



Strategies and Approaches for Trauma Informed Instruction

EDUO 9327 3 Semester Credits/Units

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Course Syllabus – Abbreviated

For a full syllabus please contact the instructor

Course Overview:

Practicing trauma informed classroom engagement strategies requires moving beyond theory to applying the framework in real time. Instructional content, student needs, adult needs and the requirements of the school system impact the educational experience for both children and teachers. Critically examine content, methods, and classroom expectations by applying the framework of trauma informed practice. Recognize and respond effectively to the evolving needs of your students, yourself, and your community.

Course Learning Objectives: In this course, participants will have opportunity to:

- Evaluate your subject specific content and instructional practices to prioritize student mental health.
- Apply the framework of trauma informed practice to classroom practices.
- Engage in self-reflection.

Course Relation to CCS or other Professional Standards:

- Proposition 1: Teachers are committed to students and their learning.
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- Proposition 3: Teachers are responsible for managing and monitoring student learning.
- Proposition 4: Teachers think systematically about their practice and learn from experience.
- Proposition 5: Teachers are members of learning communities.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Submit completed work to the corresponding Module dropboxes in Moodle

Course Modules / Assignments

Module 1: Introduction & Trauma Informed Practices Overview	
Objective	Reflect on your role as an educator and your past learning. Ensuring a cursory understanding of the impact of trauma on children's development as a basis for understanding the content in this course.
Assignment(s)	<p>Activities:</p> <p>Consider past engagement in learning about childhood trauma and be prepared to share a link to a resource that resonates with you.</p> <p>Review the materials provided.</p> <p>https://cctasi.northwestern.edu/child-trauma/#:~:text=%E2%80%9CChild%20trauma%E2%80%9D%20refers%20to%20a,person%20being%20hurt%20or%20injured.</p> <p>https://open.spotify.com/episode/2SHf6GdsuzvxiEKaq87Xin?si=bJH4ONEvTyWJW1dLbX5w-A</p>
Assessment	<p>Write a paper with the following details:</p> <p>Paragraph 1: Introduce yourself to the instructor and detail your role in the school community including grade level(s), demographics of your community, subjects you teach, and format of your work (online, in-person, hybrid).</p> <p>Paragraph 2: Paragraphs 3-6: Use the five guiding questions to help you reflect. You do not need to respond to every question but use them to help you develop your thoughts.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What information was new to you? 3. Was any particular piece more impactful for you? 5. What questions did you still have? <p>Submit completed assignments to the Module 1 Dropbox</p>

Module 2: The Framework	
Objective	This module will help you conceptualize the framework of trauma informed practice as it relates to classroom implementation.
Assignment(s)	<p>Activities:</p> <p>Review the materials provided.</p> <p>https://www.edutopia.org/article/setting-priorities-trauma-informed-education/</p> <p>https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Relationship_Building_Toolkit.pdf</p> <p>Note: Equity Centered Trauma Informed Education by Alex Venet is a wonderful and recommended resource. It is not required for this course, but is certainly suggested.</p>
Assessment	<p>Paper 1:</p> <p>Create a 4-line response to each of the principles of equity centered trauma informed education that shares your understanding or perspective on each principle.</p>

	Paper 2: Submit completed assignments to the Module 2 Dropbox
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Module 3: Curriculum Violence, Interpersonal Trauma, and Disciplinary Considerations	
Objective	<p>This module has 3 important parts. These three components make up a vast majority of school based trauma. Understanding the ways that curriculum choices, teacher interactions, and discipline policies can impact students is vital to your ability to reduce harm, respond effectively when harm occurs and recover when you have unintentionally caused harm.</p>
Assignment(s)	<p>Activities:</p> <p>For Project Part 1 (Curriculum Violence): Review the materials provided. https://teach.com/resources/addressing-student-trauma-curriculum-violence/</p> <p>Stories as Medicine .pdf</p> <p>Project Part 2 (Interpersonal Trauma): Review the materials provided. What if Schools Are The Source of Trauma? Rosemarie Allen TEDxCherryCreekWomen</p> <p>Project Part 3 (Disciplinary Considerations): Review the materials provided. School suspensions are an adult behavior Rosemarie Allen TEDxMileHigh https://unconditionalllearning.org/2021/01/21/problematizing-pbis-resource-round-up/</p>
Assessment	<p>Project Part 1: Utilizing two pieces of curriculum materials, a book, or other student-interacting pieces of content you use or have used in the past, evaluate the strengths and weaknesses of each piece through the frameworks you have learned so far.</p> <p>Project Part 2: Reflect upon your typical student interactions and the interactions you have observed in the education community. Chances are there are times you feel good about, and times you wish you had responded differently. That’s normal and reasonable. Write 1 paragraph about a positive interaction that you perceived as impactful for the student as well.</p> <p>Project Part 3: Discipline is a daily part of school life. Write a short paper with the following outline: Paragraph 1: What is the current discipline climate in your community? Do you agree or disagree with the policies in place?</p>

	<p>Paragraph 3: What would you like to try? What areas do you think students are needing additional understanding and support behaviorally?</p> <p>Submit completed assignments to the Module 3 Dropbox</p>
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Module 4: Reflect and Connect	
Objective	<p>Recognizing harm, reducing impact and implementation of modifications as possible with cognitive flexibility is a vital part of your teaching practice. Evaluating content and community norms with the framework of trauma informed practice can help you create an empowered space for your students and yourself.</p>
Assignment(s)	<p>Activities: Review the materials provided. https://www.gse.harvard.edu/ideas/17/01/challenge-change The Humanity of Teaching Matthew Sipes TEDxKids@SMU</p>
Assessment	<p>Consider these priorities and principles detailed in the course. With these ideals in mind, consider what is working and not working in your classroom and community. Reflect upon the content of the course and plan for implementation of the concepts. Write a 3-4 page paper with your thoughts for each of these guiding questions:</p> <ul style="list-style-type: none"> a. How does my scope and sequence planning support the ideals of predictability and flexibility? d. Is your curriculum chosen by the state, district, campus professional learning community, principal? Is it scripted and you must follow it, are you allowed to deviate, or are you responsible for creating lessons? <p>What part of this work can help you honor your own needs?</p> <p>What are your next steps to integrating trauma informed practices into your academic instruction?</p> <p>Submit completed assignments to the Module 4 Dropbox</p>

Course Assessment Rubric:

<p>EXCELLENT Meets or Exceeds Course Objectives: A to A-</p>	<p>ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-</p>	<p>NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples and provide a detailed description of how the assignment can be incorporated into a learning environment	Assignment use specific examples or somewhat describes how the assignment can be incorporated into a learning environment	Assignments do not use specific examples or describe classroom incorporation.
<p>All assignments are completed and meet or exceed the page or paragraph requirement.</p> <p>Templates or assignment documents are fully filled out, with thorough elaboration and thoughtful detail put into each component.</p>	<p>The majority of the assignments are completed and meet the page or paragraph requirement.</p> <p>Templates or assignment documents are mostly filled out, indicating some thought put into each component.</p>	<p>Assignments are not completed and do not meet the page or paragraph requirement</p> <p>Templates or assignment documents are not filled out.</p>
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.