

Hidden Slide #1

This Module was designed to be used in the following manner.

- The audience for this Module is division and school teams.
- This Module is meant for whole staff, team, and division presentations.
- Following this training, participants should complete the *Action Plan* document to determine next steps.
- There are eight sections in this module. Teams are not required to complete all components of the Modules. Instead, participants will complete only those Modules that fit the needs of their school.



Module 1 is divided into several sections. Each section can be completed in 30 minutes or less.

Hidden Slide #2

- In person training
- Presenter notes and information



In-person training suggestions

This module can be broken down into sections. Each section of Module 4 should be about 30 minutes to complete. This module provides strategies that can be used for staff and students in trauma sensitive schools. You may want to add or enhance portions with visuals and examples that will resonate with your audience. As a reminder, always be sure to include appropriate citations when adding resources. Also, you might look to the resources and activities sections for additions that may be helpful.

In summary

- This module outlines strategies that can be used in trauma sensitive schools
- It can be adapted to individual contexts
- The training should last about 4 hours for the entire module or 30 minutes for each section.

Presenter notes information

Presenter notes are included in the PowerPoint. Background information for the presenter is shown as "**To Know.**" Statements to be shared with participants are shown as "**To Say.**" In some instances, the "**To Know/To Say**" are combined. The presenter notes also include "**To Do**"

prompts and cues for "**Handouts**".

Additional activities, examples, videos, etc. are being developed. A presenter may add material from the resources and activities section on the website.

Breaks should be inserted at the discretion of the presenter based on the needs of participants.

Hidden Slide #3

Supplies needed

- WIFI access for presenter and participants
- Access to videos (through WIFI if available, but download to flash drive as a back-up)
- Chart paper
- Markers
- Post-it-Notes



To Know

These supplies are needed for the Trauma Professional Learning Modules.

Hidden Slide #4

Handouts for this Module
Action Planner



To Know

The Participant and Presenter Materials are located on the vtss-ric website.

References

Hidden Slide #5

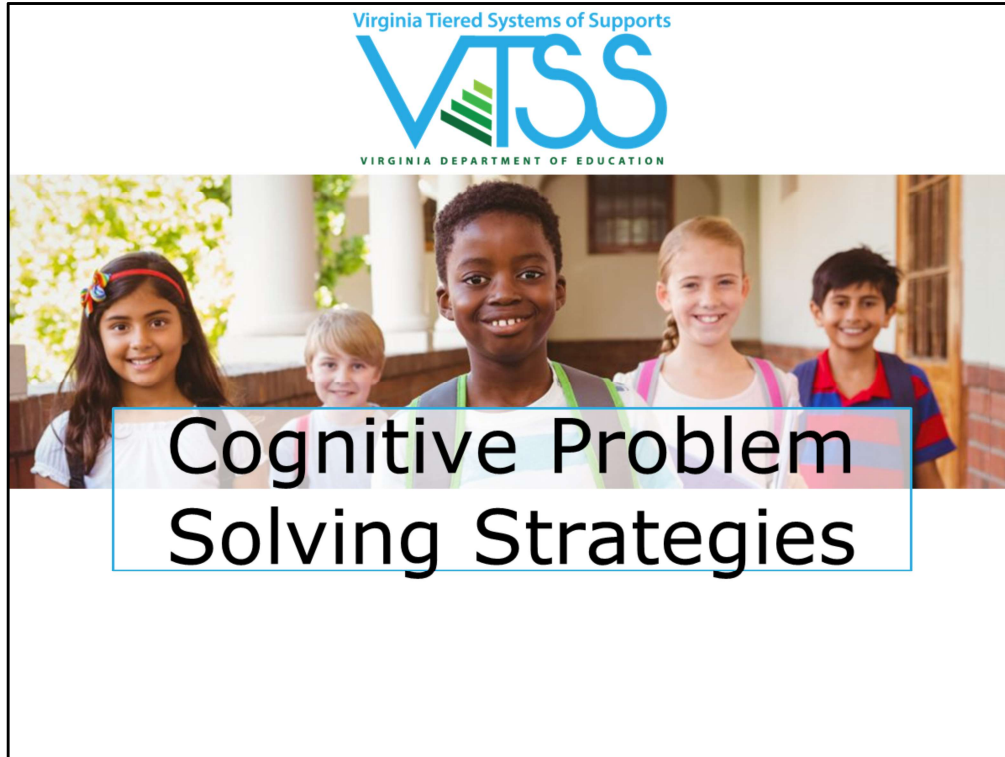
Key Terms in This Module:

