

Trauma Informed Education

A 3-credit Online Graduate Course

Syllabus

Teacher Education Institute ©

Course Description

This course is vital for all educators. Whether we are aware or not, students are living with trauma, violence and chronic stress. In addition, educators are also living with trauma, violence and/or chronic stress in their own lives. It seems almost impossible to escape some level of trauma in our own lives or to experience it vicariously through the lives of our students.

This course will focus on creating an in-depth understanding of trauma, violence and chronic stress in general. This course will then move to focus on how trauma, violence and chronic stress specifically impact our schools, and most importantly our students. We will acknowledge the diverse populations we work with and how trauma is not one size fits all. Developing a clear understanding of the diverse learners we work with is a key component of educating traumatized students. This course will explore the strengths based approach, as a vital component to teaching our most vulnerable students. We will focus on proactive strategies by learning the signs and symptoms of trauma. The course will conclude with the opportunity for class participants to walk away having created their own robust toolkits filled with rich materials for creating a trauma informed classroom.

Required Text

Zacarian, D., Alvarez-Ortiz, L., Haynes, J. (2017). *Teaching to Strengths: Supporting Students Living w/Trauma, Violence and Chronic Stress*. ASCD. [ISBN-10: 1416624600]

Learner Outcomes

Students will:

- Define and understand trauma, violence and chronic stress as they relate to education.
- Develop an understanding of a strengths based behavior approach.
- Assess the impact of trauma on diverse populations.
- Differentiate between poor classroom behavior and true trauma response.
- Identify the signs and symptoms of students living with trauma.
- Explore and practice strategies to promote positive, meaningful parent-teacher relationships.
- Decide how to best engage family/guardian in collaborative efforts for the traumatized student.
- Develop a clear understanding of vicarious trauma.
- Connect the importance of understanding Adverse Childhood Experiences (ACEs) when educating students.
- Explore and reflect on the impact of our own scores on the Adverse Childhood Experiences (ACEs) scale.
- Recognize appropriate strategies for handling our own trauma when in the classroom.
- Implement strategies to create a safe and supportive trauma informed classroom.
- Implement core concepts, strategies and ideals from the first nine modules.
- Explain aspects of classroom management.

Course Requirements

Trauma Informed Education is a sixty hour, three credit graduate level course completed over a thirteen-week period. During the first week of the course, the participants will complete an

introduction. Modules one through nine will be completed one per week. Module ten will be completed over a two-week period, so students will have time to revise and complete the final integration project.

Course Components and Basis of Grade Determination

Your grade will be determined by the course components listed below. (The items below are meant as a suggested guide for instructors).

Course Component	Percent of Grade	Description
Module Reflections (8)	45%	Reflection assignments should be completed by students and demonstrate mastery of module objectives. They should incorporate information learned in the module and exhibit graduate level work.
Final Application Assignment	15%	Students will complete a final project of creating a trauma toolkit. The toolkit must demonstrate a clear and decisive understanding of the material from this course.
Reading and Participation	30%	Read all module content and hyperlink materials. Actively participate in all activities.
Resource List	5%	Students will create a list of websites and other resources for use in their current work setting.
Virtual Pamphlet	5%	Students will create a virtual pamphlet that would go home to parents/guardians advising them about the negative impact social media has on children and adolescents.
Total	100%	

Assessment of Student (Course)

Student achievement of the learning outcomes for this course will be assessed as follows:

Description/Directions of Assignment/Assessment	Weight (Points)	Course Learning Outcome(s) Assessed
Read Module 1 information, Chapter 1 of the course textbook and visit the Must See links provided. Written: Talking Point Reflection	8	Define, (in general), the terms: Trauma, Violence and Chronic Stress Assess the importance of understanding these terms as they relate specifically to the students in our classrooms. Create clear working definitions of these terms, for the purpose of this course.

<p>Module 2 information visit the Must See links provided, and Chapter 2 in the course text.</p> <p>Written: Talking Point Reflection</p>	8	<p>Identify and explore the many ways in which students, individually and as groups, can be diverse learners.</p> <p>Differentiate between micro, meso and macro effects of trauma, violence and chronic stress for our diverse learners.</p> <p>Understand the inclusive approach necessary to effectively learn strategies, while always respecting and individualizing strategies based on the student.</p>
<p>Read module 3 content and hyperlinked information.</p> <p>Written: Talking Point Reflection</p>	8	<p>Differentiate varying reasons for challenging classroom behavior at school.</p> <p>Develop a clear list of behaviors which signify the possibility of trauma, violence or chronic stress.</p> <p>Explore resources within your school to consult when concerned about trauma.</p>
<p>Read chapter 3 of text, module 4 content and hyperlinked information.</p> <p>Written: Talking Point Reflection</p>	8	<p>Define strengths based approach for learning.</p> <p>Review evidence based research based principles as they apply to students living with trauma, violence and chronic stress.</p> <p>Explore the need for instructional practices that support student learning through positive relationships and interactions.</p>
<p>Read chapter 4 of text, module 5 content and hyperlinked information.</p> <p>Written: Talking Point Reflection</p>	8	<p>Develop strategies for conducive learning environments by optimizing the physical environment of the classroom.</p> <p>Identifying strategies to build positive, asset-based student-teacher relationships in the classroom.</p> <p>Establish classroom routines that foster promoting student voice and choice.</p>
<p>Read chapter 5 text, module 6 content and hyperlinked information.</p> <p>Written: Role Play Activity Reflection</p>	8	<p>Define and fully understand the importance of circles of interaction.</p> <p>Explore meaningful, realistic strategies to provide families to enhance their child's academic progress and build on the family's strengths.</p> <p>Identify unique strategies to provide critical feedback to families to support students.</p>
<p>Read module 7 content and hyperlinked information.</p> <p>Written: Talking Point Virtual Pamphlet</p>	8	<p>Compare and contrast historical implications of trauma, violence and chronic stress on students (pre and post internet)</p> <p>Explore the reality of media exposure leading to increased diagnoses of Post Traumatic Stress Disorder</p> <p>Differentiate between your responsibility as a school professional when dealing with social media impact on your students, and the role of law enforcement.</p>

