



Trauma Informed Specialist Program Scope & Sequence

Conceptual Framework Theme: *A Certified Trauma Informed Specialist is a professional who understands how to **support children who have experienced trauma** and **adapts the school environment** to successfully meet their academic, socio-emotional and behavioral needs. In addition TIE certification ensures that the professional has built a **strong foundation of self-care** and awareness to limit the impact of vicarious trauma on their personal functioning. Trauma Informed Educators are recognized at their schools as **leading examples of best practices** for supporting children with trauma in general education, special education, or Non Public School settings.*

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<p>Course Name: Principles of Trauma</p> <p>Requirements: 10 hours of live seminars with discussion Completion of 7 modules and quizzes Readings include 'The Body Keeps the Score' or alternative text</p>	<p>Course Credit: 3 semester units from CSUEB at additional cost of \$134 per semester unit</p> <p>45 hours of coursework Schedule: 5 seminars 9-11am PST via Zoom April 25th, May 9th, May 23rd, June 6th, June 20th</p>
<p><i>This course involves the:</i> Study of the field of Trauma using the leading research to understand brain functioning, the types of trauma, symptoms and strategies for supporting children with trauma in the classroom including mindfulness practice and using the Brain Game. This course is an interactive, project based model which will use online modules, readings, reflection tools, and five 2 hour seminar discussion groups.</p> <p><i>Student Learning Outcomes:</i> Participants will understand the different types of trauma, etiology, prevalence and treatment. Students will be able to explain how brain functioning is impacted by trauma and learn strategies for supporting children with trauma in schools. By taking this course, students will:</p> <ol style="list-style-type: none"> 1.) think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems; and 2.) identify injustice and develop strategies and tactics for addressing injustice and inequality; 	
<p>Unit I. Introduction to Course and Support System: Brain Game <i>What is a trauma informed specialist? What are our goals and resources for the program? What are the 6 Trauma Informed Principles?</i></p>	<p>Community Building, overview Strategies, foundation for course. Case study. Pre test. Due for next session: Module 2, post responses to questions on online discussion. The Body Keeps the Score: Chapters 1-3</p>
<p>Unit II. Trauma etiology and Adverse Childhood Experiences <i>What is trauma? How does it impact our communities? What is the prevalence and etiology? What are strategies we can use to support students and staff?</i></p>	<p>Reactions to readings and discussion. Strategies and Research. Due for next session: Module 3 The Body Keeps the Score Chapter 4-6</p>
<p>Unit III. Neuroscience and the impact of Trauma on Learning and Relationships <i>What is Trauma Response? What is the impact on development and relationships? What are sensory strategies that can support students?</i></p>	<p>Reactions to readings and discussion. Mindfulness practice Due for next session: Module 4-6 The Body Keeps the Score 7-11 with reflection questions over the summer</p>
<p>Unit IV. Mindfulness and Resilience <i>What are the factors for resilience? What is mindfulness? Considerations for Trauma Informed Mindfulness practice</i></p>	<p>Reactions to readings and discussion. Due for next session: Module 7 The Body Keeps the Score 12-20 All quizzes due for next class.</p>
<p>Unit V. Healing Environments <i>How do we build environments that heal and empower?</i></p>	<p>Reactions to readings and discussion. Case study. Reflection, discuss strategies and next courses in the program. Post-test. Evaluation</p>



Course Name: Trauma Informed Reflective Supervision

Requirements:

5 group sessions with discussion

Self Assessment tool monthly: Dynamic Empowerment™

Readings include Trauma Stewardship (alternative texts available)

Course Credit: 1.5 semester units from CSUEB at additional cost of \$134 per semester unit

22.5 hours of coursework taken twice

Schedule: 5 group sessions

Tuesday or Thursday afternoon 5 sessions April- June flexible dates

Second semester begins in August and is 5 sessions on a Tuesday or Thursday afternoon through December