- Cognitive Skills
- Cause and Effect
- Sequence of Events



To Know

These are the key terms used throughout the module.



To Know:

VTSS Professional Learning Modules are organized in the same manner. All schools can begin their journey with Module 1 which introduces the foundational knowledge around trauma and trauma sensitive schools. This powerpoint is part of Module 4 that shares strategies on how we create trauma-sensitive, safe and supportive schools.

To Say:

Welcome to the learning module, "Cognitive Problem Solving Strategies". Let's get started!

What We Will Know and Do

- Build an understanding on how trauma impacts cognitive skills
- Leave with some strategies that you could try in your classroom to support cognitive skills



To Know:

Go over the learning intentions targeted for this session

To Say:

During this module we hope you will begin to understand the importance of how trauma impacts school performance. There are many strategies to support students academically but we hope to provide you with a few strategies you can use.

Cognitive Skills & Trauma

Cognitive skills are the mental capabilities that our students need in order to successfully learn in school.

Cognitive skills are taught so students impacted by trauma are able to think about (rather than emotionally respond to) triggers and challenging situations.

Staff understand the impact of trauma on the uneven acquisition, retention, and performance of cognitive skills.



To Know/To Say: People are often surprised that there is a difference between cognitive and academic skills. There is actually a big difference between the two. Cognitive skills are the mental capabilities we need to successfully learn academic subjects. Underlying cognitive skills must function well for us to efficiently and effectively read, prioritize, think, plan, remember, and solve problems.

The Impact of Trauma in The Classroom - Cognitive

- Memory
- Problem Solving
- Reasoning
- Organization of Concepts
- Focusing
- Taking in new concepts
- Cause and effect



To Know/To Say: The impact that trauma can have in the classroom impacts students memory, their problem solving skills, ability to reason, organization, focus, taking in new concepts, and cause and effect.

Reference: D'Andrea et al 2012; Thomason & Marusak 2017

Resource: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Vision/VI%20Consortia%201-27-17/GoIEP-Cognitive%20Functioning%20and%20Psychological%20Processing.pdf>



Strategies to Promote Cognitive Skills

To Know: Transition Slide

Strategies

- Help children break down tasks into small, manageable steps
- Repeat information or provide written instructions
- Establish routines through planning and prompting next steps
- **Teach cause and effect relationships**
- **Emphasize sequences of events**
- Scaffold tasks by allowing children to work alongside classmates in cooperative groups



To Know/To Say: There are many strategies that educators can use in their classroom to help with students cognitive skills. In this section we will focus on cause and effect and sequencing of events.

Cause and Effect

To be successful, students need to be able to clearly recognize cause and effect relationships so they can think analytically in their personal and academic lives.

Without the ability to identify these relationships, students are at risk socially and academically.



To Know: Whether students recognize cause-and-effect relationships or not, they are affected by them everyday.

To Say: Students need to be able to clearly recognize cause-and-effect relationships. Students experience this in their own lives, see them occur in the lives of others, read about them, and are asked to write about them. Without the ability to recognize these relationships, students are at risk socially and academically.

How to Introduce Cause and Effect into Classroom Discussions

- Use real world examples as often as you can.
- Ask questions: Why? What happened? How do you know? What is your evidence?
- Encourage students to consider multiple cause and consequences of events. Ex: What happens when we waste electricity?
- Use graphic organizers or flow charts to help students think about cause and effect relationships.



