



# The New York Center for Teacher Development, Inc.

*In affiliation with the University of Massachusetts Global (Extended Education)*

## COURSE SYLLABUS

**Course:** EDZU 9113 Building Trauma Informed Schools

**Credit Hours:** 3.0 credits / 45 hours

**Instructor:** Tricia Calise

### Course Description

This course will help K-12 teachers to understand that every child's narrative is important. Trauma whether it be one-time, multiple times, or long-lasting can affect everyone differently. We may need to look at our students' behaviors and academic performance through a different lens. The impact of childhood trauma is a pressing issue among educators today. "To truly cultivate social and emotional wellness throughout a school, districts can learn how to intentionally design classroom and school-wide environments, routines, and rituals that promote social and emotional health and well-being for all" (Lauth, 2018). Our classrooms have become a safe place for many of our students. That is why educators need tools to help identify and support them. "Trauma may look different from student to student, so it's prudent to always use trauma-responsive practices" (Todd, 2021). Trauma informed educators can make a difference.

### Course Objectives

#### Teachers Enrolled in This Class Will...

##### **Know**

- 1. what it means to support students who have experienced trauma.**
- 2. how to incorporate strategies and best practices in to daily lessons and activities.**
- 3. what can be accomplished to meet those students who have experienced trauma so they feel safe, welcomed, and successful.**

##### **Understand**

- 1. what ACE is.**
- 2. the effects of trauma and how it impacts students.**
- 3. relationships are the critical component for creating a safe and productive learning environment.**
- 4. what it looks like in the classroom.**
- 5. different types of trauma.**

##### **and To Be Able To**

- 1. define trauma**
- 2. become trauma informed**
- 3. implement techniques in diverse school systems and begin to explore solutions**
- 4. recognize triggers**

## Course Outline

- I. What is Trauma?**
  - A. Student introductions.**
  - B. Define trauma. What does it mean to you?**
  - C. Fundamental truths about trauma.**
  - D. Explore three main classifications of trauma.**
  - E. Three E's of Trauma.**
  - F. The Invisible Backpack.**
  - G. What is the first thought that comes to your mind when your administrator or school psychologist informs you that one of your students has experienced a significant amount of trauma?**
  - H. Think about a student you have or had that may have experienced trauma. Describe this student and the behaviors you observed. Answer a set of questions.**
  
- II. Adverse Childhood Experience**
  - A. What is ACE?**
  - B. Take the ACE assessment.**
  - C. Analysis of the ACE assessment. What other situations can be traumatic?**
  - D. Taking a deeper look at our students. Student scenarios who have experienced trauma.**
  - E. Given the information you have learned thus far in the course, how might you shift your approach in working with these vulnerable students?**
  - F. Write a letter to your Superintendent promoting why teachers should be trauma informed.**
  - G. See-Think-Wonder Routine**
  
- III. Relationships**
  - A. Use words and phrases to define the term relationships.**
  - B. The Importance of strong relationships between teachers and students. Why strong teacher student relationships matter.**
  - C. Benefits of positive relationships.**
  - D. Ways to build relationships with our students. Complete chart: Strategy, Why Do It?, How To Do It? Further Resources.**
  - E. Review: Rita Pierson: Every Kid Needs a Champion. Part A: Write a thank you note to a teacher in your life that made a difference. What qualities did that teacher have to make you feel safe and comfortable in the learning environment. Part B: List 3 and give specific examples of how you build a safe and caring learning environment.**
  - F. 4'C Thinking Routine**
  
- IV. Strategies**
  - A. The Cookie Jar: the Art of Giving Praise (and Self Praise)**

- B. **Reflection: How might you schedule regular opportunities for students to celebrate and acknowledge themselves and one another?**
  - C. **Ways to support students affected by trauma.**
  - D. **What are triggers? What are the warnings?**
  - E. **Identifying triggers graphic organizer.**
  - F. **Create activity for students to deal with triggers from trauma.**
  - G. **How to deal with your own triggers.**
- V. **The Impact of Trauma and Moving Forward**
- A. **Oprah Winfrey and Bruce D. Perry, M.D., Ph.D on Trauma, Resilience, and Healing with Brene Brown.**
  - B. **What steps can you take to bring this important topic into your professional conversations? How might that provide an avenue to better support your students?**
  - C. **Reflection: What attributes do you think a person must have to overcome the negative effects on trauma?**
  - D. **Use Mindfulness Practices to Support Students**
  - E. **Self-Care Challenge**
  - F. **Reflective Questions**

### **Methods of Instruction**

Teachers enrolled in this course will develop ways to help their students who have experienced trauma. Throughout this course they will understand the types of trauma and the impact it has on their students. Students can't learn if they don't feel safe in the classroom. Teachers have the opportunity to help students who have faced trauma in their lives. They will communicate with other classroom teachers to share success stories and gain insights of best practices. They will complete assignments that assess their understanding of the importance in building a supportive and sensitive environment where students feel safe, comfortable, take risks, learn, and even heal. They will complete thorough analyses of their own classroom/school to help them make changes in classroom interactions that can make a difference for traumatized students. They will gain valuable ideas and resources for their classroom.

