

REGISTER NOW!



**8 WAYS TO CREATE A TRAUMA INFORMED CLASSROOM
IN POST-SECONDARY EDUCATION**

JOIN DONNA REID

MONDAY, JUNE 8, 12:00-1:30 P.M. EDT

This webinar workshop will

- Define the principles of trauma informed practice.
- Begin at the beginning: Outline the process for creating a trauma informed learning environment.
- Provide clear examples of how these principles can be applied in a post-secondary classroom.
- Identify challenges and strategies to meet them.

A Message from Donna Reid

From 2016-2018, I was provided with an invaluable opportunity to implement trauma informed principles and evaluate their effectiveness in the classroom in the Child and Youth Care Trauma Informed Approaches course at George Brown College. Course evaluations consistently indicated that in addition to increasing interest and engagement, students were able to actively control their learning experience and discover their own resilience. Course outcomes were more fully achieved and teaching students how to think rather than what to think allowed for more critical analysis and deeper learning. Based on this experience, I began to implement components of a trauma informed approach in other courses which also supported student learning by demonstrating best practice, strengthening student resources and enhancing academic integrity.

Register Here: [Trauma Informed Classrooms Registration](#)

Cost: \$35



*Webinar Host:
Donna Reid, BA Sociology*

Donna Reid's professional career includes 27 years of developing and delivering treatment services for potentially at-risk youth and families in the Child and Youth Mental Health sector and 15 years as an educator in the Child and Youth Care program at George Brown College in Toronto. Her post-secondary experience has provided her with a critical lens on student learning and the challenges that derail it. Donna is passionate about the value of trauma informed approaches in the classroom to more fully engage students in a teaching and learning partnership that nurtures deeper learning.

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