

Trauma Informed Care Self-Paced Training Modules

Understanding how trauma impacts performance in the educational setting can change how we interact with our most vulnerable youth. This training will build the participant's fluency in defining trauma, describing how trauma may look in the classroom, discussing how trauma can affect student development and impact learning, and how to assess current school-wide and classroom systems with trauma informed lens. Please complete each step in each module in order as provided below. You will receive a certificate for six hours of PD credit. TRIS credit is not available.

INTRODUCTION

1. Watch the [Trauma Informed Care Introduction video](#) (19:17 minutes)

MODULE 1

1. Watch the [Trauma Informed Care Module 1 video](#) (4:05 minutes)
2. Watch "[A San Diego Principal Takes on Trauma](#)" (6:02 minutes)

MODULE 2

1. Watch the [Trauma Informed Care Module 2, Part 1 video](#) (14:53 minutes)
2. Watch the "[ESPN E60 Presents - Patrick Willis](#)" video on complex trauma (12:26 minutes)
3. Watch the [follow up discussion to Patrick Willis' Complex Trauma video](#) (5:58 minutes)
4. Watch the [Module 2, Part 2: ACES video](#) (34:35 minutes)
5. Complete the "Adverse Childhood Experience (ACE) Questionnaire: Finding your ACE Score" attached below

MODULE 3

1. Watch the [Trauma Informed Care Module 3, Part 1 video](#) (7:39 minutes)
2. Watch Dr. Allison Jackson's video "[Explaining the Brain to Children and Adolescents \(The Barking Dog\)](#)" (4:40 minutes)
3. Watch the [Trauma Informed Care Module 3, Part 2 video](#) (13:04 minutes)
4. Watch Dr. Allison Jackson's video "[A Call to Connection: Making Childhood Trauma Personal](#)" (9:58 minutes)
5. Watch the [Trauma Informed Care Module 3, Part 3 video](#) (3:21 minutes)
6. Watch the short video "[Neurons Joining](#)" (0:26 seconds)
7. Watch the [Trauma Informed Care Module 3, Part 4 video](#) (2:27 minutes)

MODULE 4

1. Watch the video "[How Prevalent is Trauma](#)" (14:08 minutes)

MODULE 5

1. Watch the video "How Does Trauma Impact My Classroom"
(https://drive.google.com/file/d/1hkmnB7fLe6Kpi7Sy8WmqvDi3EmT_x5SQ/view?usp=sharing)

MODULE 6

1. Watch the Trauma Informed Care Module 6, Part 1 video
(<https://drive.google.com/file/d/1QkHqvCC6mYKkyR6wtBay5uLELbMc6xRM/view?usp=sharing>)
2. Watch the "ReMoved" video
(<https://youtu.be/!OeQUwdAjE0>)
3. Watch the Trauma Informed Care Module 6, Part 3 video
(<https://drive.google.com/file/d/1C5t-BbeY1Ps1jGKyKpIRhkOZhVnEyLWl/view?usp=sharing>)
4. Watch the "Invisible Backpack Directions" video
(<https://drive.google.com/file/d/1aRGginFN4qqcpOkOiKAuTxOi0oPEyw0y/view?usp=sharing>)
5. Complete the attached "Invisible Backpack Activity"
5. Watch the Trauma Informed Care Module 6, Part 5 video
(<https://drive.google.com/file/d/1kqStptSiOn6zOApS5eK7zRnkIOLVF8m-/view?usp=sharing>)
6. Watch the "Gang Leader to Graduate: A Conscious Discipline Transformation video" (<https://youtu.be/RXJGcqcJckA>)

MODULE 7

1. Watch the "Repacking Cognitive Distortions" video
(https://drive.google.com/file/d/1wjThSueO29UYfb9_3LEp8VMTw0clENkc/view?usp=sharing)

MODULE 8

1. Read "Using Classroom Interventions" attached below

GOOGLE EXIT FORM

1. Complete this exit form and quiz at <https://forms.gle/CHZNxGKrg55giNv4A> to receive your certificate.

Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score ra hbr 10 24 06

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often** ...
Swear at you, insult you, put you down, or humiliate you?
or
Act in a way that made you afraid that you might be physically hurt?
Yes No If yes enter 1 _____
2. Did a parent or other adult in the household **often** ...
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If yes enter 1 _____
3. Did an adult or person at least 5 years older than you **ever**...
Touch or fondle you or have you touch their body in a sexual way?
or
Try to or actually have oral, anal, or vaginal sex with you?
Yes No If yes enter 1 _____
4. Did you **often** feel that ...
No one in your family loved you or thought you were important or special?
or
Your family didn't look out for each other, feel close to each other, or support each other?
Yes No If yes enter 1 _____
5. Did you **often** feel that ...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
Yes No If yes enter 1 _____
6. Were your parents **ever** separated or divorced?
Yes No If yes enter 1 _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
Yes No If yes enter 1 _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
Yes No If yes enter 1 _____
10. Did a household member go to prison?
Yes No If yes enter 1 _____

Now add up your "Yes" answers: _____ This is your ACE Score

Invisible Backpack Activity

Directions: For each backpack write 1-2 examples in the box below of how students demonstrate their belief or expectation (or lack thereof) and carry it with them in their invisible backpack.

