MI WINDOW
2020-1-UK01-KA201-079268

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DEVELOPMENTAL TRAUMA THEORETICAL AND PEDAGOGICAL BASIS AND TRAINING CURRICULUM

Authors

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Introduction

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The primary point of integration for migrant children is the education system. Currently, the target users of Mi Window (schoolteachers, school management personnel, early childcare workers, youth workers, educational psychologists, and parents) are blindly dealing with behavioural problems caused by Developmental Trauma.

The Mi Window Theoretical and Pedagogical Basis and Training Curriculum will address Developmental Trauma holistically using current psychological and neuroscientific findings. This document will help the target users interpret and respond to migrant children's more enigmatic behaviours compassionately.

As the memory of Developmental Trauma is stored in the unconscious and triggered without conscious awareness, the Mi Window Theoretical and Pedagogical Basis and Training Curriculum are also suitable for work with non-migrant children who have experienced Developmental Trauma, for example like those experienced during the COVID 19 pandemic.

Aims and objectives

The Mi Window Theoretical and Pedagogical Basis and Training Curriculum's target users are mostly unaware of the consequences of Developmental Trauma and its behavioural repercussions. Thus, we have aimed:

- To create an informative training curriculum on ECT for the target users. To provide an Open Educational Resource (OER) on ECT downloadable from the MI WINDOW website.
- To establish a theoretical and pedagogical basis for the Mi Window Developmental Trauma E-learning Course with Trauma-Informed Certification.
- To make the target group competent in understanding and evaluating behavioural patterns associated with Developmental Trauma and in applying techniques to tackle past environmental responses manifesting in present circumstances efficiently.
- To create a pedagogical basis for maintaining and restoring the parasympathetic nervous state (learning state) in individuals affected by Developmental Trauma.
- To define and map the **Knowledge, Skills and Responsibility and Autonomy (Learning Outcomes)** for the easy adaptation of the training materials to national contexts.

Training Curriculum and necessary terminology

EQF	The European Qualification Framework is a translation tool that helps understand and compare qualifications awarded in different countries and by different education and training systems, structured in eight levels
EQF Level	Level 5 is designed to up-skill individuals already in employment that want to acquire advanced technical, transversal and/or management skills.
Learning Objectives	An exhortation to put the learning into practice
Hours of Learning	The number of hours needed to apply this Curriculum, distributed in contact, practice hours, self-study hours and assessment hours. In this case, we have 7 Learning Units.
ECVET points	The number of credits that can be allocated after completion of this Curriculum. If 25 hours of training corresponds to 1 ECVET credit, then a 175 hours training approach correspond to **7 ECVET credits**.
Learning Outcomes	Learning outcomes are statements that describe significant and essential learning to be achieved and can reliably demonstrate at the end of the training. In the EQF learnings outcome are described in terms of Knowledge, Skills, Responsibility and Autonomy
Knowledge	In the context of EQF, knowledge is described as theoretical and/or factual.
Skills	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
Responsibility and Autonomy	In the context of the EQF responsibility and autonomy is described as the ability to apply knowledge and skills autonomously and with responsibility

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EQF Level

Mi Window Training Curriculum is aimed at EQF Level 5

Level	Knowledge	Skills	Responsibility
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.

Units

Unit	Title
UNIT 1	AN INTRODUCTION TO TRAUMA
UNIT 2	DEVELOPMENTAL TRAUMA
UNIT 3	DEVELOPMENTAL TRAUMA AND THE NERVOUS SYSTEM
UNIT 4	THE WINDOW OF TOLERANCE CONCEPT
UNIT 5	DEVELOPMENTAL TRAUMA AND CAREGIVER PTSD
UNIT 6	TEACHING DEVELOPMENTALLY TRAUMATISED STUDENTS
UNIT 7	THE EFFECT OF PARENTAL PTSD ON THE CLASSROOM BEHAVIOUR OF DEVELOPMENTALLY TRAUMATISED STUDENTS

