



## ***Trauma-Informed Instruction: What Teachers Need to Know***

North MS Education Consortium  
Fall 2020

### ***Contact Information***

**Instructor:** Lisa White, EdD  
**Email:** [lisadeannewhite@gmail.com](mailto:lisadeannewhite@gmail.com)

**Instructor:** Bonnie Owen, M.Ed  
**Email:** [1bonbonms@gmail.com](mailto:1bonbonms@gmail.com)

### ***Course Description***

We know many of our students have experienced trauma in their lives. Those traumatic experiences, along with the fear associated with COVID-19 over the past few months, have created an urgent need for teachers to understand and utilize trauma-informed instructional strategies as a daily part of their professional practice. In this course, participants will learn how trauma impacts a person's development and education as well as several trauma-informed instructional strategies to meet the needs of all learners.

This course is divided into six (6) modules and is designed to take participants approximately ten (10) hours to complete. Upon successful completion, participants can apply for 1 CEU or 5 SEMIs at no additional cost.

### ***Course Goals***

At the end of this course, participants will be able to do the following:

- Define trauma and describe its impact on human development and education.
- Define adverse childhood experiences and describe their impact on human development and education.
- Identify trauma-informed strategies to meet the needs of all learners.
- Analyze student behavior using a curious approach and determine the appropriate response to offer support.
- Describe your plan to implement trauma-informed strategies in your classroom or school.

### ***Required Texts, Materials, Equipment***

- Computer with speakers
- Internet access
- Word processing software

### ***Time Allowed for Course Completion***

This course is self-paced, asynchronous, and on-demand, meaning participants work at their own pace and there are no face-to-face meetings (either in person or virtually). Participants will have 45 calendar days to complete the course.



## Course Outline

Module	Module Objectives	Estimated Time to Complete
1: Introduction	<ul style="list-style-type: none"> <li>Identify how to successfully complete the course and how to get help in this course, if needed.</li> <li>Define the terms "trauma" and Adverse Childhood Experiences".</li> </ul>	1 hour
2: Impact of ACEs on Child Development	<ul style="list-style-type: none"> <li>Identify trauma and ACEs (Adverse Childhood Experiences)</li> <li>Discuss effects of trauma on brain and body development</li> <li>Identify developmental characteristics of trauma</li> <li>Analyze Gene vs. Environment in trauma</li> </ul>	1.5 hours
3: Impact of ACEs on a Student's Education	<ul style="list-style-type: none"> <li>Take the Adverse Childhood Experience test and understand the how it identifies students with trauma</li> <li>Identify how trauma impacts learning, behavior, and relationships in schools</li> <li>Discuss the impact of trauma in Mississippi</li> <li>Explain how students with ACEs affect the learning environment</li> </ul>	2 hours
4: Trauma-Informed Instructional Practices	<ul style="list-style-type: none"> <li>Identify the 6 guiding principles of trauma-informed practice.</li> <li>Identify instructional strategies supporting positive outcomes for students who have experienced trauma.</li> <li>Discuss mistakes to avoid when working with students who have experienced trauma (and you may not know who they are).</li> <li>Explain how a "curious approach" can help all adults work with all students.</li> </ul>	2 hours
5: Characteristics of Trauma-Sensitive Schools	<ul style="list-style-type: none"> <li>Identify characteristics of trauma-sensitive schools</li> <li>Analyze current school culture and determine areas of school culture that are not trauma-sensitive</li> <li>Describe how you can intentionally improve the school culture to employ trauma-informed practices to meet the needs of ALL students</li> </ul>	1.25 hours
6: Trauma and COVID-19	<ul style="list-style-type: none"> <li>Identify how to discuss COVID-19 with students</li> <li>Identify ways to support students with social-emotional needs in distance learning</li> <li>Discuss how to and the benefits of building relationships during the COVID-19 crisis</li> </ul>	2 hours
Course Evaluation		.25 hour

## Course Grading

Assignments and quizzes have been assigned point values. See the following page for assignments, quizzes, and their point values. A tracking sheet has been provided for you. To be eligible for credit, participants must complete all assignments and quizzes and earn at least a grade of 80% (or at least 245 points total).

## Technical Assistance

For issues regarding the course learning management system, please email Susan Scott at [sscott@olemiss.edu](mailto:sscott@olemiss.edu).



## Assignment, Quiz, & Grade Tracking Resource

Module	Assignment or Quiz	Earned Points / Available Points
1: Introduction	Module 1 Quiz	/ 10
2: Impact of ACEs on Child Development	Module 2 Pretest	Ungraded
2: Impact of ACEs on Child Development	Padlet	/ 2
2: Impact of ACEs on Child Development	Module 2 Posttest	/ 20
3: Impact of ACEs on a Student's Education	Main Idea Slides	/ 15
3: Impact of ACEs on a Student's Education	Education and ACEs	/ 5
3: Impact of ACEs on a Student's Education	Thinking Map	/ 5
4: Trauma-Informed Instructional Practices	Scavenger Hunt Documentation	/ 50
4: Trauma-Informed Instructional Practices	Module 4 Quiz	/ 20
5: Characteristics of Trauma-Sensitive Schools	Module 5 Anticipation Guide	/ 30
5: Characteristics of Trauma-Sensitive Schools	Reflection and Planning Activity to Transform School Culture	/ 30
6: Trauma and COVID-19	Guideline Document	/ 30
6: Trauma and COVID-19	Padlet	/ 20
6: Trauma and COVID-19	Strategies for Supporting Students During COVID-19	/ 20
6: Trauma and COVID-19	How COVID-19 Has Affected Relationships, Teaching, & Learning	/ 50

**TOTAL AVAILABLE POINTS: 307**