



Classroom180: A Trauma-Informed Framework

Module 1: Classroom180: A Trauma-Informed Framework by Heather T. Forbes, LCSW

A. Up Close with the Author of Classroom180 Framework | 24 min|

1. [Classroom180: A framework for creating, sustaining and assessing the trauma-informed classroom](#)
2. [The mission is to help children with trauma through school](#)
3. [Introducing Andy and Billy](#)
4. [Why a trauma-informed classroom framework is needed](#)
5. [Looking at the Classroom180 Rubric](#)
6. [Collaborative conferences after classroom observations are critical](#)
7. [Research-based approach to creating the Classroom180 rubric](#)



Classroom180: Relationships and Family Culture

Module 1: Mastering Domain 1 - Relationships and Family Culture

A. Understanding the Components of Relationships and Family Culture | 31 min|

1. [Looking at the various aspects of relationships and family culture](#)
2. [Why trauma starts with relationships and family culture](#)
3. [Family culture: When a classroom becomes a family, everybody wins](#)
4. [Teacher-student relationships](#)
5. [Student-student relationships](#)
6. [Teacher-parent relationships](#)
7. [Getting into the shoes of Billy](#)

B. Classroom Examples of Relationships and Family Culture

1. [Mr. Hite's middle school lesson with commentary](#)
2. [Mr. Hite's middle school lesson with more commentary](#)
3. [Mr. Hite: Looking at the rubric](#)

C. Now You Try - Gather Evidence of Relationships and Family Culture (Domain 1)
COMING SOON



Classroom180: Regulation

Module 1: Mastering Domain 2 - Regulation

A. Understanding the Components of Regulation | 35 min|

1. [Looking at the various aspects of regulation](#)
2. [Behavior versus regulation and dysregulation](#)
3. [Using the physical environment to assist in student regulation](#)
4. [Creating universal proactive supports](#)
5. [The importance of transitional supports](#)
6. [Be ready to give individual supports](#)
7. [Tuning our awareness to assess our students' state of regulation](#)
8. [Learning to work within the window of stress tolerance](#)
9. [Helping students to stay regulated requires teacher self-regulation](#)
10. [Getting into the shoes of Billy - regulation](#)

B. Classroom Examples of Regulation

1. [Mr. Hillman's high school lesson with commentary](#)
2. [Mr. Hillman: Looking at the rubric](#)

C. Now You Try - Gather Evidence of Regulation (Domain 2)

1. [The Room Scan](#)
2. [Getting ready to gather evidence of the physical environment](#)
3. [Room tour - A guided practice activity using the Room Scan](#)
4. [Compare your Room Scan notes with Heather](#)

Assessment: Mastering Domain 2 - Regulation



Classroom180: Language of Trauma

(EI uses CR180 on file names or Job#160 on all 6 programs)

Module 1: Mastering Domain 3 - Language of Trauma

A. Understanding the Components of Language of Trauma | 28 min|

1. [Looking at the various aspects of the language of trauma](#)
2. [Billy looks at the world through the lens of fear](#)
3. [Communication shift](#)
4. [Right-brain to right-brain de-escalation](#)
5. [Affect tolerance](#)
6. [Nonverbal communication](#)
7. [Positive language](#)
8. [Getting into the shoes of Billy - language of trauma](#)

B. Classroom Examples of Language of Trauma

1. [Ms. Kummar's high school lesson with commentary](#)
2. [Ms. Kummar: Looking at the rubric](#)
3. [Ms. Arnold's elementary school lesson with commentary](#)
4. [Ms. Arnold: Looking at the rubric](#)

C. Now You Try - Gather Evidence of Language of Trauma (Domain 3)

Assessment: **Mastering Domain 3 - Language of Trauma**



Classroom180: Safety

Module 1: Mastering Domain 4 - Safety

A. Understanding the Components of Safety | 48 min|

1. [Looking at the the various aspects of safety](#)
2. [Addressing safety head-on and being proactive](#)

3. [Discharging the trauma: The polar bear analogy](#)
4. [Discharging the trauma: The Mr. Slammie strategy](#)
5. [Universal Safety Practices: Proactive strategies](#)
6. [Universal Safety Practices: Using mantras](#)
7. [Universal Safety Practices: Discussing suicide](#)
8. [Identification of Individual Safety Issues: Proactive strategies](#)
9. [Identification of Individual Safety Issues: Progression to aggression](#)
10. [Responding in a Moment of Crisis: Safety first](#)
11. [Implementing a last-resort physical intervention plan](#)
12. [The critical nature of safety: A personal story](#)
13. [Getting in the shoes of Billy: Safety](#)

B. Classroom Examples of Safety

1. [Ms. Jamie's elementary school lesson with commentary](#)
2. [Ms. Jamie's elementary school lesson with more commentary](#)
3. [Ms. Jamie: Looking at the rubric](#)

C. Now You Try - Gather Evidence of Safety (Domain 4) COMING SOON

Assessment: **Mastering Domain 4 - Safety**



Classroom180: Discipline and Empowerment

Module 1: Mastering Domain 5 - Discipline and Empowerment

A. Understanding the Components of Discipline and Empowerment | 43 min|

1. [Looking at discipline and empowerment](#)
2. [Discipline and empowerment in a whole new light](#)
3. [Regulatory-based discipline focuses on regulation rather than behavior](#)
4. [Consequences with relational support; it's not about rejection](#)
5. [Repair and healing is changing behavior from the inside](#)
6. [Helping to improve the developmental deficits](#)
7. [Softening the impact of grades on self-image and happiness](#)
8. [Social and emotional learning requires special attention](#)
9. [Self-image and identity development is core to healing](#)
10. [Reflection and on-going growth](#)
11. [Getting into the shoes of Billy - discipline and empowerment](#)

12. [Every child in the classroom benefits from learning about trauma](#)

B. Classroom Examples of Discipline and Empowerment

1. [Ms. Wright's primary SEL lesson with commentary](#)
2. [Ms. Wright: Looking at the rubric](#)
3. [Ms. Ramirez calm room conversation](#)
4. [Ms. Ramirez more calm room conversation](#)
5. [Ms. Ramirez: Looking at the rubric](#)

C. Now You Try - Gather Evidence of Discipline and Empowerment (Domain 5)
COMING SOON

Assessment: **Mastering Domain 5 - Discipline and Empowerment**