



Module 3: How ACEs Can Impact a Student's Educational Experience

Module 3 Guide

Directions: This module guide is provided to help you to capture important content in Module 3. You DO NOT have to submit this document. It is simply a resource for you to guide you through the module.

Module 3 Reflection

Before you dive into the content in Module 3, please think about the students you watched struggle in the last year. What were their challenges, in your opinion? What do you think caused them to struggle? Jot down your thoughts below.

Of these students who experienced challenges, how many would you guesstimate experience trauma/ACEs on a regular basis?

Article: Recognizing the Signs of Trauma

The author states:

When we know the effects of and signs of trauma, we can detach students' behaviors from being immutable parts of their character and instead think of the behaviors as learned coping mechanisms to keep the students safe while under immense stress from their environments and experiences. When we know the effects of and signs of trauma, we can move away from disciplining unproductive coping mechanisms. We can support students with unlearning the responses that do not serve to push them toward their goals and that do not keep them safe. We can use our expertise to teach and practice new responses that will better serve our students and our classrooms.

Think about your students who demonstrate problematic behaviors. Do you suspect any of these behaviors could be “learned” or “unproductive coping mechanisms”? Why or why not?

What are some common signs of trauma that can be observed in the classroom?

“Maslow before Bloom”

What is Abraham Maslow known for?

What is Benjamin Bloom known for?

What is meant by “Maslow before Bloom”?

What are implications for schools and classrooms?

The Impact of Trauma on Learning Video Series

Part 1: Academic Performance

How does trauma impact a student’s ability to process and use language?

How does trauma impact a student’s executive functioning?

Why do you think many students who experience hypervigilance due to trauma are misdiagnosed as having ADHD? How are the two conditions different?

Part 2: Classroom Behavior

What are some common behavioral adaptations seen in students who have experienced trauma?

What is the common thread between the aggressive, withdrawn, or reactive/impulsive behaviors seen in students who have experienced trauma? What is the common, underlying need the students are trying to satisfy?

Part 3: Relationships

In what ways does trauma undermine a student's ability to develop positive adult and peer relationships?

How does a lack of self-awareness inhibit a student's ability to self-regulate?