


## Menu

This Menu gives you quick access to all the content for *Help for Billy: Creating Trauma-Informed Schools*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

### Module 1: Understanding the Trauma-Impacted Child


This topic is:  
 25% Complete

Topic A:  
**How Trauma Changes a Child's Development | 1 hour 12 min | Hide Content**

- VIEW 1. Introduction | 08:07
- VIEW 2. Andy and Billy: A developmental time-line | 07:39
- VIEW 3. Early childhood trauma | 02:24
- VIEW 4. Defining trauma and building relationships | 04:21
- VIEW 5. Securing trust | 03:46
- VIEW 6. Hopelessness and stress | 05:12
- VIEW 7. Hierarchy of Learning: The four things Billy needs | 04:47
- VIEW 8. Traditional view vs. Regulation and Dysregulation | 04:00
- VIEW 9. Defining Regulation and Dysregulation | 06:17
- VIEW 10. Dysregulation Spectrum and Behavior | 08:32
- VIEW 11. Asking the right question, calming the brain | 12:14
- VIEW 12. Strategies timeline (before, in the moment, after) | 04:42

Assessment:  
**Understanding the Trauma-Impacted Child Assessment**

### Module 2: Productive Responses to the Trauma-Impacted Student

This topic is:  
 12% Complete


Topic A:  
**What Can a Teacher Do to Help the Trauma-Impacted Student? | 1 hour 28 Min | Hide Content**

- VIEW 1. Q & A - What to do "in the moment" | 06:31
- VIEW 2. Q & A - Does restraining students re-traumatize them? | 05:21
- VIEW 3. Build and Develop Relationships | 04:04
- VIEW 4. Regulating Activities – Increase the Window of Stress Tolerance | 07:37
- VIEW 5. Help with Transitioning | 02:40
- VIEW 6. Create a Regulating Environment | 05:34
- VIEW 7. Sensory Overload | 02:31
- VIEW 8. Movement | 09:11
- VIEW 9. Address Developmental Deficits | 04:23
- VIEW 10. Create a Family Culture | 07:15
- VIEW 11. Safety First | 03:28
- VIEW 12. Make School Fun | 01:37
- VIEW 13. What Should You Do "In the Moment?" | 04:04
- VIEW 14. What is Empathy? | 04:44
- VIEW 15. Ineffective vs. Effective Responses | 07:09

- VIEW 16. An Example of an Ineffective Response | 08:20
- VIEW 17. An Example of an Effective Response | 03:56

Assessment:  
**Productive Responses to the Trauma-Impacted Student Assessment**

### Module 3: Teachers Can Be Empowered to Help the Student


This topic is:  
 14% Complete

Topic A:  
**Let's Talk About Some Real Scenarios | 52 min | Hide Content**

- VIEW 1. Discharging the Trauma | 08:46
- VIEW 2. Examining a Real Event- Part 1 | 07:52
- VIEW 3. Examining a Real Event- Part 2 | 07:54
- VIEW 4. Examining a Real Event- Part 3 | 05:25
- VIEW 5. Role - Playing an Effective Response | 09:03
- VIEW 6. Dealing with the "After" | 06:48
- VIEW 7. Developmental Deficits | 06:25

Assessment:  
**Teachers Can Be Empowered to Help the Student Assessment**

### Module 4: Some Specifics to Give Teachers Even More Tools to Cope

This topic is:  
 33% Complete

Topic A:  
**Specific Objectives When Handling the Trauma-Impacted Student | 59 min | Hide Content**

- VIEW 1. Q & A - How to Make Time for Trauma Informed Practices? | 05:34
- VIEW 2. Q & A - Should Traumatized Children Face Consequences? | 04:45
- VIEW 3. Resources for Responding to Traumatized Students | 06:19
- VIEW 4. Helping Students with the Language of Emotions | 01:38
- VIEW 5. Resisting a Manipulative Student | 10:42
- VIEW 6. Student's Belief System | 07:33
- VIEW 7. Working to Regulate Ourselves | 09:05
- VIEW 8. "It's Not About Me" | 05:51
- VIEW 9. Think Beyond the Traditional | 07:28

Assessment:  
**Some Specifics to Give Teachers Even More Tools to Cope Assessment**