

## Course Syllabus Fall 2017

### **Complex Trauma in Our Schools:**

*Using Non-Verbal Communication and Intervention for Improved Classroom Outcomes*

#### **This course is offered by:**

Center for Health and Learning  
28 Vernon St Suite 319  
Brattleboro VT 05302  
802.254.6590 (phone)  
802.254.5816 (fax)

#### **Lead Instructor:**

Betsy Graziadei, MPS ATR-BC emg@gmavt.net Vermont Counseling and Wellness 802-878-4991 x12

#### **Course Administration and Registration:**

Catherine Diduk: [Catherine@healthandlearning.org](mailto:Catherine@healthandlearning.org) (802) 254-6590 (Monday – Friday 9 am-4:30 pm)

#### **About the Course:**

- The course *Complex Trauma in Our Schools: Using Non-Verbal Communication and Intervention for Improved Classroom Outcomes* has been approved for 3 graduate credit hour by The Union Institute (TUI). One credit = 15 hours (each contact hour is 50 minutes).
- The course may be taken for credit or audit.
- This course requires a minimum of 45 hours of contact time commencing with the Orientation Meeting set for Sunday, October 8, 2017 from 6-7:30 PM. See page 3 for the full course schedule.
- This syllabus covers the information for those taking this three credit Graduate course through Union Institute and University. As this course originated in Vermont and serves Vermont licensure, several of the web citations are Vermont based and can be used as a comparison to your state for further knowledge. We welcome additions to the citations list.
- This course is not meant to diagnose others as having a mental health problem, rather to provide education and tools to understanding the impact of trauma on youth and families in our schools.
- **Please view Union Institute's Substance Abuse Policy:** pages 41 & 62. UIU Handbook can be found at : [www.uniongraduatecollege.edu/pdf/students/Handbook.pdf](http://www.uniongraduatecollege.edu/pdf/students/Handbook.pdf)
- Students must submit a Project Implementation Plan, complete a project, and submit a Final Report (see **Schedule and Due-Dates below**)

## Course Description:

School communities are continually impacted and challenged in addressing complex trauma in their classrooms. Children may display a range of symptoms and behaviors that are difficult to organize and understand. Teachers, paraprofessionals, administrators need frameworks for interpreting behaviors and expanding practices that build a more attuned and responsive educational environment.

This course will offer educators a clinical framework of understanding traumatic impact in terms of arousal and attachment behaviors that can guide intervention to support improved functioning in the classroom, participation in academic tasks and professional satisfaction. Non-verbal Interventions that target self-regulation and executive function skill building from early childhood through high school will be examined and practiced through experiential methods including using art media and movement. Participants will be encouraged and supported in identifying and attending to their own self-care and wellness as this contributes to the successful development of their professional skills and satisfaction.

This course is offered so that teachers and health and guidance personnel have a sufficient level of professional development to enable them to competently teach or provide other services required in the school for children and families impacted by trauma. Participants apply the course teachings in a practical personal, school community environment.

Instructional methods include review and discussion of research-based literature, small and large-group activities and discussion, audiovisual and other media, experiential movement and art making, wellness activities, student presentations and assessment.

## The Union Institute University Learning Outcomes:

The goal of this course is to give participants the personal and professional development they need in order to competently provide educational and community-based services which may be required in school settings. Students must also demonstrate competency that meets a minimum of one of the TUI's Learning Outcomes.

Participants will have an understanding of what defines complex trauma in terms of traumatic exposures, the context in which they occur and the resulting behavioral and relational consequences so that they may be better attuned with students and therefore respond with non-verbal interventions that facilitate improved self-regulation and executive function skills and improves academic participation.

Participants will better understand the impact of complex trauma on arousal and attachment so that they may be more attune to the needs of children so that verbal and non-verbal interventions are safe and productive for improved learning outcomes.

### Outcome I: Communication

Students express and interpret ideas clearly using a variety of written, oral and/or visual forms.

Participants will meet this Union Institute Learning Objective as they will be immersed in better understanding and translating non-verbal expression. Subsequently they will be more competent in offering and sustaining non-verbal interventions within the classroom and school environment.

### Outcome II: Critical and Creative Thinking

Students use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

### Outcome III: Ethical & Social Responsibility

Students express ethical and social implications in social, professional, and/or scholarly practice.

### Outcome IV: Social & Global Perspectives

Students can articulate a perspective on power in the world and their own place in the global community.

