

# Trauma-Informed Online Academy

## Classroom 180

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**Description:** Classroom180 is a ground-breaking framework that answers the essential question, what is a trauma-informed classroom? What does it look like and most importantly, what does it feel like to be a student in a responsive classroom? Through extensive research, field study and personal experiences, Heather Forbes has created a comprehensive set of components and criteria to help schools create, sustain and assess trauma-informed classrooms. It is organized into 5 domains:

1. RELATIONSHIPS AND FAMILY CULTURE
2. REGULATION
3. LANGUAGE OF TRAUMA
4. SAFETY
5. DISCIPLINE AND EMPOWERMENT

### Objectives

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### Summary

**15 hours**

The Classroom180 track consists of a series of 5 courses designed to help schools create, sustain and assess trauma-informed classrooms..

#### **Classroom180: An Introduction to the Classroom180 Framework**

(1 hour)

- This course is designed to introduce you to the Classroom180 Framework and how to use it as a classroom evaluation tool. You will learn about the importance of implementing trauma-informed practices and how to measure the effectiveness with which you are implementing these practices.
- 3 Instructor Journals, 1 Discussion Board, 1 EI Video Assignment

#### **Classroom180: Domain 1: Relationships and Family Culture**

(2.5 hours)

- The Classroom180 Framework provides a comprehensive roadmap of what it means to fully create, implement, and sustain a trauma-informed classroom. The process for creating a trauma-informed classroom begins with Domain 1: Relationships and Family Culture. The trauma-informed movement is based on the need for children to be in strong and loving relationships, not only from their families, but also from their schools.
- When the classroom becomes more than purely a place to expand a child's intellect but also offers relationships to provide for the whole child's development, everyone wins. It takes expanding our perspective to see the school classroom more like a family — a place where

every student is accepted and supported unconditionally. When the classroom becomes a family, children want to come to school.

- 2 Instructor Journals, 3 Discussion Boards, 1 EI Video Assignment, 1 EI Assessment, 3 Reading/Writing/General

### **Classroom180: Domain 2: Regulation**

(3 hours)

- In this course you will explore numerous ways to support students in their regulation and examine 7 key components: Physical Environment, Universal Proactive Supports, Transitional Support, Individual Interventions, Awareness, Window of Stress Tolerance, Teacher Self-Regulation
- 5 Instructor Journals, 3 Discussion Boards, 1 EI Video Assignment, 1 Assessment, 1 Reading/Writing/General

### **Classroom180: Domain 3: Language of Trauma**

(2.5 hours)

- To relate to trauma-impacted students, everything we say, everything we do and everything we perceive has to be viewed from this lens of fear. Instead of dealing with challenging behaviors (which are only a symptom), we have to learn to interpret students' behaviors to get to the root cause of what is driving them. Domain 3 reflects these concepts and requires us to shift how we communicate with students, how we use language to describe their behaviors and challenges, and how we stay aware of our nonverbal communication. The activities in this course will explore the 5 components of Domain 3, "The Language of Trauma."
- 2 Instructor Journals, 4 Discussion Boards, 1 EI Video Assignment, 1 EI Assessment

### **Classroom180: Domain 4: Safety**

(3 hours)

- The very nature of trauma is defined by the experience of feeling unsafe which is why there is an entire domain devoted to safety. Incidents of explosive and unsafe behaviors in the classroom have been on the rise for the past several years. To reduce unsafe behaviors in the classroom, teachers must work proactively to successfully implement and execute the identified components discussed in Domains 1, 2, and 3. In this course, you will learn how to address safety effectively by incorporating the following three components: Universal Safety Practices, Identification of Individual Safety Issues, and Responding in a Moment of Crisis.
- 3 Instructor Journals, 4 Discussion Boards, 1 EI Assessment

### **Classroom180: Domain 5: Discipline and Empowerment**

(3 hours)

- In trauma-informed classrooms, discipline and empowerment work together. It is a movement away from fear-based systems that incorporate punishment as a way to shape behavior. Domain 5 is designed to help schools create regulatory-based discipline programs focused on relationships, repair and healing. It includes classrooms where social and emotional learning and negative belief systems are addressed. This course will dive into the final 7 components of a trauma-informed classroom.
- 3 Instructor Journals, 4 Discussion Boards, 1 EI Assessment, 2 Reading/Writing/General

**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

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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.