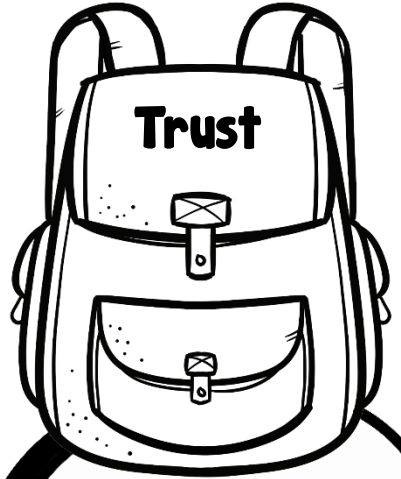
Below the speech bubble, offer words or actions you could give the student to help repack in their invisible backpack to create a realistic, positive counter message.



Examples



Examples



Examples

Using Classroom Interventions

All students deserve psychological safety. And as we talked about earlier, we don't always know when we have a student that has experienced trauma in our classroom. So how do we know when to treat that student differently? The answer is, we don't. We don't treat them differently. We should treat all students as if they are a student that has experienced trauma. I mean, I have kids. You probably have kids. I want my kids to feel as psychologically safe as any other kid, don't you? And what exactly do these students need? They need consistency, predictability, structure, and a positive reinforcement system. Think back to Zoe, the little girl we watched in the ReMoved video. Did she have any consistency in her home life? What about predictability? She couldn't predict what bed she'd sleep in, who's house she'd wake up in, who was going to abuse her, what type of abuse she'd experience, who would be home, what she'd eat, if anything, and she certainly couldn't predict who was going to love her (we all saw what a roller coaster of love she experienced). Did she experience any structure? Did she have anyone in her corner cheering her on with positive, encouraging words? The answer to all these questions is, NO (until she met the 2nd caregiver who offered her kindness, gentleness, love, encouragement, stability, and so much more)! There was no consistency, predictability, or structure to her life. We all NEED these to function at our best! Think if only one of these were missing from your day-to-day routine, how would this throw off your day? What would you leave home without? What wrenches would you experience, all due to the fact that you were missing just one of these four components? If you had no one in your corner, cheering you on, always on your side, and encouraging you to do your best, where would you be? Although what happens at a child's home is outside of our control, what happens at school is inside our circle of control. So I think we can all agree, these components are essential to being our best day in and day out. What framework lays this out for you? PBIS.

PBIS guides you and the staff in your school to set up systems that allow for: consistency, predictability, structure, and a positive reinforcement system. When all components of PBIS are implemented with fidelity, PBIS also addresses repacking invisible backpacks to ensure all staff create positive messages to students daily. Implementing PBIS is essential in becoming a trauma-sensitive school. The PBIS framework leads schools into the necessary steps they need to take in order to provide psychological safety to all students. So before intensive interventions are put into place for trauma-experiencing students, tier 1 of PBIS supports should be strongly in place. Intensive interventions will not be as effective if tier 1

level of supports are not in place initially. In other words, if there is not school-wide consistency, predictability, structure, and a positive reinforcement system in place, intensive interventions will not be as effective. And of course, tier 2 and tier 3 levels of PBIS systems are recommended to implement in addition to tier 1 PBIS systems of support.

In addition to tier one PBIS supports, I am sharing websites with suggestions for interventions. This is not an inclusive list so please know that you are not limited to only these interventions. As with all children, certain interventions are effective for some while other children require different interventions. With trauma students, the most important thing to remember is that they need positive levels of support to change their self-efficacy. Remember how the brain of a traumatized student had lower levels of brain activity but with positive, healthy relationships those students were able to build stronger and healthier neurons? Positive, healthy relationships are key to rewiring a traumatized brain.

Below are some links to websites that offer interventions for traumatized students or more information on trauma-informed practices:

For Preschool:

- <https://challengingbehavior.cbcs.usf.edu/Training/Module/index.html>
- https://challengingbehavior.cbcs.usf.edu/docs/Trauma-Informed-Care_PyramidModel.pdf
- <https://challengingbehavior.cbcs.usf.edu/docs/Informed-Care-Checklist.pdf>