Professional Development Institute

Flex Course Syllabus

Trauma-Informed Teaching Strategies for All Learners (PreK-6)

PDI Course Number: 147T02

UCSD Course Number: EDUC42431

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Do you wish you had strategies to offset the effects of trauma in the lives of your students? This online course is specifically designed for teachers in grades PreK-6 who are looking to dig deeper into the principles of trauma-informed teaching and how effective strategies such as restorative practices, strengthening student-teacher relationships, designing a safe classroom, and encouraging pro-social behaviors can make a difference. Teachers are provided with thorough background information on the foundations of trauma-informed teaching, as well as a wide variety of strategies to facilitate the process of healing from trauma. The five core competencies of social-emotional learning are discussed, and teachers are provided multiple strategies to deliver social-emotional learning through a trauma-informed lens. Specific strategies that educators can implement within their own classroom environment to foster a culture of safety and encourage pro-social behaviors are also shared. Finally, teachers will learn what it truly means to embody the characteristics of a trauma-informed teacher and how to prevent secondary traumatic stress and burnout in their own lives by cultivating resilience and mindfulness. By the end of this course, teachers will be well prepared to implement critical trauma-informed practices to offset the effects of trauma in their students' lives.

Educational Outcomes

1. Teachers will be able to identify the symptoms of various types of trauma and how they can lead to post-traumatic stress disorder.
2. Teachers will be able to identify adverse childhood experiences and will learn strategies to prevent them.
3. Teachers will understand the ramifications of positive, tolerable, and toxic stress.
4. Teachers will understand the six principles of a trauma-informed approach.
5. Teachers will learn the four key assumptions of understanding and facilitating the process of healing from trauma.
6. Teachers will be able to debunk common misconceptions of trauma-informed teaching and will learn the importance of having a trauma-informed perspective.
7. Teachers will be able to implement strategies for consistency, predictability, and de-escalation in their classrooms.
8. Teachers will be able to implement trauma-informed instructional practices using the five core competencies of social-emotional learning.
9. Teachers will learn various restorative practices to address misbehaviors in the classroom.
10. Teachers will learn strategies to strengthen the student-teacher relationship and belongingness in the classroom.
11. Teachers will be able to analyze their existing classrooms and embrace approaches that strengthen the community.
12. Teachers will learn the features of a safe school and will understand various threats to school safety.
13. Teachers will be able to analyze the physical environment of their existing classrooms and design a safe learning environment that cultivates psychological safety.
14. Teachers will understand the core elements of a multi-tiered trauma-informed school.
15. Teachers will learn how to encourage pro-social behaviors to offset the effects of trauma.
16. Teachers will be able to design a classroom behavior management plan that supports students who are overcoming trauma.
17. Teachers will be able to encourage students to be self-efficacious and teach them how to use their voices to take control of their learning.
18. Teachers will learn the characteristics of a trauma-informed teacher.
19. Teachers will understand secondary traumatic stress and burnout and will learn strategies to cultivate resilience in their own lives.
20. Teachers will understand the benefits of mindfulness and will learn various self-care practices to offset the effects of secondary traumatic stress and burnout.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites

- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to Classroom Scenarios (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Defining Trauma
- Trauma in the Lives of Students
- The Principles of Trauma-Informed Care
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about applying trauma-informed teaching. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- What is Trauma-Informed Teaching and Learning?
- Trauma-Informed Teaching Pedagogy
- Embracing Trauma-Informed Instructional Strategies with Social-Emotional Learning
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Empowering Students through Restorative Practices
- The Power of Relationships
- Strengthening the Classroom Community
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively incorporating trauma-informed teaching into the classroom and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Safe Classroom Environments: An Overview
- Strategies to Foster a Culture of Safety in the Classroom
- Whole School Model
- **Test #4**

Unit Five

- Supporting Pro-Social Behaviors to Offset the Effects of Trauma
- Establishing a Classroom Behavior Management Plan
- Strategies to Empower Students to Offset the Effects of Trauma
- **Test #5**

Unit Six

- A Portrait of the Trauma-Informed Educator
- Secondary Traumatic Stress and Cultivating Resilience
- Mindfulness Strategies for Educators
- **Assignment #4**
  Write a minimum one-paragraph response for each of the seven classroom scenarios portrayed in Assignment 4. Each response should explain how you (as the teacher) should respond to each classroom situation using a trauma-informed manner. Each paragraph should be written in no less than ten detailed sentences and should espouse the principles of trauma-informed teaching.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection

specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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