



Promoting Positive Relationships with Students

EDUO 9331 3 Semester Credits/Units

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Course Syllabus – Abbreviated

For a full syllabus please contact the instructor

Course Overview:

Cultivate strong connections in trauma-informed ways by establishing connections that safeguard the impact of trauma. Develop and apply a strengths-based lens to working with students who have experienced trauma. Explore practices that resist retraumatization. Elevate practices to promote connection and healing in asset-based ways.

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

- Develop a strengths-based approach to working with students impacted by trauma
- Examine current practices that resist retraumatization
- Align trauma informed practices that promote positive relationships with students

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 Assignments: All course assignments will be uploaded via the Moodle page

Module 1: Starting with Us: Understanding Teacher Reflexivity

In this module, you will explore the concept of teacher reflexivity and its importance in trauma-informed practice. Reflexivity refers to the ability of an individual to reflect critically on their own practice, feelings, reactions, motives, and the impact of their actions. For educators, this means reflecting critically on their thoughts, behaviors, and actions, and their connection to students. In trauma-informed settings, we often hear about how a stressed adult cannot help a stressed child, or that we as educators need to “put on our own oxygen mask first.” But often missing from this conversation is the critical component of teacher reflexivity. Through various readings, resources, and videos you will gain a better understanding of the concept and learn how to apply it to your own trauma-informed practice.

Defining Reflective and Reflexive

Engage with the following materials to better understand what reflective—and reflexive—practice means for educators.

Watch this video on Reflective vs. Reflexive Practice: <https://www.youtube.com/watch?v=4YGSTvH6vQ0>

Read this peer-reviewed article about Teacher Reflexivity: ...

Read this brief article about applied reflection in practice: <https://www.ascd.org/blogs/three-reflective-practices-for-effectiveness>

Explore the teaching examples provided [here](#) by Yale University. Click through the examples to read through, based on what you are most interested in learning about.

Exploring the Underpinnings of Reflexivity

Read the following reflection questions that are meant to encourage teacher reflexivity. Sit with your emotions, reactions, and responses as you read the list:

- ***Assumptions***
 - What assumptions do I make about students?
 - ...
 - How do these assumptions affect or shape: the questions I ask, the interactions I have, my listening skills, and/or my behavior?
- ***Values, beliefs, life story, social/economic status***
 - How do my personal values, beliefs, life story, and/or social/economic status affect or shape my responses, reactions, motives, ...
- ***Emotional connections***
 - To what degree do my emotions or feelings affect or shape how I understand trauma? How I understand students? How I ...
- ***Structural environment***
 - How does the physical setting/location/setting/content of my day to day job and role in education alter or impact how I relate to students, and how students relate to me?
 - What are the realities of my educational context (e.g., underfunded or resourced)? How might that...

Read this scholarly article about the importance of peer debriefing for impacting teacher reflexivity: <https://drive.google.com/file/d/1djfhBo3oAC6PObl39b1qeEMv7LefwE4c/view?usp=sharing>

Take What You Need

Digging into the topic of trauma is, for some of us, deeply personal. Engaging in a way that allows us to be both reflective and present requires that we care for ourselves and lean into our community when needed. Before starting this module assignment, schedule time to take what you need. Here are a few things you might consider doing offline, but the options are endless, and the links below provide additional insights to why we can, and should, engage in these practices:

- [Self-care](#)
- Time with a trusted friend or mentor or family member
- ...
- [A dance party](#)
- ...

This is an invitation to take what you need. When we are centered and whole, we can more readily reflect critically.

Module 1 Assignment: Educator Reflexivity Paper

Write a 2-3 page paper. Apply what you have just read to create your own reflexivity statement to ready yourself for the next phase of becoming more trauma-informed. Follow the structure below as an outline for the paper:

- Paragraph 1: A short autobiographical paragraph to introduce yourself to your course instructor. Include your current position, and what you hope to gain from this particular course
- Paragraph 2: ...
- Paragraph 3-4: Choose three questions from the questions you explored above (e.g., “What assumptions do I make about trauma?” Explain in writing (1) why you chose that question to reflect on, (2) what your initial reactions and responses were to reading it, (3) your answer to the question.
- Paragraph 5: Reflect on ...
- Paragraph 6: What “Take What You Need” activity did you choose? Why? What did you notice about the experience?

SUBMIT ASSIGNMENT #1 IN MOODLE/DROPBOX UNDER MODULE #1

Module 2: Strengthening our Asset Views

In this module, you will explore strengths-based views of trauma and how they can be incorporated into teaching and learning. You will also examine several frameworks developed and learn how they can be used to support students who have experienced trauma.

A Review of Trauma

First, let's start with a general definition of Trauma: (scientific definition)

“Trauma is the response to an event, real or perceived, that....” (SAMHSA, 2014) + Herman quote. It's important to recognize that trauma stems from so many different parts of life, span generations, communities, cultures, races, relationships, experiences.