### **Methods of Assessment**

**In order to earn an A in class, a student must complete all of the assigned readings, assignments, and participate in all discussion forums.**

**In order to earn a B in class, a student must complete all the readings, assignments, and discussions for Blocks 1-4. In Block 5 student must do discussion question and complete 2 out of the 4 assignments.**

## Time Validation

<b>Assignment</b>	<b>Time (in hours)</b>
Discussion Forum: Students will introduce themselves to the class. Respond to at least one classmate.	1.50
Discussion Forum: Define trauma. What does it mean to you? Respond to at least one classmate.	1.50
Read and Review: Fundamental truths about trauma, Three main classifications of trauma,,Three E's of Trauma, The Invisible Backpack. Articles and Video	2.00
Assignment#1: What are the first thoughts that come to your mind when your administrator or school psychologist informs you that one of your students has experienced a significant amount of trauma?	2.00
Assignment#2: Think about a student you have or had that may have experienced trauma. Describe this student and the behaviors you observed. Answer a set of questions.	2.00
Read and Review: What is ACE? Articles and Video	2.00
Assignment#3: ACE assessment.	0.50
Assignment#4: Analysis of ACE assessment. What other situations can be traumatic? Brainstorm a list.	2.00
Assignment#5: Taking a deeper look at our students. Student scenarios who have experienced trauma. Students will read scenarios and decide what strategy they can use to help the student.	2.00
Assignment#6: Given the information you have learned thus far in the course, how might you shift your approach in working with these vulnerable students.	2.00
Assignment#7: Write a letter to your Superintendent promoting why teachers should be trauma informed.	2.00
Discussion Forum: After reading articles in this module and learning about ACE students will complete a graphic organizer: See Think Wonder Routine. What do you see? What do you think about that? What does it make you wonder?	1.00
Discussion Forum: Use words and phrases to define the term relationships. Respond to at least one classmate.	1.00
Read and Review the importance of strong relationships between teachers and students. Why strong teacher-student relationships matter.	1.00
Discussion Forum: What are the benefits of positive relationships? Respond to at least one classmate.	1.00
Assignment #8: Ways to build relationships with our students. Complete chart: Strategy, Why Do It? How To Do It? List any Further Resources you would use.	2.00
Assignment#9: Review video: Rita Peirson Every Kid Needs a Champion Part A: Write a thank you note to a teacher in your life that made a difference. What qualities did that teacher have to make you feel safe and comfortable in the learning environment. Part B: List 3 and give specific examples of how you build a safe and caring learning environment.	2.00

Assignment #10: 4'C Thinking Routine: Students will develop synthesizing and organizational skills: Connection: What connections do you draw between this module and your own life or your profession? What ideas, positions, or assumptions do you want to challenge or argue with this module? What key concepts or ideas do you think are important and worth holding on to from this module? What changes in attitudes, thinking, or action are suggested by this module either for you or others?	2.00
Read and Review: The Cookie Jar: The Art of Giving Praise (and Self Praise)	1.00
Assignment #11: How might you schedule regular opportunities for students to celebrate and acknowledge themselves and one another?	
Discussion: List 3 ways you can support students affected by trauma.	1.00
Read and Review: What are triggers? What are the warnings?	2.00
Assignment #12: Triggers graphic organizer. Create a list of triggers that might trigger some of your students that have experienced trauma. Ex: Someone hits by accident (Unlikely, Somewhat Likely, Pretty Likely, Very Likely).	1.00
Assignment #13: Create an activity for students to deal with triggers from trauma	2.00
Listen and Review: A. Oprah Winfrey and Bruce D. Perry, M.D., PD.D on Trauma, Resilience, and Healing with Brene Brown.	1.50
Assignment #14: What steps can you take to bring this important topic into your professional conversations? How might that provide an avenue to better support students?	2.00
Assignment #15: What attributes do you think a person must have to overcome the negative effects of trauma?	1.50
Read: How Teachers Can Use Trauma-Sensitive Mindfulness Practices to Support Students	.50
Assignment #16: Self Care Challenge: Students will complete a chart listing 5 examples for each: Physical Self-Care, Mental Self-Care, Emotional Self-Care.	1.00
Discussion Forum: Why is it beneficial for teachers to shift their focus from the causes of trauma to the effects of trauma?	1.00
Assignment #17: Reflective Questions: I learned... I most appreciate... I was surprised... If I could go back in time, what might I do differently?... What are the three things that make you a successful teacher? What am I most proud of?...This first thing I want to try is...	1.00
<b>Total Time</b>	<b>45.00</b>