



Trauma Sensitive Practices for Early Childhood Education

EDUO 9335 3 Semester Credits/Units

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Course Syllabus

Course Overview

Develop an understanding of the ways that early trauma may impact student development and growth and discover ways to support children's resilience and mental well being. Explore how daily interactions, classroom routines and teacher mindset can support children's classroom success and create an environment that encourages positive outcomes for every student.

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

- Develop an understanding of the impact of early childhood trauma.
- Explore practices that create a trauma informed environment.
- Reflect on student needs through a framework of humanity and resilience.
- Create a plan for implementing trauma informed strategies with your students.

Course Relation to CCS or other Professional Standards:

The National Board for Professional Teaching Standard Early Childhood Generalist:

- Standard I: Using Knowledge of Child Development to Understand the Whole Child
- Standard II: Partnering with Families and Communities
- Standard III: Fostering Equity, Fairness, and Appreciation of Diversity
- Standard V: Assessing Children's Development and Learning
- Standard VI: Managing the Environment for Development and Learning
- Standard VII: Planning for Development and Learning
- Standard VIII: Implementing Instruction for Development and Learning

Standard IX: Reflect on Teaching Young Children

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

Learning Modules / Assignments

| Module 1: Preparation of the Adult for Trauma Sensitive Practices | |
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| Objective | Understanding childhood trauma allows us insight into the adults who may have experienced trauma in their youth. Adults wishing to become trauma sensitive and supportive for children must recognize their own needs and be able to self regulate appropriately. |
| Assignment(s) | <ul style="list-style-type: none"> • Read: https://www.edutopia.org/article/how-childhood-trauma-affects-teachers • Read: Rewriting your story: How to move past childhood trauma • Read: Stress and Resilience: How Toxic Stress Affects Us, and What We Can Do About It • Read: GROUNDING |
| Assessment | <p>Write a paper with the following details:</p> <p><i>Paragraph 1:</i> 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><i>Paragraph 2:</i> Share your past learning about childhood trauma, your goals for taking this course, and one resource you've previously read about childhood trauma.</p> <p><i>Paragraph 3:</i> Please affirm that you have a plan of self-care during this course, and that you understand the content may resonate deeply for some people. Please DO NOT feel obligated to divulge any personal information or personal details regarding your own trauma experiences or those of your students, children or others.</p> <p><i>Submit completed work to the Module 1 Dropbox in Moodle</i></p> |

| Module 2: Understanding the Impacts of Trauma | |
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| Objective | Understanding of the impact of trauma on children's physical, social and educational development. Understand the way these impacts may be displayed in the classroom, family or other settings. |
| Assignment(s) | <ul style="list-style-type: none"> • Read: NCTSN: What is Child Trauma: Early Childhood • Read: Understanding Child Trauma - What is Childhood Trauma? SAMHSA • Read: Developmental Considerations Patient Centered Care and Trauma Informed Care for Pediatric Patients - HEALTHCARE TOOLBOX • Read: How Parents' Trauma Leaves Biological Traces in Children - Scientific American • Read: Maternal Lifetime Trauma Exposure, Prenatal Cortisol, and Infant Negative Affectivity - PMC • Read: https://childmind.org/article/how-trauma-affects-kids-school/ • Watch: How childhood trauma affects health across a lifetime Nadine Burke Harris • Watch: Bruce D. Perry: Social & Emotional Development in Early Childhood [CC] • Watch: Oprah Winfrey & Dr. Bruce Perry in Conversation SXSW EDU 2021 |
| Assessment | <p>Write a 2-3 page paper detailing the following:</p> <p>-What is childhood trauma?</p> <p>-What are the potential impacts of trauma in a child's life? Long term? Short term?</p> |

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| | <p>-What ways might these impacts be displayed in the classroom? -Which of the resources above provided the most impact into your understanding of trauma and why? <i>Submit completed work to the Module 2 Dropbox in Moodle</i></p> |
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| Module 3: Protective Factors & Resilience | |
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| Objective | Understand the role of protective factors and the development of resilience in students. Describe the way that these factors impact student success and contribute to equitable practices. |
| Assignment(s) | <ul style="list-style-type: none"> ● Read: Resilience after Trauma in Early Development ● Read: Principles of Equity-Centered Trauma-Informed Education ● Watch: Protective Factors and the Science Behind Resilience ● Watch: InBrief: Resilience Series - YouTube ● Watch: Trauma: 5 Protective Factors - Shasta County Office of Education ● Watch: Protective Factors for Student Well-being: Learnings from the YDI and Kids & Covid Project ● Watch: Building Resilience |
| Assessment | <p>Complete the following tasks:</p> <ul style="list-style-type: none"> ● Create a tool (handout, PowerPoint, flier, etc.) that educates and provides others about protective factors at school that support children’s resilience. ● Write a 2-page reflective response to the Principles of Equity Centered Trauma- Informed Education. Consider each of the 6 principles and describe a way each is or could be integrated in to your classroom or school community. ● Write a 2-page reflection that addresses the following questions: <ul style="list-style-type: none"> -What protective factors are present in your classroom and school community? - How is resilience supported in your classroom/school community AND how is building resilience challenging in your classroom/school? -What can or should change in your school, classroom or community to better support children? Think of these issues both on the micro level (interpersonal interactions, classroom routines, school policies or needs) and the macro level (state or federal policy, community/society concerns, human rights). <p><i>Submit completed work to the Module 3 Dropbox in Moodle</i></p> |