Read the 12 Core Concepts that include a Strengths-Based View of trauma:

<https://www.nctsn.org/resources/12-core-concepts-concepts-understanding-traumatic-stress-responses-children-and-families>

Read “Trauma is a Lens, Not a Label”

Deficit vs. Asset Views

One of the most common pitfalls in trauma-informed practice is educators taking up “deficit views” of children and their communities. This usually corresponds to thinking discussions around poverty and lack of structural

access to supports (housing, health care, child care). It's important for us to know and understand that while poverty is a *correlate* of trauma (i.e. it is deeply connected and related to experiences of trauma), it is **not** synonymous with trauma (i.e. living in poverty does not guarantee that a person will experience trauma). The chances may be higher, yes, but it is not an open and shut guarantee. One of the most harmful proponents of deficit views of poverty comes from a woman named Ruby Payne. Read the following articles about deficit views written by academic research Paul Gorski:

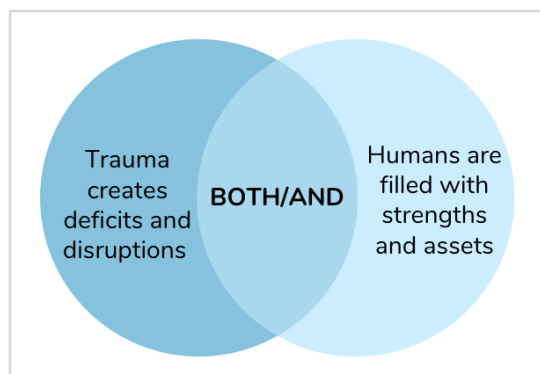
- <https://www2.cortland.edu/dotAsset/6cfe8385-33a6-49b4-9743-3ace850d33ec.pdf>
- ...
- ...

Starting with Strengths

Read about the concept of “holding two truths at once”: <https://www.psychologytoday.com/us/blog/behavior-briefing/202110/holding-two-thoughts-the-same-time-is-hard-and-important>

Read about the concept of “Vent Diagrams” and explore the diagram below:

<https://www.ventdiagrams.com/vision-and-values>



Read about the process of starting with strengths in trauma studies: [hyperlink my forthcoming article]

Read the following peer-reviewed article that explores deficit/asset frames in trauma-informed practice:

<https://educate.bankstreet.edu/occasional-paper-series/vol2020/iss43/5/>

Widening our Lens

Now that we know what not to do (use a deficit frame), let's focus on what we can— and should— do: take up a strengths-based lens. You may likely be familiar with this, and even already employ it yourself. Let's dig in together to the following frameworks:

Read Dr. Tara Yosso's Community Cultural Wealth Framework: <https://scalar.usc.edu/works/first-generation-college-student-/community-cultural-wealth.10>

Watch this overview of Funds of Knowledge: ...

Read this peer reviewed article on “Funds of Identity”: https://www.researchgate.net/profile/Moises-Esteban-Guitart/publication/262637825_Funds_of_Identity_A_new_concept_based_on_the_Funds_of_Knowledge_approach/links/546338050cf2837efdb04483/Funds-of-Identity-A-new-concept-based-on-the-Funds-of-Knowledge-approach.pdf

Read this article on taking up a Holistic Trauma Framework: ...

Read this article on healing centered engagement:...

Module 2 Assignment: Asset Mapping

Map your own assets and what you have just learned about widening your lens. You may choose to do this in PowerPoint (or Google slides) presentation format, or written paper format. Respond to/present on the following questions:

- What does it mean– to you– to see trauma as a lens not a label?
- ...
- How can you practice “holding two truths at once” when thinking about student or adult trauma?
- ...
- Fill out or write about this asset-based Cultural Wealth Wheel:
<https://www.wvc.edu/students/support/diversity/Cultural-Wealth%20Wheel.pdf> After doing this for yourself, reflect on what it means to also hold this view of students

SUBMIT ASSIGNMENT #2 IN MOODLE/DROPBOX UNDER MODULE #2

Module 3: The Brain Science of Connection

In this module, you will explore the brain science of relationships and connections and the role of relationships in buffering trauma responses. You will focus on student-teacher relationships and how they can be enhanced to support trauma-informed practice in schools.

Overview of the Research

Read the following articles:

- “Why We Are Wired to Connect”:<https://www.scientificamerican.com/article/why-we-are-wired-to-connect/>
- “The Neuroscience of We”: ...

Connection as a Protective Factor

Read about the concept of “social support” and the different ways support can exist:

<https://www.verywellmind.com/social-support-for-psychological-health-4119970>

Click through this powerpoint to define protective factors and their connection to trauma (slides 1-18): ...