## Goals and Objectives:

Classes will focus on the following curriculum areas:

1. Complex Developmental Trauma Disorder (CDTD)
2. Attachment
3. Arousal
4. Self-Regulation Modalities in the School Setting
5. Executive Functions skill building from preschool to adolescence
6. Competence, Wellness and Professional Satisfaction

### Complex Developmental Trauma Disorder (CDTD)

- Define traumatic exposures, sensitive periods, relational and environmental conditions relational and
- Define Adverse Childhood Experiences (ACE) and identify population with greatest neuro-developmental consequences.
- Identify Impact on Arousal and Attachment Systems
- Examine trends in neurodevelopment general classroom population that parallels traumatic impact

### Attachment Systems

- Define developmental process and biological conditions
- Identify Attachment Styles and Problematic Attachment Behaviors
- Examine Self Care Needs/ Strategies of Caregiver
- Identify Predictable Caregiving characteristics within the Professional role

### Arousal Continuum

- Define developmental process and arousal continuum
- Explore Sensory Motor Expressions/Profiles
- Examine Self Care Needs/ Strategies of Caregiver
- Identify Characteristics of Predictable Caregiving Environments

### Executive Functions Skill Building from Preschool to Adolescence

- Understand the executive function development of six to eighteen month olds
- Understand the executive function development of toddlers
- Understand the executive function development of preschoolers
- Understand the executive function development of elementary age children
- Understand the executive function development of adolescents

### Self-Regulation Strategies in the School Setting

- Identify key steps for program planning and cultural competence
- Identify arousal states and corresponding strategies for learning outcomes
- Consider Physical Space and Outdoor Space Options
- Survey Sensory Motor and creative arts media preferences
- Create Plans for Implementation including targeting reactivity, team training.
- Describe and Track behavioral progress

## Competence and Improved Outcomes

Recognize the need for communication among colleagues and team members who may be implementing Multi-Tiered Systems of Support, Positive Behavioral Intervention Support, or other school services etc. . . .

- Tracking methods for monitoring outcomes and behavioral progression
- Integrating intervention in the Individual Educational Plan (I.E.P) and 504 Plan

## Wellness and Professional Satisfaction

- Understand Compassion Fatigue, Burnout and Compassion Satisfaction
- Continually refine Self Care strategies and Sensory motor expressions
- Learn to survey satisfaction individually and within professional setting.

## Sequence and Schedule (Online Orientation and 4 full day trainings)

<b>Orientation:</b>	<b>Sunday, October 8, 2017 6:00 – 7:30 pm</b>
<b>Day 1</b>	<b>Unit 1 &amp; 2 Saturday, October 14, 2017 8:30-12:00, 1:00-4:00</b> Unit One: CDTD Unit Two: Arousal Continuum
<b>Day 2</b>	<b>Units 3 &amp; 4 Saturday, November 4, 2017 8:30-12:00, 1:00-4:00</b> Unit Three: Attachment Systems Unit Four: Executive Functioning Skill Building 6 Mos-18 years
<b>Day 3</b>	<b>Units 4 &amp; 5 Friday, December 1, 2017 8:00-12:00, 1:00-4:00</b> Unit Five: Self-Regulation Strategies in the Classroom Unit Six: Competence, Self-Care and Professional Satisfaction
<b>Day 4</b>	<b>Units 4 &amp; 5 Friday, January 26, 2018 8:00-12:00, 1:00-4:00</b>

### Project Implementation Plan due: November 15, 2017

The course builds in 3 hours of unscheduled project implementation time, in conjunction with remote technical assistance with the instructor as needed, via email or telephone.

### Final Report on Outcomes due: February 15, 2018

Instructions on how to join these meetings will be sent once you have registered.

## Required Virtual Meetings (5 Online Meetings)

Students will present their Project Implementation Plans and will have a chance to interact with other participants and the instructor to finalize the planned behavioral intervention.

