ties self-awareness as a key to understanding reactions, reactivity and how to self-regulate when adrenaline is on board and emotions are high.

Awareness

Attitude

Knowledge

Skills



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FOUR HOUR TRAININGS

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AB 2504:

LGBT+ Training for Education Professionals



Upon completion, participants will be able to:

- Understand the terminology used to identify and describe sexual orientation and gender identity
- Learn how to create an inclusive classroom and campus for sexual orientation and gender identity minorities
- Learn about important moments in history related to sexual orientation and gender identity minorities

Course Summary:

This training regarding sexual orientation and gender identity minority groups includes specified topics, including the terminology used to identify and describe sexual orientation and gender identity and how to create an inclusive classroom and campus for sexual orientation and gender identity minorities.

During this highly interactive course, participants will explore LGBT+ Awareness, develop an understanding of the difference between sexual orientation and gender identity and how these two aspects of identity relate to each other and to race, culture, and religion.

Instructor Specialty:

Creating strength based, inclusive workplaces today is supported by best practices and in this course, students will have the opportunity to understand the keys to participating in open, inclusive environments where diversity is honored and respected.

Jamie spent a year in an intensive Non-Violent Communication program in Oakland, CA working with divergent groups including LGBT+ populations. In this capacity, Jamie was exposed to many of the ways humans express their sexual orientation and gender identity and learned about the deep complexity of the human-being and how our basic human needs for equality and respect impact our actions. Jamie came to understand that only through a lens of intersectionality, can our goals of healthy workplace environments for all be met. Jamie's study and personal experience bring the "human" factor to this course. Jamie was the first openly LGBTQ+ person hired by a probation department and this experience provided Jamie with a lens specific to the world of probation. Jamie is committed to assist departments in providing a safe place for all to work and be. Jamie looks to the basics of human dignity as a map to meet the common goals and mandates of the State of California regarding this topic.

Awareness

Attitude

Knowledge

Skills

Emotional Intelligence:

The Five Keys to Success

Upon completion, participants will be able to:

- List the five components of emotional intelligence
- List the five keys to successful conversations
- Define empathy
- Define the acronym H.A.L.T.
- Define two of their personal patterns in conversation
- List four components of Step 5: Delivery

MOTIVATION

SELF REGULATION

EMPATHY

SELF AWARENESS

SOCIAL SKILLS



Course Summary:

During this highly interactive course, participants will discover the five components of emotional intelligence according to the work of Daniel Goleman. They will also explore the Five Keys to Successful Conversations that meet the five criteria of emotional intelligence and create a plan to grow their own skills around EI.

Instructor Specialty:

Jamie has received over 2,000 hours of specialized training around emotional intelligence and the issues that surround this key teaching topic. Jamie has mastered the neurobiological responses that occur based on emotional intelligence and has facilitated over 300 courses that included this topic. This new course was developed to allow ample time for participants to explore their personal EI. Jamie ties self-awareness as key to understanding reactions, reactivity and how to self-regulate when adrenaline is on board and emotions are high.

Awareness

Attitude

Knowledge

Skills



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ADDICTION

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Addictionology

101:

*Creating Respectful,
Collaborative Models
with Substance
Abusers*



*"Excellent, exciting course.
Should be mandatory
training for all staff."*
Drug Court Psychologist

*Upon completion, participants will be
able to:*

- Describe Maslow's Hierarchy of Needs
- Describe the addiction model using STH vs. STL and LTH vs. LTL
- Teach the circle of perception
- Discuss the difference between impact and intention and how to utilize this tool in discussions with drug offenders
- Describe the OFNR model of NVC
- Demonstrate the IMAGO communication model of compassionate and empathetic listening
- Assist students with identifying triggers associated with challenging situations

Course Summary:

This course will combine the evidence-based practices of interpersonal neurobiology such as Non-Violent Communication (NVC), Motivational Interviewing, IMAGO and other related models to teach participants respectful, collaborative communication strategies when working with substance abusers. This systematic approach teaches the communicator how to utilize empathetic listening and acknowledge needs which leads to the ability to make requests to modify behavior. The participant will learn how to listen effectively, discover limiting beliefs, dispel labels, define what the window of somatic tolerance is, one up-one down thinking, power and identity, our circle of perception and impact vs. intention. We will examine the model of addiction, the 21-day commitment and the 8-day relapse window. An in-depth study of Maslow's Hierarchy of Needs will be explored and tied to ordering of rehabilitative goals.

This highly interactive course was developed specifically for school staff who work with students dealing with personal or familial addiction. The training is highly customizable to various audiences, including counselors, administrators, and teachers.

This course will provide participants with advanced methods to enhance their ability to work with best practice models within addiction models.





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COMMUNICATION

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Competent Communication



*Recommended Participants:
Administrators, Teachers,
& Counselors*

Upon completion, participants will be able to:

- *List the four preferences humans have in relation to learning*
- *List the three things that learning styles influence*
- *Define the differences between left and right mode thinking (watching vs. doing)*
- *List the four learning styles according to Dr. Bernice McCarthy*
- *List the best and worst learning styles for their own personal learning style*
- *Define why an understanding of other learning styles is key to the effective leader*
- *List learning style characteristics that support learning for all groups*
- *Plan effective training for diverse learning styles in accordance with the needs, strengths and motivators of team members*

Course Summary:

During this interactive and evidence-based course, participants will be exposed to an innovative look into how each of us learns, perceives, and processes information, and when and why certain individuals take certain actions. The result: our differences are more thoroughly understood and new perceptions are developed, thus allowing for profound organizational growth and change.

Designed to better the communication and interpersonal dexterities of the participant, this class will assist in the development of skills directly tied to communication between students and staff as well as between colleagues. The participant will learn to identify and understand the different ways people learn and manage information. At the end of this course, participants will have the requisite tools to accommodate different learning styles when teaching to a diverse classroom, to communicate with colleagues in a more successful manner, and to plan effective lessons and team meetings that address the needs associated with all learning styles.

This highly experiential, fun course consistently receives outstanding reviews and is regularly selected as one component of the two- or three-day leadership/management/executive seminar and team building retreats. If you are ready to dramatically improve the way your leadership teams communicate and collaborate, this is the course for you!





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TRAUMA

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Title 15

Trauma Informed Care

THIS COURSE IS SPECIFICALLY
DESIGNED FOR EDUCATION
PROFESSIONALS



Upon completion, participants will be able to:

- *Identify trauma and delinquency and how exposure to traumatic events affects the thoughts, feelings, and behaviors of children and adolescents*
- *Understand trauma's impact on development and how trauma may derail normal childhood and adolescent development and affect an individual's ability to adapt to and cope with challenging situations*
- *Define coping strategies that will help them better understand the behaviors that young people develop to survive traumatic events, and what happens when these ways of coping are no longer appropriate*

Course Summary:

During this highly interactive course, participants will learn approaches and techniques to reduce the stress faced while interacting with traumatized. By understanding trauma, teachers, counselors, and administrators can become more effective and find greater reward and success working with the youth in their care.

In 2018, Island Consulting and Training conducted a study of childhood trauma in probation staff and the children in custody. Numerous Probation Departments participated in that study. The findings were shocking.

In addition to facilitating the above study, Jamie received specialized training from the National Institute for the Clinical Application of Behavioral Medicine's Treating Trauma Master Series in 2019. Jamie has been committed to the study of trauma for many years and has direct experience in managing traumatic responses in children and adolescents through specialized training from the Department of Justice's Federal Bureau of Investigation. As a member of a California Probation Department Management team, Jamie designed, implemented and managed an award-winning program that reduced violence and recidivism by employing the methodologies taught in this course.