To Know/To Say: Here are some simple strategies on how you can teach cause-and-effect in your classroom.

To Do: Ask if anyone has any good lessons they would like to share that worked well for them.

Reference: <https://www.teachervision.com/professional-development/cause-effect-lesson>

Discussion

What do you think of when teaching cause and effect relationships to your students?

Why is this important when looking through a trauma lens?



To Say/To Do: Have people work in pairs or groups to answer these questions.

Connecting the Dots

Traumatized students are often described as “Not seeing the forest for the trees,” as they can connect the dots but cannot see that the connected dots eventually form a horse. (Rodenbush, 2015).



To Say: Many students who are dealing with trauma have difficulty with an essential aspect of educational advancement: putting what they learn into context. In order to sustain learning, students must be able to integrate the many facts, figures, and ideas they learn during the school day into usable information.

Reference:

<https://educationnorthwest.org/sites/default/files/resources/educating-traumatized-children.pdf>

Sequences of Events

Sequencing refers to putting **events** or information in a specific order. The ability to **sequence** requires higher-order thinking skills, from recognizing patterns to determining cause and effect and more.

Sequencing helps students understand and organize material they've learned as well as helps them solve problems.



To Know: Trauma interferes with students understanding of sequence, predication and estimation, and time.

To Say: Students who have experienced trauma experience events as random, uncontrollable, and unrelated to what has occurred in the past. Explicit instruction and close teacher-student collaboration are necessary to develop a student's higher order thinking skills.

References: <https://educators.brainpop.com/teaching-tip/sequence-learning-objectives/>
<https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/helptraumatizedchildlearn.pdf>

Example of Teaching Sequences of Events



To Say: This is an example of teaching students sequences of events.

Handout: Divide the class up into smaller groups of three or four. Give each a copy of a short story (for differentiation purposes, you could assign groups based on ability here and give each a story according to their level). The short stories should be cut up into paragraphs (or individual sentences). In their groups, students reassemble the story according to how they think the chronology should be. If all groups use the same story, the class can then compare their choices at the end. If each group has a different story, they can read their story to the other groups at the end and explain reasons for their decisions.

Practice

Instructions: Identify one of the strategies we have discussed (or one from the list) that you would like to try.

- How will you put this into place?
- What will your immediate next steps be?
- How will you assess this strategy?



To Do: Have participants work in groups or individually to practice

Team Talk: Review the “How”

How will you adjust your practices to support learning for students who have experienced trauma?

How will you involve families and students in practices?

Fill this in on your Action Plan under “Objectives and Action Planning”



To Know: Action planning supports engagement in the work and next steps

To Say:

We’ve now completed the module “Cognitive Strategies”. This your time to pause and reflect on the “how”. How will you adjust your practices to support learning for students who have experienced trauma? Please fill this in on your action plan under objectives and action planning.

Handout: Action Planner

References/Resources

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Vision/VI%20Consortia%201-27-17/GoIEP-Cognitive%20Functioning%20and%20Psychological%20Processing.pdf>

<https://educators.brainpop.com/teaching-tip/sequence-learning-objectives/>

<https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/helptraumatizedchildlearn.pdf>

<https://www.teachervision.com/professional-development/cause-effect-lesson>

<https://educationnorthwest.org/sites/default/files/resources/educating-traumatized-children.pdf>

References/Resources

D'Andrea, W., Ford, J., Stolbach, B., Spinazzola, J., van der Kolk, B. (2012). Understanding interpersonal trauma in Children: Why we need a developmentally appropriate trauma diagnosis. *American Journal of Orthopsychiatry* (82)

Marusak, H. & Thomason, M (2017). Toward understanding the impact of trauma on the early developing human brain. *Neuroscience*

[10.1016/j.neuroscience.2016.02.022](https://doi.org/10.1016/j.neuroscience.2016.02.022)