Read module 8 content and hyperlinked information. Written: Talking Point Reflection	8	Explore Adverse Childhood Experiences (ACEs) Participants will calculate their own ACE score. Reflect on personal trauma experiences impacting teaching methods.
Read chapters 6 and 7 of text, module 9 content and hyperlinked information. Written: Talking Point Reflection	8	Define vicarious traumatization. Assess how, why, where and when vicarious trauma impacts educators. Develop strategies to cope with vicarious trauma.
Read module 10 content and hyperlinked information. Written: Resource List	5	Implement core concepts, strategies and ideals from the first nine modules of this course.
Final Project: Trauma Tool Kit	15	Implement core concepts, strategies and ideals from the first nine modules of this course. Explain critical aspects of Teaching to the strengths of students with trauma, violence and chronic stress.

Grading

Final grades in the course are assigned based on the following grading scheme.

- A = 93-100%
- B = 85-92%
- C = 77-84%

Hardware & Computer Skills Requirements

Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access as well as an active email account. Students are also expected to have a basic knowledge of how to use a Web browser such as Internet Explorer, Mozilla Firefox, Safari, etc.

Student Requirements

1. Participation: Actively participate in all activities.
2. Reading assignments: Complete all readings and reflection assignments.
3. Students are required to create a thorough, in-depth toolkit of specific ideas, strategies and protocols for their classrooms as a part of their final project due by the end of Module 10. This toolkit should be easily turn-keyed to other educators if they were to need it.

Course Evaluation

Assignment	Points	Grading Scale	
Participation	27	86-92	A
Assignments	50	78-85	B

Final Project	15	71-77	C
Total Points	92		

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and are subject to disciplinary action.

Course Outline/Chronology

An established due date schedule is sent to the participants at the start of each section. Generally, all reading and written assignments are due weekly beginning with the introduction at the end of week one.

Module One: Trauma, Violence and Chronic Stress

Contents:

1. Define, (in general), the terms: Trauma, Violence and Chronic Stress
2. Assess the importance of understanding these terms as they relate specifically to the students in our classrooms.
3. Create clear working definitions of these terms, for the purpose of this course.

Module Two: Diverse Student Populations

Contents:

1. Identify and explore the many ways in which students, individually and as groups, can be diverse learners.
2. Differentiate between micro, meso and macro effects of trauma, violence and chronic stress for our diverse learners.
3. Understand the inclusive approach necessary to effectively learn strategies, while always respecting and individualizing strategies based on the student.

Module Three: Signs and Symptoms of Trauma, Violence and Chronic Stress

Contents:

1. Differentiate varying reasons for challenging classroom behavior at school.
2. Develop a clear list of behaviors which signify the possibility of trauma, violence or chronic stress.
3. Explore resources within your school to consult when concerned about trauma.

Module Four: The Strengths Based Approach

Contents:

1. Define strengths based approach for learning.
2. Review evidence based research based principles as they apply to students living with trauma, violence and chronic stress.
3. Explore the need for instructional practices that support student learning through positive relationships and interactions.

Module Five: Creating a Strengths Based Classroom

Contents:

1. Develop strategies for conducive learning environments by optimizing the physical environment of the classroom.
2. Identifying strategies to build positive, asset-based student-teacher relationships in the classroom.
3. Establish classroom routines that foster promoting student voice and choice.

Module Six: Fostering Family/Guardian Engagement through Trauma Informed Communication**Contents:**

1. Define and fully understand the importance of circles of interaction.
2. Explore meaningful, realistic strategies to provide families to enhance their child's academic progress and build on the family's strengths.
3. Identify unique strategies to provide critical feedback to families to support students.

Module Seven: The Internet and Social Media's effect on Student Trauma**Contents:**

1. Compare and contrast historical implications of trauma, violence and chronic stress on students (pre and post internet)
2. Explore the reality of media exposure leading to increased diagnoses of Post Traumatic Stress Disorder
3. Differentiate between your responsibility as a school professional when dealing with social media impact on your students, and the role of law enforcement.

Module Eight: Adverse Childhood Experiences**Contents:**

1. Explore Adverse Childhood Experiences (ACEs)
2. Participants will calculate their own ACE score.
3. Reflect on personal trauma experiences impacting teaching methods.

Module Nine: Vicarious Trauma**Contents:**

1. Define vicarious traumatization.
2. Assess how, why, where and when vicarious trauma impacts educators.
3. Develop strategies to cope with vicarious trauma.

Module Ten: Pulling it all Together**Contents:**

1. Implement core concepts, strategies and ideals from the first nine modules of this course.
2. Explain critical aspects of Teaching to the strengths of students with trauma, violence and chronic stress.