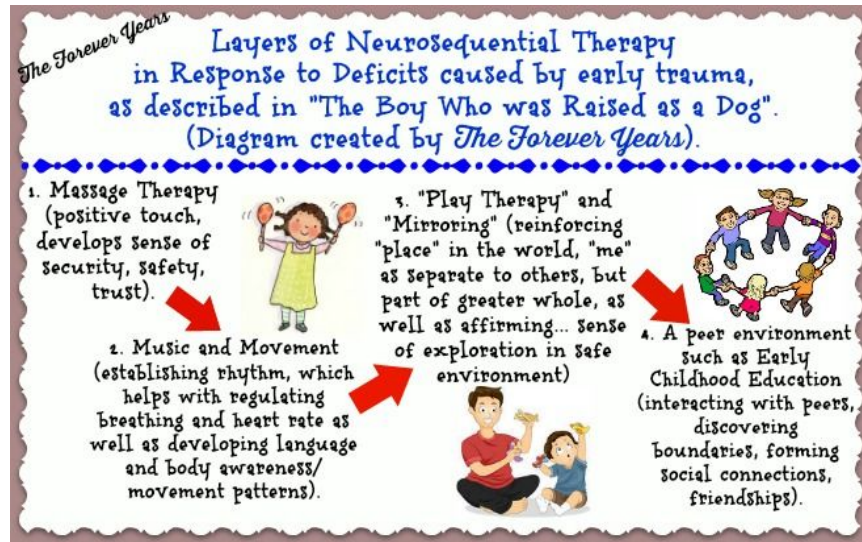


“The Boy Who Was Raised As A Dog” And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us About Loss, Love, and Healing”

2017 Book Study
Regional Office of Education #53
Courtney Lyons



The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.
-Bruce D. Perry



Materials: For the purpose of this book study we will utilize the **newest version** of the book. There is updated information and additional chapter material between the book released in 2017 from the book released in 2007. Each participant will need to purchase a copy of “The Boy Who Was Raised as a Dog” as part of the book study. Books are available online through Amazon or Barnes and Noble for approximately \$13.

Perry, B.D., & Szalavitz, M. (2017). The boy who was raised as a dog: And other stories from a child psychiatrist’s notebook-- What traumatized children can teach us about loss, love, and healing. ISBN-13: 9780465094455.

Book Study Focus:

- The book study will provide educators with an interactive professional learning experience and new understanding of child development in our region. The book unveils the impact of childhood trauma, abusive environments, and effects of being raised in chaotic homes, and the effect on the growing brain.
- The book is filled with doctor and patient interactions and understanding from author Bruce Perry. Each participant in the online book study will receive 15 professional development credit hours.
- As a distance learning book study, all participants will need consistent access to the internet. Throughout this book study, all participants will utilize technology applications to connect, share, question, and learn.

“The Boy Who Was Raised as a Dog” Synopsis by Christian Perring: Bruce Perry is a compassionate, insightful and thoughtful child psychiatrist who works in Texas. This collection of clinical cases focuses on the effects of trauma and abuse on children. He explains why they react as they do to their experiences, and when he can, he finds ways to help them. His approach is distinctive because of its emphasis on neuroscience and the ways in which extreme experiences affect the growth of a child's brain.

Platform: Edmodo will be used to facilitate small group learning for the book study.

Responsibilities of Weekly Discussion Leader:

- Read your chapter before Monday of your leading week.
- In every group discussion, your focus should be on how to infuse actual classroom teaching with the book's message.
- The discussion leader will post 2-4 open ended, guiding reflection questions for their chapter by Monday at 5:00 pm of their week. This allows the entire group to have ample time to read and reflect by Friday.

- After group members have posted, the discussion leader will synthesize all of the group responses to the discussion questions for that week into one page. Please post your group synthesis reflection by Sunday night.

Responsibilities of Each Group Member

- Read each chapter of the book.
- Post a response to the discussion leader’s questions by Friday at 10pm. This will allow the discussion leader two days to complete their reflection activity.

Schedule: The weekly schedule for the book study will be from Sunday-Saturday with Sunday being our beginning of the next chapter. As with any book you may read ahead, but each week we will focus on the particular case the authors focus on during that chapter.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	<u>Discussion leader:</u> Post discussion questions by 5 pm.	<u>Group:</u> Read & Post Reflection by Friday	<u>Group:</u> Read & Post Reflection by Friday	<u>Group:</u> Read & Post Reflection by Friday	<u>All group member:</u> Reflections due by 10pm.		<u>Discussion leader:</u> Post weekly group reflection

Introductory Activity:

- Each group member will create and post a short video about themselves. The introductory activity will allow all small group members to share teaching experience, grade levels taught, family, and any other personal information you are willing to share with the group. Please also give any background you may have working with traumatized or healing children.
- The purpose of this introductory activity is to get to know the members of your group so you will feel more comfortable throughout the book study. The introductory activity will be in place of a face-to-face meeting and will be held online in Edmodo.

As you read: Think and reflect about...

- What did I learn?
- How I can use this information?
- What could result from the information presented in this chapter?
- How can I modify school and classroom practices based upon the reading?

Culminating Activity

- At the end of the book, you will need to produce an evidence of learning project. These may include but are not limited to: lesson plans, creating or modifying an IEP, professional development plan for your district, revising your school district's behavior plan, create a plan for a specific student in your classroom/school, changing classroom behavior modification plans, etc.
- The purpose of the culminating activity is to improve teaching practice based upon the learning within the book.
- All culminating activities will be available to the entire group.

Professional Development Hours

- The book study will require time spent reading, reflecting, writing, and creating. Professional development hours will be given for the time you spend throughout this book study. A total of 15 professional development hours will be given if all criteria are met.
- To receive your professional development hours you must: complete an introductory activity, complete 11 group discussions, be the group discussion leader once, complete small group reflection as discussion leader, and create a culminating activity.
- Evidence of Completion forms will be attached to the "Thank You" page of the electronic ISBE required evaluation at the end of the activity.

Timeline: All online group discussions are scheduled, regular, and consistent.

<u>Schedule</u>			
Week	Dates	Chapter	Group Discussion Leader
1	September 24-30	Introduction and 1	Courtney Lyons
2	October 1-7	2	
3	October 8-14	3	
4	October 15-21	4	
5	October 22-29	5	
6	October 29-November 4	6	
7	November 5- 11	7	Courtney Lyons
8	November 12-18	8	
9	November 19-25	9	
10	November 26-December 2	10	
11	December 3-9	11	
12	December 10-16	12	
13	December 16	Final Group Project Due	*None