Working with children who have experienced trauma can lead to high levels of vicarious trauma and possibly burnout, this course ensures participants are given the appropriate support and time for reflection needed to be happy and successful in their careers. Supervisors who have experience implementing Trauma Informed Care strategies in school settings will lead small groups of 5-6 educators in monthly confidential discussions on the following topics: Self Care, Vicarious Trauma, Trauma Response, the Role of Mental Health professionals versus the role of Educators in supporting students with trauma, and support systems in schools. Participants will have the opportunity to reflect deeply on the impact of working with children with trauma on their personal functioning and their own approaches in the classroom. Reflective supervision is not therapy. It is focused on experiences, thoughts, and feelings directly connected with the work. Reflective supervision is characterized by active listening and thoughtful questioning by both parties.

Student Learning Outcomes: By participating in Reflective Supervision, participants will be able to:

- 1.) understanding the limits of one's own assumptions and knowledge and being open to changing one's mind in the face of new situations and evidence;
- 2.) stating and evaluating assumptions with awareness of personal biases and other's perspectives;

Unit I. Introduction to Reflective Supervision

What is Reflective Supervision? What are the principles of active listening? Review agreements and confidentiality What is Dynamic Empowerment™ and the monthly assessment?

Unit II. Trauma Exposure Response: Signs in yourself

Monthly structured session with a focus on Trauma Exposure Response

Unit III. Self Reflection, Self Care planning

Monthly structured session with a focus on Self Care Plans

Unit III. Stages of Mindful Awareness

Monthly structured session with a focus on Mindfulness

Unit III. How do we build resilient communities?

Monthly structured session with a focus on empowering others and making systemic change

Course Name: Trauma Supportive Schools

Requirements:

10 hours of live seminars with discussion

Completion of 7 modules and quizzes

Capstone project with student choice in textbook

Course Credit: 3 semester units from CSUEB at additional cost of \$134 per semester unit

45 hours of work

Schedule: 5 Seminars

2 hours Third Saturday of the month Aug-December

This course involves the:

Focus on adapting the environment and organization to meet the needs of children with trauma in order to improve learning and promote healing. Children with trauma need strong relationships, meaningful participation, and seek control of their environment. Participants will use the latest research to examine their community, collect data, and develop an intervention to adapt their classroom or school environment based on principles of Trauma Supportive Schools. Examples will be provided and Guest Lecturers will provide real life examples of implementing Trauma Informed Practices.

Participants will go deeper in the exploration of their own community to develop a capstone project to implement Trauma Informed Practices in their school.

Students will be able to apply knowledge from this course to implement a project which requires students to

- 1.) share in decision-making, creative group brainstorming, active listening, and giving and receiving constructive feedback;
- 2.) be sensitive to and appreciative of the views of others, comfortable in diverse social and professional settings, and aware of their own perspectives and biases;
- 3.) create alternative visions, learning from failure, and transforming existing ideas to create new solutions.

Unit I. Introduction to Trauma Supportive Schools

Examples of Trauma Supportive Schools, Applying the 6 principles, Continuum of a Trauma Informed organization, Guest Lecturer
Due for next session: Modules 8 and 9, Proposal for project, article

Unit II. Data Collection: School wide screenings ACES versus Strength based Resiliency factors

Participants share ideas for proposals, examine the process of collecting data and discuss school wide screenings
Due for next session: Modules 10 and 11 Begin collecting data and developing capstone project



Unit IV. Social Emotional Learning and supports

Discuss Restorative Justice and Collaborative Problem Solving and the importance of Socio-Emotional Curriculum
Guest Lecturer
Due for next session: Module of your choice. Capstone presentations begin!

Unit IV. Student Voice and Agency

Learn how to conduct a Fishbowl with students to evaluate results and listen to others. Student centered IEP meetings. Evaluate and set boundaries. Capstone projects!
Due for next session: Final session! Capstone presentations continue

Unit V. Supporting Families and Social Justice

Advocacy for families, recognizing the impact of historical trauma and racism in our schools, presenting Capstones. Celebrating completion of the certificate program!

April 2020 dates: