

Principles of Trauma for Educators
The Center for Cognitive Diversity
Cosponsored by: The Educational Psychology Department
California State University, East Bay
3 Semester Units

Online November, December, January, February, March 2019-2020

Course Instructor:

Roxanna Hernandez, MS School Psychologist

Roxanna@cogdiv.com

centerforcognitivediversity.com

Office Hours: By phone appointment or Zoom

Conceptual Framework Theme: *A Certified Trauma Informed Educator 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.*

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 a monthly 2 hour seminar discussion group.

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:

- 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;.

Course Requirements:

1. Attendance and active participation
2. Completion of all assigned readings, class exercises and written assignments completed by due dates
3. Completion of 6 [Online Modules](#) for Trauma Informed Educators
4. One final exam

Course Grades:

This course is credit/non credit and requires course attendance, the completion of all modules, assignments, an 80% or higher on the exam and participation in discussion groups. Participants can elect to have their names submitted to California State University East Bay for credit (3 Semester Units) upon successful completion of the course.

Required Texts:

van der Kolk M.D. , Bessel (2015) *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin Books.

Class reader- Digital version available for free on Google Drive or by mail.

Optional but suggested, these texts can be used if you have already read our text:

Burke-Harris M.D., Nadine (2018). *the deepest well: Healing the Long Term Effects of Childhood Adversity*. Boston, Ma. Houghton Mifflin Harcourt

Menakem, Resmaa (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to mending our hearts and bodies*. Las Vegas, NV Cental Recovery Press

Websites:

Wisconsin Department of Public Instruction: <https://dpi.wi.gov/sspw/mental-health/trauma/modules>

Nadine Burke Harris: www.centerforyouthwellness.org

Teaching Children from Poverty and Trauma: https://www.nea.org/assets/docs/20200_Poverty_Handbook_flat.pdf

The Heart of Teaching and Learning: Compassion, Resilience, and Academic Success <http://www.k12.wa.us/compassionateschools/pubdocs/TheHeartofLearningandTeaching.pdf>

Helping Traumatized Children Learn: traumasensitiveschools.org

Assignment Schedule:**All 5 sessions meet the third Saturday of the month unless otherwise noted**

<p>Session 1 Nov 16th 9-11am PST</p>	<p><i>Online webinar and discussion:</i> Unit I. Introduction to Course and Support System: Brain Game Overview of program and course, meet cohort, play Brain Game, Principles of trauma Due for next month: Module 2, post responses to questions on online discussion. The Body Keeps the Score: Chapters 1-3</p>
<p>Session 2 December 14th (second Sat.) 9-11am PST</p>	<p><i>Online webinar and discussion:</i> Unit II. Trauma etiology and Adverse Childhood Experiences <i>What is trauma? How does it impact our communities? What is the prevalence and etiology?</i> Reactions to readings and discussion. Due next month: Module 3 The Body Keeps the Score Chapter 4-6</p>
<p>Session 3 January 18th 9-11am PST</p>	<p><i>Online webinar and discussion:</i> 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?</i> Reactions to readings and discussion. Mindfulness practice Due next month: Module 4-6 The Body Keeps the Score 7-11 with reflection questions over the summer</p>
<p>Session 4 February 15th 9-11am</p>	<p><i>Online webinar and discussion: Beginning the school year with Trauma sensitive strategies</i> Unit IV. Mindfulness and Resilience Reactions to readings and discussion. Due next month: Module 7 The Body Keeps the Score 12-20 All quizzes due for next class.</p>
<p>Session 5 March 21st 9-11am Final class</p>	<p><i>Online webinar and discussion:</i> Unit V. Healing Environments Reactions to readings and discussion. Reflection, discuss strategies and next courses in the program.</p>

Notice to Students:

If you have a documented disability and wish to discuss academic accommodations please contact the instructor as soon as possible.

Logistics: All our courses are taught online in a small cohort via Zoom. The link for the course will be sent to you in an email and also by Google Calendar invite. If at any time you have trouble logging in

to the session, go to zoom.com and enter the meeting id (series of numbers in the link) to join a meeting. All classes are recorded and can be accessed at a later date.

Online etiquette: Please ensure you attend class on time by logging in prior to the start of class. Please keep your microphone on mute unless you are participating in discussion or presenting. Please maintain focus on the course and refrain from multitasking and using other computer applications during the online course. Video participation is preferred. A recording of the session will be available. If you are unable to attend a course in person, you will be requested to participate by watching the recording and completing a response sheet.