



## Trauma Informed Specialist Certification Program Scope & Sequence

**Conceptual Framework Theme:** *A Certified Trauma Informed Specialist (TIS) 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, TIS 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 Specialists 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.*

Director: Emily Santiago, LEP

Emily@cogdiv.com

[cogdiv.com](http://cogdiv.com)

© Center for Cognitive Diversity 2020

# Part One

**Course Name:** *Principles of Trauma*

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

Requirements:

10 hours of live seminars with discussion (One Saturday a month)

Completion of 7 modules and quizzes

Readings include 'The Body Keeps the Score' or alternative text

45 hours of coursework

*This course involves the:*

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.

*Student Learning Outcomes:* 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 be able to:

- 1) think critically and creatively and apply analytical/quantitative reasoning to address complex challenges and everyday problems;
- 2) identify injustice and develop strategies and tactics for addressing injustice and inequality.

**Unit I. Introduction to Course and Support System: Brain Game - Saturday, September 12th 9:00-11:00AM PST**

*What is a Trauma Informed specialist? What are our goals & resources? What are the 6 Trauma Informed Principles?*

Community Building, Overview Strategies, Foundation for Course. Case study. Pre-test. Post responses to questions on Canvas.

Due for next session: Module 2

Read Chapters 1-3

**Unit II. Trauma Etiology and Adverse Childhood Experiences - Saturday, October 10th 9:00-11:00AM PST**

*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?*

Reactions to readings and discussion. Strategies and Research.

Due for next session: Module 3

Read Chapters 4-6

<p><b>Unit III. Neuroscience and the Impact of Trauma on Learning and Relationships - Saturday, November 7th 9:00-11:00AM PST</b>  <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          Read Chapters 7-11 with reflection questions</p>
<p><b>Unit IV. Mindfulness and Resilience - Saturday, December 5th 9:00-11:00AM PST</b>  <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,          Read Chapters 12-20. All quizzes due for next class.</p>
<p><b>Unit V. Healing Environments - Saturday, January 9th 9:00-11:00AM PST</b>  <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>
<p><b>Course Name:</b> <i>Reflective Supervision for Educators</i></p> <p>Requirements:          Five group sessions with discussion (2 hours a month on a Tuesday or Thursday specific date selected by participant)          Self-Assessment tool: Dynamic Empowerment™          Readings include 'Trauma Stewardship' (alternative texts available)</p>	<p><b>Course Credit:</b> 1.5 semester units from CSUEB at additional cost of \$134 per semester unit</p> <p>22.5 hours of coursework</p>

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. 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) understand 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) state and evaluate assumptions with awareness of personal biases and other's perspectives

<p><b>Unit I. Introduction to Reflective Supervision</b>          What is Reflective Supervision? What are the principles of active listening? Review agreements and confidentiality What is Dynamic Empowerment™ and the monthly assessment?</p>	<p>Introduction to monthly structured sessions          Reading: Intro and Chapters 1-2</p>
<p><b>Unit II. Trauma Exposure Response: Signs in yourself</b></p>	<p>Monthly structured session with a focus on Trauma Exposure Response          Reading: Chapters 3-5</p>
<p><b>Unit III. Self Reflection, Self Care planning</b></p>	<p>Monthly structured session with a focus on Self Care Plans          Reading: Chapters 6-8</p>
<p><b>Unit IV. Stages of Mindful Awareness</b></p>	<p>Monthly structured session with a focus on Mindfulness          Reading: Chapters 9-11</p>
<p><b>Unit V. How do we build resilient communities?</b></p>	<p>Monthly structured session with a focus on empowering others and making systemic change</p>

# Part Two

**Course Name:** *Trauma Supportive Schools*

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

Requirements:

10 hours of live seminars with discussion (dates to be determined at a later date) 45 hours of work

Completion of Principles of Trauma course

Completion of 7 modules and quizzes

Capstone project with student choice in textbook

*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. Instructors will provide examples 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

<b>Unit IV. Social Emotional Learning and supports</b>	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!
<b>Unit IV. Student Voice and Agency</b>	Learn how to conduct a Fishbowl with students to evaluate results and listen to others. Student centered IEP meetings. Evaluate and set boundaries. Capstone presentations.
<b>Unit V. Supporting Families and Social Justice</b>	Advocacy for families, recognizing the impact of historical trauma and racism in our schools. Capstone Presentations. Evaluation.

**Course Name:** *Advanced Trauma Informed Reflective Supervision*

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

Requirements:

22.5 hours of coursework

Five group sessions with discussion (2 hours a month on a Tuesday or Thursday)

Completion of the Introduction to Reflective Supervision

Self-Assessment tool: Dynamic Empowerment™

Readings include 'My Grandmother's Hands' (alternative texts available)

*This course involves the:*

An advanced version of the Reflective Supervision course after participants have completed the introductory course. In this model participants will have an opportunity to build and practice active listening skills to promote empathy and emotional resilience in their community. Participants will improve their skills of self-reflection and expand their emotional capacity to respond to students while pushing for positive systemic change. Reflective supervision is not therapy. It is focused on experiences, thoughts, and feelings directly connected with the work.

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

- 1) Understand the limits of one's own assumptions and knowledge being open to changing one's mind in the face of new situations and evidence;
- 2) State and evaluate assumptions with awareness of personal biases and other's perspectives;
- 3) Develop and practice active listening skills to promote resilience and reflection in groups
- 4) Evaluate the impact of Trauma Exposure response on ourselves and others
- 5) Understand and implement strategies that promote collective wellbeing in the workforce

<b>Unit I. Active Listening Skills for Facilitation</b>	Learn how to create a safe space to be vulnerable and have courageous conversations Due for next session: Read Intro and Part 1
<b>Unit II. Racialized Trauma and Dismantling White Supremacy</b>	Monthly structured session with a focus on Race and Trauma Due for next session: Read Part 2
<b>Unit III. Facilitating Conversations</b>	Monthly structured session with a focus on facilitation techniques Due for next session: Read Part 3
<b>Unit IV. Building Emotional Resilience and Collective Wellbeing</b>	Monthly structured session with a focus on resilience and wellbeing Due for next session: Research articles and self assessment
<b>Unit V. End of Program Reflection</b>	Monthly structured session with a focus on making systemic change in your community