

Hi there

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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)**

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| <p><b>Pre-recorded webinar 5 hours</b></p> <p><b>Part 1</b></p> <p><b>Introduction</b></p> <p><b>The effect of trauma on the brain, body and psyche of the child</b></p> <p><b>The neuro-sequential model and how to take this into account when supporting traumatized children</b></p> <p><b>Developmental aspects and trauma (how do trauma effect children at different ages?)</b></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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| <b>Pre-recorded webinar 1 hour 40 minutes</b><br><b>Part 2:</b><br><b>Social and psychological problems of traumatized children</b> | Social and psychological problems of traumatized children<br>Changes to the ego-strength and development of traumatized children<br>Core beliefs stemming from trauma<br>External messages versus internal beliefs<br>Webinar: Heather Forbes on a traumainformed approach in schools (50 minutes) |
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| <b>Pre-recorded webinar</b><br><b>Part 3: 1 hour 40 minutes</b><br><b>The phases of a stress episode</b><br><b>Guidelines for supporting traumatized children in the classroom and at home</b><br><b>Phase 1: Establishing safety</b><br><b>Phase 2: Self-realising</b> | The child and adolescent stress profile<br>Phases of a stress episode (trigger, escalation, emotional release, exhaustion)<br>Stress reactions in adolescents<br>Guidelines for supporting traumatized children in the classroom or at home<br>Phases of supporting traumatized children<br><b>Phase 1: Establishing safety</b> (practical everyday skills to support traumatized children with regulation) Responding instead of reacting<br><b>Phase 2: Self-realising</b> (increasing awareness of their own trauma responses when triggered) |
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| <p><b>Pre-recorded webinar 5 hours 20 minutes</b></p> <p><b>Part 4</b></p> <p><b>Phase 3: Psychoeducation and skills training</b></p> <p><b>Phase 4: Stress inoculation</b></p> <p><b>Phase 5: Resuming here and now development</b></p> <p><b>Phase 6: The history of the incident How to handle discipline with traumatized children</b></p> <p><b>How to assist traumatized children to enhance their self-esteem and ability to set boundaries</b></p> <p><b>Special considerations when working with traumatized teenagers</b></p> <p><b>How to handle specific trauma-related problems (lying and stealing)</b></p> | <p><b>Phase 3: Psychoeducation and skills training</b> for emotional regulation and handling their own trauma responses</p> <p><b>Phase 4: Stress inoculation</b></p> <p>Video: Bruce Perry: Educator strategies for dealing with children's trauma responses in the classroom</p> <p><b>Phase 5: Resuming here and now development</b></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><b>Phase 6: The history of the incident</b></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><b>Pre-recorded webinar 3 hours 10 minutes</b></p> <p><b>Part 5</b></p> <p><b>Tips for making transitions easier Ethical aspects when supporting traumatized children (3 hours)</b></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"> <li>1. When to refer the child to other professionals (10 minutes)</li> </ol>  |

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|  | <ol style="list-style-type: none"><li>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)</li><li>3. Ethical rules of working with memory material of child victims of abuse (30 minutes)</li><li>4. The family preservation bias</li><li>5. Ethical aspects when treating suicidality in children (30 min)</li><li>6. Ethical aspects to consider in terms of children's ego-strength (30 min)</li><li>7. Ethical obligation to take care of yourself when working with traumatized children (20 min)</li></ol> |
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