Units of Learning Outcomes

Learning Unit Number and Title	Unit 1: AN INTRODUCTION TO TRAUMA		HOURS
Type of Training	Blended learning (Contact, hands-on, autonomous studying, and assessment)		25
OBJECTIVES	The aim of this unit is to have a comprehensive understanding of trauma, its effects, common trauma triggering experiences and how trauma can be a variable in the school environment, setting the necessary background for the development of the upcoming units.		
PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Upon completion of this unit, the learner will be able to: -Present a comprehensive understanding of trauma as a concept and its common effects -Recognise the most common trauma triggering experiences, how to cope with them and keep the person safe. -Consider trauma as a process that may affect the school environment.	K1. Define trauma and its common effects. K2. Recognise the most common trauma triggering experiences. K3. Identify suitable trauma coping methods and how to keep the person safe. K4. Recognise trauma as a process that may affect the school environment	S1. Analyse the concept of trauma and its common effects. S2. Differentiate the most common trauma triggering experiences. S3. Apply suitable trauma coping methods and how to keep the person safe. S4. Examine trauma as a process that may affect the school environment.	RA1. Interpret the concept of trauma and its common effects. RA2. Oversee the most common trauma triggering experiences. RA3. Decide which trauma coping methods are more suitable and how to keep the person safe. RA4. Assume the responsibility of considering trauma as a process that may affect the school environment

Learning Unit Number and Title	Unit 2: DEVELOPMENTAL TRAUMA		HOURS
Type of Training	Blended learning (Contact, hands-on, autonomous studying, and assessment)		25
OBJECTIVES	After this Unit, learners will be better equipped to reach traditionally underserved children from diverse communities who have been exposed to Developmental Trauma through migration or otherwise. Learners will have knowledge of the causes, impacts and effects of Developmental Trauma and become aware of appropriate assessment and teaching strategies and how they can be used to develop school and learning interventions. These will help to mitigate the effects of Developmental Trauma and promote resilience and well-being in children.		
PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Upon completion of this unit, the learner will be able to: -Identify causes and effects of Developmental Trauma -Integrate trauma-informed teaching strategies in their setting -Promote understanding and use of appropriate assessment tools and methods to mitigate the effects of Developmental Trauma	K1. Identify adverse childhood experiences (ACE's) which contribute to Developmental Trauma impacting children of migrants and refugees K2. Explain some of the causes and effects of trauma and complex trauma K3. Has knowledge of secondary trauma of parents and caregivers K4. Promote awareness and understanding of how toxic stress impacts Developmental Trauma	S1. Present key messages to a wider audience on Developmental Trauma S2. Demonstrates active and empathic listening skills S3. Able to teach and promote resilience and positive wellbeing in children S4. Adopts a collaborative approach across all stakeholders S5. Organize an awareness-raising workshop in their settings	RA1. Create and lead a workshop on the impacts of Developmental Trauma and toxic stress RA2. Monitor own or review other's teaching strategies to mitigate the effects of Developmental Trauma RA3. Support the setting to develop a developmentally trauma-informed teaching or learning program RA4. Self-evaluate own progress at an appropriate time

Learning Unit Number and Title	Unit 3: DEVELOPMENTAL TRAUMA AND THE NERVOUS SYSTEM	HOURS
Type of Training	Blended learning (Contact, hands-on, autonomous studying, and assessment)	25
OBJECTIVES	This unit will enable learners to better identify and respond to developmentally trauma triggered students in class and in school. The learner will gain an understanding of the effect of Developmental Trauma on the human nervous system. This knowledge will give the learner the capacity to notice and return developmentally trauma triggered students to their parasympathetic or regulated nervous state necessary for the retention of learning. And equip learners to with the capacity to build resilience in developmentally traumatised students.	

PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Upon completion of this unit, the learner will be able to: - Give a basic explanation of the effects of Developmental Trauma on the Human Nervous System - Recognise the behaviour of a student who has become nervously dysregulated - Respond to the behaviour of nervously dysregulated student in a neuroscientific and neurosequencial manner - Restore a nervously dysregulated student to a regulated nervous state	KA1. Basic knowledge of the of the hierarchical nature of Human Brain Development KA2. Knowledge of the effects of Developmental Trauma on the Human Nervous System KA3. Knowledge of how and why the body unconsciously remembers Developmental Trauma KA4. Knowledge of how to identify a nervously dysregulated student KA5. Knowledge of how to regulate a nervously dysregulated student	S1. Demonstrates the ability to give a basic explanation of the hierarchy of the Human Brain Development S2. Demonstrates an understanding of effects Developmental Trauma on the Human Nervous System S3. Demonstrates an understanding of why Developmental Trauma triggering is unconscious S4. Demonstrates the ability to identify a nervously dysregulated student S5. Demonstrates the ability to restore a nervously dysregulated student to a regulated nervous state	RA1. Can identify a nervously dysregulated student RA2. Can respond to a nervously dysregulated student in a neuroscientific and neurosequencial manner RA3. Can guide a nervously dysregulated student back to a regulated nervous state RA4. Can build resilience in developmentally traumatised students through compassionate understanding of early life adversity

Learning Unit Number and Title	Unit 4: THE WINDOW OF TOLERANCE CONCEPT		HOURS
Type of Training	**Blended learning (Contact, hands-on, autonomous studying, and assessment)**		**25**
OBJECTIVES	This unit aims to support the school professionals in their understanding of how trauma affects the window of tolerance and how to support students in having optimal arousal states and self-regulation.		
PERFORMANCE CRITERIA	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
Upon completion of this unit, the learner will be able to: -Present a comprehensive understanding of the window of tolerance concept. -Recognise the arousal states and how trauma affects them. -Support the students to shift towards optimal arousal states. -Introduce self-regulating strategies in the school environment.	**K1.** Define the Window of Tolerance concept **K2.** Recognise the arousal states and the trauma effect on them **K3.** Identify how a student is emotionally presenting and be able to support them to shift to an optimal arousal state **K4.** Recognise self-regulating methods that can be taught in the school environment	**S1.** Analyse the Window of Tolerance concept. **S2.** Differentiate the arousal states and the trauma effect on them. **S3.** Check how a student is emotionally presenting and be able to support them to shift to an optimal arousal state. **S4.** Examine self-regulating methods that can be taught in the school environment.	**RA1.** Revise the Window of Tolerance concept **RA2.** Demonstrate to peers and/or superiors how to differentiate between the arousal states and the effect trauma has on them. **RA3.** Act autonomously when appreciating how a student is emotionally presenting and supporting them to shift to an optimal arousal state. **RA4.** Assume the responsibility of introducing self-regulating methods that can be taught in the school environment.

Co-funded by the
Erasmus+ Programme
of the European Union

Learning Unit Number and Title	Unit 5: DEVELOPMENTAL TRAUMA AND CAREGIVER PTSD		HOURS
Type of Training	Blended learning (Contact, hands-on, autonomous studying, and assessment)		25
OBJECTIVES	After completing this unit, the learner will be able to recognize signs of PTSD in the student's caregivers. And acknowledge that Developmental Trauma may be provoked or activated in tandem by a caregiver's traumatic response pattern. The learner will also be made aware of prevention tools and socio-empathetic strategies to assist in PTSD recovery.		
PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Upon completion of this unit, the learner will be able to:

-Demonstrate knowledge of the biological, physical and emotional connection between manifestations of caregiver PTSD and Developmental Trauma triggering in students.

- Tailor communication with migrant caregivers to take the potential of PTSD into consideration.

-Explain how a student can foster the PTSD recovery of a caregiver. | K1. Describe the signs of PTSD in adults.

K2. Explain how one cause of recurrent nervous dysregulation in students can be caregiver PTSD.