Read a peer-reviewed research article on social support (e.g., relationships and connection) as a protective factor: https://drive.google.com/file/d/1P6HvtUIwPBVune2_3ZE03350fKWoAsE/view?usp=sharing

Bolstering Connection in Educational Settings

Watch this video about Unconditional Positive Regard: ...

Watch Rita Pierson’s TED talk: https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

Read these relationship strategies handout:

- Relationship Building:
<https://drive.google.com/file/d/1cRkfMpQA2DkFb60jb7UvI8TWXjmnEr8s/view?usp=sharing>
- ...
- Strategies for peer to peer connection: <https://ggie.berkeley.edu/practice/36-questions-to-help-kids-make-friends/>
- ...

Module 3 Assignment: Calendaring Connection

Create and upload a typical weekly schedule. Include structured times where you will plan for connection using the strategies learned here. Underneath the schedule, write in paragraph form (complete sentences) about (1) your educational context, (2) ... (3) what you have learned, and (4) how you plan to implement your connection calendar. Note: if you are not currently working with students, or in an adult-facing role, you may elect to calendar connection with colleagues, peers, or mentors. The connection must be intentional and well-thought out, and occur in an educational setting.

SUBMIT ASSIGNMENT #3 IN MOODLE/DROPBOX UNDER MODULE #3

Module 4: Addressing School-Based Trauma

In this module, you will explore the concept of school-based trauma, its impact on students, and strategies to redress it. What happens when relationships are fractured? How can you repair harm done?

Overview of SBT

Read this peer-reviewed article that explores 30 years of research around trauma in schools. (**NOTE: links to the articles will be provided in the final syllabus released to students**)

Read this peer-reviewed article on a framework for addressing trauma in schools: ...

Read this peer-reviewed article about saviorism in trauma-informed practice:

https://drive.google.com/file/d/156dJGPGf00leP8DIDE2-xwsFElu90_7W/view?usp=sharing

Watch the following video from the Alliance Against Restraint and Seclusion: ...

Read about the potential for harm in well-intentioned classroom activities:

<https://unconditionalllearning.org/2021/08/03/what-i-wish-teachers-knew-about-what-i-wish-my-teacher-knew/>

Restorative and Transformative Justice Practices

The path forward after school-based trauma has fractured the relationships is through transformative and restorative justice.

Read the entire resource on restorative justice practices: ...

Complicate the narrative further by reading about the potentials and pitfalls of restorative justice in this peer-reviewed piece:

<https://drive.google.com/file/d/1nqKV1R6wPGLyQSGBrWzKeR96JN1EtRSF/view?usp=sharing>

Revisiting reflexivity

Reflect on the following questions:

- What is my role in contributing to or interrupting harm at school?
- ...
- What fears, worries, or biases do I have about the topic?

Read this document to prepare for restorative conversations:

https://www.scoe.net/media/a4dn0p3i/sesion_3_restorative_conversations.pdf

Module 4 Assignment: Case Study Analysis

Read the following case study: https://docs.google.com/document/d/1fEzURCh1uZCYzrWRu7DmpCpd-tYUOx2JEUIBSSbv_r0/edit?usp=sharing

Respond in writing in 1-2 page:

- What do you notice about the two scenarios?
- What stood out to you?
- Are there significant differences...
- What did you notice about the student-teacher relationships in the two scenarios?
- What supports (e.g., training, coaching, staffing, time, money, etc.) would you ...

SUBMIT ASSIGNMENT #4 IN MOODLE/DROPBOX UNDER MODULE #4

Module 5: Final Thoughts -

In this module, you will reflect across all content learned throughout the duration of the course. This is the chance to review the content covered, sit with your feelings, thoughts, ideas, and then put them on paper.

Module 5 Assignment: Reflective and Reflexive Paper

Write a 3-page (double spaced) reflection of your learning from this course.

- Reflect on specific elements from each module encouraged your learning and challenged you to grow.
- What was the most impactful ...
- What information are you most excited to....
- How has this course transformed your practice, or the ways you think about trauma-informed practice?

SUBMIT ASSIGNMENT #5 IN MOODLE/DROPBOX UNDER MODULE #5

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>
<p>All work is very well organized.</p>	<p>Most work is generally well organized.</p>	<p>Work shows little or no organization.</p>
<p>Answers are well thought out and demonstrates reflection on the material.</p>	<p>Answers are complete and demonstrate some reflection on the material.</p>	<p>Answers are brief and do not demonstrate any reflection on the material.</p>
<p>Assignment use specific examples and provide a detailed description of how the assignment can be incorporated into a learning environment</p>	<p>Assignment use specific examples or somewhat describes how the assignment can be incorporated into a learning environment</p>	<p>Assignments do not use specific examples or describe classroom incorporation.</p>
<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>
<p>Work is free of spelling and/or grammatical errors.</p>	<p>Work has few spelling and/or grammatical errors.</p>	<p>Work has numerous spelling and/or grammatical errors.</p>