ទម្រង់បំលែង​ខ្លឹមសារ​មេរៀនពីវគ្គជួប​ផ្ទាល់​ ​ទៅជា​​​វគ្គ​សិក្សាបែបចម្រុះ

(ឧទាហរណ៍​សម្រាប់​វគ្គ​ដែល​មាន​១៥មេរៀន)

**ការយល់ដឹង​អំពីបទពិសោធន៍គ្រោធគ្រាធពីកុមារភាព របួស​ផ្លូវចិត្ត​ និង​ផលប៉ះពាល់​ទៅលើ​ខួរ​ក្បាល អាកប្បកិរយានិង​ការៀនសូត្រ​របស់​កុមារ**

**(The Adverse Childhood Experiences Effect on Child Brain Development & Trauma-Informed Care in Schools)**

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| វគ្គ | មេរៀន | ចំណង​ជើង​មេរៀន | ម៉ោងរៀន | ម៉ោងអនុវត្ត |
|  |  |  |  |  |
| ១. វគ្គជួបផ្ទាល់ទី១ | | | ១២ |  |
|  | ១.១ | Introduction to ACEs | ៣ |  |
|  | ១.២ | Brain Development in Early Childhood | ៣ |  |
|  | ១.៣ | The Impact of Trauma on Brain Function | ៣ |  |
|  | ១.៤ | Emotional Regulation & Behavioral Responses | ៣ |  |
| ២. វគ្គអនឡាញទី១ | | | ១២ | ៤៨ |
|  | ២.១ | Introduction to ACEs |  | ៦ |
|  | ២.២ | Brain Development in Early Childhood |  | ៦ |
|  | ២.៣ | The Impact of Trauma on Brain Function |  | ៦ |
|  | ២.៤ | Emotional Regulation & Behavioral Responses |  | ៦ |
|  | ២.៥ | Trauma vs. Resilience | ៣ | ៦ |
|  | ២.៦ | Principles of Trauma-Informed Care | ៣ | ៦ |
|  | ២.៧ | Creating Safe and Predictable Environments | ៣ | ៦ |
|  | ២.៨ | Building Strong Teacher-Student Relationships | ៣ | ៦ |
| ៣. វគ្គជួបផ្ទាល់ទី២ | | | ១២ |  |
|  | ៣.១ | Emotional Coaching & Regulation Strategies | ៣ |  |
|  | ៣.២ | Responding to Challenging Behaviors | ៣ |  |
|  | ៣.៣ | Secondary Trauma & Self-Care for Educators | ៣ |  |
|  | ៣.៤ | Collaborating with Families & Teams | ៣ |  |
| ៤. វគ្គអនឡាញទី២ | | | ៩ | ៤២ |
|  | ៤.១ | Emotional Coaching & Regulation Strategies |  | ៦ |
|  | ៤.២ | Responding to Challenging Behaviors |  | ៦ |
|  | ៤.៣ | Secondary Trauma & Self-Care for Educators |  | ៦ |
|  | ៤.៤ | Collaborating with Families & Teams |  | ៦ |
|  | ៤.៥ | Culturally Responsive Trauma-Informed Care | ៣ | ៦ |
|  | ៤.៦ | Developing Individual Support Plans | ៣ | ៦ |
|  | ៤.៧ | Sustaining Trauma-Informed Culture | ៣ | ៦ |