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**PRE-RECORDED ON DEMAND WEBINAR:
PRACTICAL SKILLS TO SUPPORT TRAUMATISED LEARNERS
16 HOURS TEACHING AND 344 POWERPOINT SLIDES
LIFELONG ACCESS
ACCREDITED FOR 13 CEU'S (HPCSA ONLY)**

<p>Pre-recorded webinar 5 hours</p> <p>Part 1</p> <p>Introduction</p> <p>The effect of trauma on the brain, body and psyche of the child</p> <p>The neuro-sequential model and how to take this into account when supporting traumatized children</p> <p>Developmental aspects and trauma (how do trauma effect children at different ages?)</p>	<p>The need for a team approach when supporting traumatized children</p> <p>The paradigm shifts in trauma work</p> <p>Trauma and the brain/body system</p> <p>The effect of trauma on the brain</p> <p>The neuro-sequential model and implications thereof for the classroom</p> <p>The influence of trauma on the psyche</p> <p>Principles when assisting traumatized children</p> <p>The window of tolerance</p> <p>The role of neuroplasticity</p> <p>Video: Bruce Perry: Stress, trauma and the brain (60 minutes)</p> <p>The influence of trauma on the child's psyche</p> <p>The psychodynamics of trauma</p> <p>The difference between a trauma-informed and a non-trauma-informed environment</p> <p>Video: The effect of trauma on behaviour through ages and stages</p> <p>Principles when assisting traumatized children</p> <p>Developmental aspects of trauma</p> <p>Clusters of trauma-related behaviour (avoidance, numbing, re-experiencing, behavioural and psychological alteration)</p>
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Pre-recorded webinar 1 hour 40 minutes Part 2: Social and psychological problems of traumatized children	Social and psychological problems of traumatized children Changes to the ego-strength and development of traumatized children Core beliefs stemming from trauma External messages versus internal beliefs Webinar: Heather Forbes on a traumainformed approach in schools (50 minutes)

Pre-recorded webinar Part 3: 1 hour 40 minutes The phases of a stress episode Guidelines for supporting traumatized children in the classroom and at home Phase 1: Establishing safety Phase 2: Self-realising	The child and adolescent stress profile Phases of a stress episode (trigger, escalation, emotional release, exhaustion) Stress reactions in adolescents Guidelines for supporting traumatized children in the classroom or at home Phases of supporting traumatized children Phase 1: Establishing safety (practical everyday skills to support traumatized children with regulation) Responding instead of reacting Phase 2: Self-realising (increasing awareness of their own trauma responses when triggered)
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<p>Pre-recorded webinar 5 hours 20 minutes</p> <p>Part 4</p> <p>Phase 3: Psychoeducation and skills training</p> <p>Phase 4: Stress inoculation</p> <p>Phase 5: Resuming here and now development</p> <p>Phase 6: The history of the incident How to handle discipline with traumatized children</p> <p>How to assist traumatized children to enhance their self-esteem and ability to set boundaries</p> <p>Special considerations when working with traumatized teenagers</p> <p>How to handle specific trauma-related problems (lying and stealing)</p>	<p>Phase 3: Psychoeducation and skills training for emotional regulation and handling their own trauma responses</p> <p>Phase 4: Stress inoculation</p> <p>Video: Bruce Perry: Educator strategies for dealing with children's trauma responses in the classroom</p> <p>Phase 5: Resuming here and now development</p> <p>Ways to create a sense of belonging for traumatized children</p> <p>Encouraging age-appropriate behaviour</p> <p>Encouraging positive re-engagement How to help traumatized children to break negative engagement patterns Building re-connection and trust</p> <p>Phase 6: The history of the incident</p> <p>Why normal behaviour modification boomerang</p> <p>How, why and when to implement limits</p> <p>Building ego-strength and helping the child to develop skills for differentiating</p> <p>How to balance high structure with high nurture</p> <p>Special considerations when working with traumatized teenagers</p> <p>Ways to address stealing and lying</p>
<p>Pre-recorded webinar 3 hours 10 minutes</p> <p>Part 5</p> <p>Tips for making transitions easier Ethical aspects when supporting traumatized children (3 hours)</p>	<p>Specific tips for making transitions in the classroom easier, tips for caregivers of traumatized children (10 minutes)</p> <p>Ethical aspects to consider when assisting traumatized children:</p> <ol style="list-style-type: none"> 1. When to refer the child to other professionals (10 minutes)

	<ol style="list-style-type: none"> 2. Understanding secrets and abuse, the child sexual accommodation syndrome, ethical aspects to consider when working with/suspecting child abuse, case studies explaining ethical aspects practically (60 minutes) 3. Ethical rules of working with memory material of child victims of abuse (30 minutes) 4. The family preservation bias 5. Ethical aspects when treating suicidality in children (30 min) 6. Ethical aspects to consider in terms of children's ego-strength (30 min) 7. Ethical obligation to take care of yourself when working with traumatized children (20 min)
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