K3. Have knowledge of the association between Caregiver Burnout and PTSD activation.

K4. Have knowledge how to promote PTSD recovery in migrant caregivers through prevention methods and social support approaches. | S1. Identify warning PTSD activation in Caregivers through the use of tailored tools (storytelling, drawing activities, etc.) with nervously dysregulated students

S2. Identify Caregivers' PTSD as a potential cause of the triggering of nervous dysregulation in students.

S3. Apply the most appropriate communication approach with caregivers that have PTSD.

S4. To organize PTSD awareness raising workshops | RA1. Support the Caregiver recovery of from PTSD through supporting the student.

RA2. Demonstrate the capacity to have empathy toward migrants who have faced adversities before arriving in the hosting country. |

Learning Unit Number and Title	Unit 6: TEACHING DEVELOPMENTALLY TRAUMATISED STUDENTS		HOURS
Type of Training	Blended learning (Contact, hands-on, autonomous studying, and assessment)		25
OBJECTIVES	The aim of the Unit is to teach learners to: -recognize students with Developmental Trauma and approach them in accordance with trauma-informed methodologies. - create a mindful learning environment for students in which they feel safe and understood. - act on their own personal and professional insights in the teaching of students with trauma.		
PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
After completing this unit, the learner will be able to: - Recognize students' actions are a direct result of their life experiences - Create a trauma-sensitive classroom in which all students feel safe, welcomed, and supported -Apply trauma-informed teaching strategies to support traumatised children	K1. Recognise the students with trauma in the classroom environment detecting the physical and psychological symptoms K2. Express five core values of trauma-informed care for a safe learning environment for traumatized children K3. Define comprehensively trauma-informed teaching strategies	S1. Design a safe learning environment in line with the core values of trauma-informed care S2. Apply trauma-informed teaching strategies in the teaching of students with Developmental Trauma	RA1. Act autonomously in dealing with (unexpected) impacts of trauma on behaviours in classrooms RA2. Assume responsibility to lead colleagues in designing trauma-sensitive learning environments for students with Developmental Trauma

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Learning Unit Number and Title	Unit 7: THE EFFECT OF PARENTAL PTSD ON CLASSROOM BEHAVIOUR		HOURS
Type of Training	Blended learning (Contact, hands-on, autonomous studying, and assessment)		25
OBJECTIVES	The purpose of this learning unit is to empower learners to become aware of and identify symptomatic behaviour that is counterproductive for success in a classroom settings. Specifically behaviour exhibited by the students whose parents have been exposed to a traumatic event. It will help the learners to take a holistic view of a familiar context, and thereby be able to take measures that ensure that such students not only learn but also subsequently retain their learning.		
PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Upon completion of this learning unit, learners will be able to: - Present a comprehensive understanding of the impact and common effects of trauma experienced by parents on student's behaviour - Identify and recognise the common behaviour deficits in the classroom. - Recognise the potential of parental trauma to disrupt the learning process in the school environment	**K1.** Define parental PTSD and its common effects on children. **K2**. Knowledge of classroom behaviours triggered by parental PTSD. **K3**. Identify parental PTSD as a causative factor for a dysregulated nervous state in the classroom. **K4**. Recognise parental PTSD as a process that may affect learning in the classroom.	**S1.** Analyse the concept of parental PTSD and its common effects on students. **S2.** Demonstrate the ability to deal with students with parental PTSD. **S3.** Demonstrate the ability to evaluate the impact of a students in a dysregulated nervous state in the classroom. **S4.** Evaluate parental PTSD as a process that may affect the learning in the classroom.	**RA1.** Can respond to the needs of students in a classroom, whose parents exhibit PTSD. **RA2.** Oversee and respond to the needs of students with parental PTSD in the classroom. **RA3.** Decide on coping methods to return a student from a dysregulated nervous state to a regulatednervous state. **RA4.** Can deal with parental PTSD as a process that may affect learning in the classroom.