**Virtual Class Meeting - 2 hours 4-6 PM**

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## Reading Assignments/Bibliography

**Required - the following readings are required and will be provided as course materials upon registration:**

Building the Brain's "Air Traffic Control" System:

How Early Experiences Shape the Development of Executive Function

National Scientific Council on the Developing Child National Forum on Early Childhood Policy and Programs  
Working paper 11

[developingchild.harvard.edu](http://developingchild.harvard.edu)

In Brief: the Science of Neglect

[developingchild.harvard.edu](http://developingchild.harvard.edu)

Young Children Develop in an Environment of Relationships

Working Paper 1

[developingchild.harvard.edu](http://developingchild.harvard.edu)

American Academy of Pediatrics Policy Statement on Children, Adolescents, and the Media

Pediatrics Vol 132, No5

November 2013

A Brief Overview of the Alert Program for Parents

by Mary Sue Williams

Therapyworks 2009

Clinical Implications of Traumatic Stress from ages Birth to Five

Annual Review of Clinical Psychology, 2010

6:469-94

Clinical Implications of Neuroscience Research in PTSD

Bessel Vanderkolk, 2006 New York Academy of Sciences.

doi: 10.1196/annals.1364.022

National Scientific Council on the Developing Child Science Briefs:

Enriched Environments in Adolescence Prevent Long-Term Effects of Early impoverished Environments (2007)

Regulation Theory and Affect Regulation Psychotherapy: A Clinical Primer, Smith College Studies in Social Work

Judith R. Schore & Allan N. Schore (2014)

84:2-3, 178-195, DOI: 10.1080/00377317.2014.923719

Regulation Theory and Affect Regulation Psychotherapy: A Clinical Primer, Smith College Studies in Social Work

Judith R. Schore & Allan N. Schore (2014)

84:2-3, 178-195, DOI: 10.1080/00377317.2014.923719

"Generation Adderall"

Schwartz, Casey,

**Recommended - the following readings are recommended as ongoing resources:**

Sensory Integration and the Child

Ayers, Jean  
Wester Psychological Services, 2005.

A Secure Base

Bowlby, John  
Rutledge Press, London 1988

Treating Traumatic Stress in Children and Adolescents

Blaustein and Kinniburgh,  
Guildford Press 2010

Brain Gym Teachers Edition

Dennison, PhD. Paul E and Dennison, Gail E,  
Edu-Kinesthetics, Inc. 1994

Overcoming Trauma Through Yoga

Emerson, David

Screenwise

He Deborah

Duct Tape Parenting

Hoefle, Vicki

“Right Brain is Dominant in Psychotherapy”

Schore, Allen N.  
Psychotherapy 2014 Vol 51, No 3, 388-397  
<http://dx.doi.org/10.1037/a0037083>

“Examining Child Maltreatment Through A /Neurodevelopmental Lens:  
Clinical application of the Neurosequential Model of Therapeutics”,

Perry, Bruce  
Journal of Trauma And Loss 14:240-255, 2009

The Body Keeps the Score

VanderKolk, Bessel

Sensory Motor Arousal Regulation Treatment

Warner, Cook, Wetcott, Koomar  
Trauma Center at JRI 2011

**Additional Resources**

The instructor will refer to these websites throughout the course. Some of the readings provided are from these websites. Participants are encouraged to access these sites as ongoing sources of information and support.

[www.alertprogram.com](http://www.alertprogram.com)

[www.vickiehoefle.com](http://www.vickiehoefle.com)

[www.raisingdigitalnatives.com](http://www.raisingdigitalnatives.com)

[www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

## Student Evaluation/Assessment

### Grading:

Grades will be based on Pass/Fail criteria. If letter grades are required, they will be computed based on the scoring rubric below. For Pass/Fail Option: Students must earn a minimum of 70 points

1. Full attendance and active participation in all course meetings, learning activities and completion of a final evaluation (40 points)
2. Submission of a *Project Implementation Plan* –due **November 15, 2017** (20 points)
3. Presentation of P.I,P at Virtual meeting (10 points)
4. Submission of a Project Final Report **February 15, 2018** for a grade (30 points)

### Description of Class Assignments:

A Project Implementation Plan and Final Report on Outcomes must be submitted according to due dates specified. The requirements and assessment rubrics for these submissions are found below.

### Scoring Rubrics:

The points will be totaled and a grade will be assigned based on:

Letter	Quality	Grade Point	Course Points
A	Excellent	4.00	85-100
B	Good	3.00	70-85
C	Fair	2.00	55-70
D	Poor	1.00	40-55
F	Poor	.00	0-40

### Percentage Contribution of Each Assignment:

See Grading above

For Pass/Fail Option: Students must earn a minimum of 70 points

## General Course Information

### Course Policies/Expectations:

This course is designed to help participants integrate the teachings into their personal or professional experience. While all participants must fulfill the same basic requirements, each participant will have freedom and flexibility in adapting the course project to fit individual and professional needs.

