

# Trauma-Informed Online Academy

## Administrator Track

---

**Description:** Transforming your school into a trauma-informed community requires a strong leader at the helm. Someone who believes passionately in the difference this approach will make for everyone. Now that you've made the decision to adopt a trauma-informed school climate, it's time to learn how to get your faculty and staff properly trained and on-board with the changes to come. This series of five courses will develop administrators' fundamental knowledge on trauma-informed practices and then teach you how to get everyone in your building motivated and ready to embrace a new school culture.

### Objectives

- Provide you step-by-step suggestions for getting your entire staff trained and transitioning into the trauma-informed model
- Learn about states of regulation and how these impacts a person's functioning and ability to effectively communicate
- Learn how to provide support for staff to help them remain regulated to better serve students
- Learn how to empower staff and students in a trauma-informed community
- Build your knowledge about how to get staff to integrate trauma-informed principles into their behavior and practices
- Learn how to promote and monitor staff self-care
- Learn about integration of trauma-informed principles throughout the organizational structure of your school
- Provide you step-by-step suggestions for getting your entire staff trained and transitioning into the trauma-informed model
- Provide you with steps to take you through the first year of your trauma-informed transition
- Learn strategies for building students' knowledge and awareness of trauma, stress, and self-regulation
- Learn strategies for engaging families in the trauma-informed model
- Identify community agencies to partner with for providing resources to students and families

### Summary

9.5 hours

The Administrator Track consists of a series of 5 courses designed to help administrators build momentum and gain buy-in from all staff, students, and school community members as you make the transition to trauma-informed practices.

#### **Trauma Admin A: Becoming Trauma Aware** (2.5 hours)

- In this introductory course, the focus will be on building your awareness around trauma. You will learn from Heather Forbes as she explains adverse childhood experiences and the impact on brain development, relationships, and learning. Being trauma-aware helps you change the way you interact with

#### **Trauma Admin B: Preparing for Change** (2 hours)

- Build knowledge and skills necessary for trauma-informed care through understanding the different states of regulation. You will also learn the value in making sure your staff feels supported, understand the importance of self-care and how to build an empowered trauma-informed community. This transition is by no means easy or quick, but it is so worth the effort it takes to get there.

#### **Trauma Admin C: Changing School Culture** (4 hours)

- Begin planning and taking action to effect the change and integration necessary to become a trauma-informed school. In this course, you will evaluate your school climate, culture and policies. Learn how to integrate strategies for staff support, screening and crisis management.

#### **Trauma Admin D: Developing Staff and Skills for Intervention** (2.5 hours)

- The journey to becoming trauma-informed is not an overnight process. Creating a leadership team will make a huge difference and allow you to get your entire staff moving and implementing new beliefs and skills. Learn how to implement a school-wide training plan that ensures common baseline knowledge and differentiated learning opportunities.

#### **Trauma Admin E: Moving Forward as a Trauma-Informed School** (2 hours)

- The final stage for trauma-informed schools requires all stakeholders: Students, staff, parents and the community. This course will start with ideas for engaging students and teaching them about stress and importance of self-regulation. Then you will explore strategies for gaining parent buy-in. Finally, you will discover how building community partnerships can greatly benefit your trauma-informed school initiative.

**Resources** Each self-paced course includes a combination of

- Streaming video and assignments from Educational Impact's video library
- Non-EI video from other educational websites and video sources
- Reading materials and articles
- Personal reflections and independent writing activities
- Other performance tasks designed to extend professional learning into professional practice.
- Group discussion boards (If this course is taken with colleagues in a professional learning community or other group environment)

**Assignments:** Throughout this course you will work through a series of assignments designed to enhance your understanding of new knowledge and skills. In some cases you will be encouraged to post to your private online notebook for personal reflection. In other cases you will be asked to post to the EI instructor journal or discussion board.

- **Instructor Journal:** Instructor Journal assignment is a 1:1 discussion between you and your instructor/group leader. These postings will be cumulative and serve as an ongoing portfolio of work related to this course. Your instructor/group leader can view your responses and can comment on any of your postings. Your instructor's postings will appear inside of the Instructor Journal. If there are other learners in your group, they are NOT able to view these entries.
- **Discussion Board:** Lastly, there will be times when you are asked to post to a threaded group discussion board. The group discussion board will provide all of the learners in your group or class with opportunities for discussion, collaboration, reflection, and in certain cases peer review within their group or PLC. There will be different discussion boards created for different topics. Be sure to post to the correct discussion board... as assigned by your instructor. Leave an insightful comment and add to the thread to maintain interaction and build collaboration.
- **Reading/Writing/General Assignments:** These assignments can include an attached URL or file. Writing and General assignments also include a text box for you to provide a written response.
- **Assessments:** At the end of each course, a culminating activity is provided for learners to show their understanding of the content through a written assessment.