| Module 4: Classroom Strategies | |
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| Objective | Describe the strategies that engage students in ways that enhance felt safety. Plan for student success with predictable transitions, routines and positive classroom culture. |
| Assignment(s) | <ul style="list-style-type: none"> ● Read and Explore: https://www.trepeducator.org/consistency-and-predictability ● Read: TASSP Article ● Read: Classroom Routines ● Read: Page 6: Create a Structured Classroom ● REad: https://child.tcu.edu/wp-content/uploads/2015/06/The-Connected-Child-Chapter-Four.pdf ● Read and Watch: https://www.teachwithmrst.com/post/predictability |

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| | <ul style="list-style-type: none"> ● Watch: https://www.texasprojectrestore.org/videos/developing-a-positive-classroom-culture/ ● Watch: https://www.texasprojectrestore.org/videos/building-secure-relationships/ ● Watch: https://www.texasprojectrestore.org/videos/building-strong-partnerships-with-students-families/ ● Watch: Practical strategies for Trauma Sensitive Teaching: Elementary |
| Assessment | <p>Complete the following tasks:</p> <ul style="list-style-type: none"> ● Using the TREP Foundation Transition Planning form, create a plan utilizing what you have learned that you can apply to your current or future settings. ● Write a list of all the routines that encompass your day/week/month in the classroom. Think micro level- like pencil management, workstations, assignment turn in and macro level, such as library visits, drills, seasonal events. ● Write a 2-3 page paper that addresses the following questions: What elements make a classroom feel predictable for children? What elements contribute to the feeling of felt safety? What ideas have you used or plan to use to create positive classroom cultures and build relationships? What support from administration, academic coaches, counselors, support staff, colleagues, parents etc. would be beneficial in helping you meet the goals of a predictable, safe and positive classroom? <i>Submit completed work to the Module 4 Dropbox in Moodle</i> |

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| Module 5: Final Project | |
| Objective | Synthesize the information you have learned in this course into a holistic view of the educational experience of young children. Set yourself up for success in the future with detailed planning and preparation. Share what you have learned with others. |
| Assignment(s) | <p>Watch:</p> <ul style="list-style-type: none"> ● Getting Started With Trauma-Informed Practices ● Trauma-Informed Classroom Tools ● Trauma-Informed Schools 101: Simplified ● Head Start-Trauma Smart ● https://www.youtube.com/live/el8UySVqS4I?feature=share |
| Assessment | <p>Complete these tasks:</p> <ul style="list-style-type: none"> ● Write a 3-5 page paper explaining the connection between early childhood trauma, development (including behavioral and academic needs) and appropriate strategies to support and intervene with students. Include ways you have or plan to implement these strategies in your environment. ● Create a visual aide (flier/video/slide deck or other creative outlet of your choosing) that could be shared with your colleagues to impart to them the basics of why becoming trauma informed is important. This should be something that would be 3 min max as a presentation, no longer than a trifold flyer, or a 10-slide deck. ● Write a 1–2-page reflection on the course sharing how what you’ve learned has impacted your beliefs and practices. <i>Submit completed work to the Module 5 Dropbox in Moodle</i> |

Course Assessment Rubric:

| <p align="center">EXCELLENT</p> <p align="center">Meets or Exceeds Course Objectives: A to A-</p> | <p align="center">ACCEPTABLE</p> <p align="center">Majority of Work Meets Course Objectives; B+ to B-</p> | <p align="center">NOT ACCEPTABLE</p> <p align="center">Needs Considerable Improvement: Resubmit Work Suggested: C or below</p> |
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| <p>All work submitted reflects in-depth understanding of course objectives.</p> | <p>Most work submitted reflects in-depth understanding of course objectives.</p> | <p>Work shows little or no in-depth understanding of course objectives.</p> |
| <p>Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p> | <p>Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p> | <p>Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.</p> |
| <p>Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.</p> | <p>Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.</p> | <p>Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.</p> |
| <p>Assignment content and required projects were original.</p> | <p>Assignment content and required projects were original.</p> | <p>Evidence that not all assignment content and required projects were original.</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> |