Course expectations are

1. Full attendance and active participation in all course meetings, and completion of an evaluation
2. Submission of a Project Implementation Plan due **November 15, 2017**
3. Submission of a Final Report on Outcomes **February 15, 2018** for a grade

### Attendance Expectations:

Full attendance and active participation in all course meetings and completion of an evaluation

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

### Contributions in Class:

Full participation in all online activities is expected.

### Academic Honesty & Professionalism:

All students are required to be familiar with and adhere to the "Academic Honesty Policy Procedures" delineated in the academic handbook from Union Institute:

Handbook can be found at [www.uniongraduatecollege.edu/pdf/students/Handbook.pdf](http://www.uniongraduatecollege.edu/pdf/students/Handbook.pdf)

### Accommodations:

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the office/web site: <http://www.myunion.edu/About/Policies/ADAAccommodationProcedure.aspx>

### Religious Observance:

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

### Electronic Submissions/Internet Use:

Respectful internet use is expected for this course.



## **Complex Trauma in Schools Settings Course Project: Project Implementation Plan (P.I.P)**

Participants will choose and identify two behavioral issues and two learning behaviors for targeted intervention subject to instructor approval.

### **Project Requirements**

1. Submit a completed Project Implementation Plan (attached) due **November 15, 2017**
2. Carry out the course project
3. Submit a typed Final Report on Outcomes: by **February 15, 2018**

### **Project Implementation Plan Project (20 points)**

Educators will identify two problematic behavioral issues and two learning behaviors to target for improved classroom outcomes. Educators will describe their chosen methods in targeting such behaviors with the outcomes of problematic behavioral issues will decrease and learning behaviors will increase and be tracked throughout the steps and planned methods to target these behaviors.

### **Final Report (30 points):**

Prepare a paper that includes the Problem Identification that describes why it is an appropriate target and support with at least two required reading citations. Each educator will submit Project Implementation Plan and then analyze methods and outcomes including behavior tracking data.

**Complex Trauma in Our Schools**

**PROJECT IMPLEMENTATION PLAN**

Due By  
**November 15, 2017**

Final Report on Outcomes Due  
**February 15, 2018**

Describe what you will do to carry out this project.

All steps outlined in the project description must be addressed.

**Name:** \_\_\_\_\_ **School** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **(work)** \_\_\_\_\_  
**(home)**

**E-mail:** \_\_\_\_\_

**Instructor:**

**Final-report due date February 15, 2018:** \_\_\_\_\_

**Project Implementation Plan Criteria – worth a maximum of 4 points each**

<b>Outstanding 15 – 20 Points</b>	<b>Good 10 – 15 Points</b>	<b>Satisfactory 5 – 10 Points</b>	<b>Needs Improvement 0 – 5 Points</b>
<p>Plan is submitted on time</p> <p>All steps outlined in the Project Description in the syllabus are addressed clearly</p>	<p>Plan is submitted on time</p> <p>Most of the steps outlined in the Project Description are addressed</p>	<p>Plan is submitted late with Instructor approval.</p> <p>Some steps outlined in the Project Description are addressed</p>	<p>Plan is submitted late without instructor approval.</p> <p>Few steps outlined in the Project Description in the syllabus are addressed</p>

**Final Report Criteria – worth a maximum of 4 points each**

<b>Outstanding 50-60 points</b>	<b>Good 40-50 points</b>	<b>Satisfactory 30-40 points</b>	<b>Unsatisfactory 0-30 points</b>
<p>Paper is submitted on time</p> <p>Paper contains all required components</p> <p>Paper extensively utilizes and synthesizes course teachings and shows in-depth understanding as applied to a project that has significant impact</p>	<p>Paper is submitted on time</p> <p>Paper contains most of the required components</p> <p>Paper utilizes and synthesizes course teachings and shows understanding as applied to a project that has impact</p>	<p>Paper is submitted late with instructor approval</p> <p>Paper contains some of the required components</p> <p>Paper utilizes and synthesizes some course teachings and shows some understanding as applied to a project that has impact</p>	<p>Paper is submitted late without instructor approval</p> <p>Paper contains few of the required components</p> <p>Paper inadequately utilizes and synthesizes course teachings and shows minimal understanding as applied to a project</p>