



# THE CONNECTED KIDS & DR. BARBARA SORRELS FELLOWSHIP IN TRAUMA-RESPONSIVE EDUCATION

## WHEN & WHERE:

This year-long focused training begins with a multi-day intensive of hands-on learning in an interactive curriculum. Adult learning methodologies and immediate application of new skills will be sprinkled with appreciative and inquiring conversations and rhythmic, active and artistic experiences.

Throughout the year, additional team-based educational experiences include:

- Webinars to address specific new materials through case-study, provide feedback and identify specific needs
- Project Presentations, from each school team, to share successes and pitfalls of trauma-responsive prototypes
- Brain Mapping will be offered to 25 students per school site
- Site visits can be requested for observation and consultation (1 site visit per school per semester)

## REQUIREMENTS:

All applicants must be part of a cohort from one school site. A cohort consists of two Elementary or Primary teachers and one administrator (principal, vice principal, or school site counselor.) This ensures ongoing support and collaboration as your school begins the shift to better serve the students in your care.



## FEES:

\$5,000 per cohort

A cohort is an administrator plus 2 teachers from the same school. If your principal has previously attended, a third teacher can be included in a cohort.

## INCLUDES:

*What Happened to You? Conversations on Trauma, Resilience & Healing*  
by Dr. Bruce Perry & Oprah Winfrey

Continental breakfast, coffee, snacks and boxed lunch  
Materials, necessary supplies

Facilitating change and bringing hope & healing to both teachers & children



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**CONNECTEDKIDS**  
*Building a trauma-responsive community*

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**FOCUS:** Understanding the impact of trauma on developmental systems and the implications for effective classroom practice

**DESIGNED FOR:** Pre-school & elementary-level educators and their principals



## HOW TO PARTICIPATE

### SUMMER INTENSIVE

A multi-day week followed by monthly interaction

Over 40 hours of Touch Time with on-line follow-up

### TO REGISTER:

To request an application, please email Jill Andrews: [jill@connectedkids.org](mailto:jill@connectedkids.org)  
Your application will be emailed to you. There are a limited number of spaces available, and all three applications (cohort) must be returned together.

## GOALS:

As a result of participation in the Trauma-Responsive Fellowship, participants will:

- 1 Demonstrate knowledge of the core principles of child development and the impact of trauma on the physical, social/emotional and cognitive domains of development.
- 2 Have a deeper understanding of their own developmental history and how it impacts day-to-day functioning in the classroom.
- 3 Design and implement a plan for creating a trauma-responsive classroom that includes environmental, preventative and in-the-moment strategies.
- 4 Develop and implement a toolbox of strategies for responding to daily behavioral challenges.
- 5 Know how to implement nurture groups and life skill groups.



AN EXPERIENCE LIKE NO OTHER  
Continuous connections to the everyday classroom that address the real issues educators face daily

CORE KNOWLEDGE	EXPERIENCES	BURNING QUESTIONS ANSWERED
Principles of Brain Development and how trauma compromises the brain	Drumming, access to previous training tapes, 911, self-reflection, triggers, and environments of “felt” safety	How to create active and rhythmic environments; how to build and repair the brain; creating relationally-dense environments that feel like home
The Attachment Process and how attachment patterns impact a child’s approach to learning and the classroom environment	Nurture groups, belief systems of children and teachers, the power of attunement (sharing, giving voice and power), literacy as a tool for relationships	How to create a secure and relationally-rich environment and intensive care units that can build attachment skills; how to gather children’s stories; how to care for teachers
The Cognitive Impact of Trauma and the importance of developmentally appropriate practice for healing and restoring connection to self, others and the world	Bibliotherapy as a tool for healing; activating prior knowledge; adapting curriculum to meet required goals and connecting children to self, others and the world	How to honor mastery motivation and developmental stages of children in a “one-size-fits-all culture”
Restoring Self-Regulation and Executive Functioning through classroom practice. Understanding behavior as a form of communication	Self-awareness and the arousal state, interpreting behaviors, preventative and “in the moment” strategies; yoga in the classroom; managing transitions	Design and implementation of sensory rooms; embedding regulatory strategies into existing processes and procedures
Teachers as Agents of Change through inquiry and reflective practice	Creation of an action plan for change; reflection on what this information means for me personally and professionally	How do I document and measure change? What kind of tools are needed for change?