



Introduction to Trauma-Informed Practices for Teachers

Course Syllabus

Course Description

We know many of our students have experienced (or regularly experience) trauma in their lives. These traumatic experiences have created an urgent need for teachers to understand and utilize trauma-informed 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 practices to meet the needs of all learners.

This course is divided into five (5) modules and is designed to take participants approximately ten (10) hours to complete. Upon successful completion, participants can apply for 1.0 CEU 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 (ACEs) and describe their impact on human development and education.
- Identify several trauma-informed practices to meet the needs of all learners.
- Describe how to analyze student behavior using a curious approach and determine the appropriate response to offer support.

Required Texts, Materials, Equipment

- Computer with speakers
- Internet access

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.

Completing Course Modules

As you enter each online module, you will see directions for completing the module presented as a list of steps. All videos, articles, and other course materials will be provided in these steps, including module guides for Modules 2 - 5. Simply follow the steps in each module, using the module guides provided for Modules 2 - 5, and complete the quiz at the end of each module. At the end of the course, you will complete a course evaluation and a credit application.



Course Outline

Module	Module Objectives	Estimated Time to Complete
1: Introduction to Course	<ul style="list-style-type: none"> Describe how to successfully complete the course. Define the terms "trauma" and Adverse Childhood Experiences". 	1 hour
2: Impact of ACEs on a Child 's Development	<ul style="list-style-type: none"> Take the Adverse Childhood Experience Test and explain how ACEs have the potential to negatively impact child development Discuss effects of trauma and ACEs on brain and body development Analyze genetic and environmental influences on brain development Describe strategies to help children build resilience 	2.25 hours
3: How ACEs Can Impact a Student's Educational Experience	<ul style="list-style-type: none"> Identify how trauma impacts learning, behavior, and relationships in schools Describe what is meant by "Maslow before Bloom" in education circles 	2.25 hours
4: Trauma-Informed Practices for Teachers	<ul style="list-style-type: none"> Identify the 6 guiding principles of trauma-informed practice. Identify teacher strategies and practices supporting positive outcomes for students who have experienced trauma. Explain what is meant by "compassionate curiosity". 	2.25 hours
5: What Trauma-Sensitive Schools Do Differently	<ul style="list-style-type: none"> Identify characteristics of trauma-sensitive schools Analyze current school culture and practices and rate the level of implementation of trauma-informed practices in the school/district 	2.25 hours
Course Evaluation		

Course Grading

Each module has a quiz at the end. To be eligible for credit, participants must complete all quizzes and earn at least a grade of 80% on each quiz. Quizzes failed may be retaken.

Technical Assistance

For issues regarding the course learning management system, please email Susan Scott at sscott@olemiss.edu.



References

- Centers for Disease Control and Prevention. (2022, April 6 reviewed). *Fast facts: Preventing adverse childhood experiences*. Retrieved from <https://www.cdc.gov/violenceprevention/aces/fastfact.html>
- Centers for Disease Control and Prevention. (n.d.). *6 guiding principles to a trauma-informed approach* [Flyer]. Retrieved from https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm
- Eastman, Q. (2013, December 2). Mice can inherit learned sensitivity to a smell [Newsletter]. Emory University. Retrieved from https://news.emory.edu/stories/2013/12/smell_epigenetics_ressler/campus.html
- Edutopia. (2018, February 5). *Falls-Hamilton Elementary: Transitioning to trauma-informed practices to support learning* [Video]. YouTube. <https://www.youtube.com/watch?v=iydalwamBtg>
- Edutopia. (2018, February 5). *Restorative circles: Creating a safe environment for students to reflect* [Video]. YouTube. <https://www.youtube.com/watch?v=1-RZYSTJAAo>
- Edutopia. (2019, January 14). *Getting started with trauma-informed practices* [Video]. YouTube. <https://www.youtube.com/watch?v=eWIV3wWygS4>
- Gonzalez, A. (2018, October 31). *Adverse childhood experiences (ACEs): Impact on brain, body, and behaviour* [Video]. YouTube. <https://www.youtube.com/watch?v=W-8jTTIsJ7Q>
- Minahan, K. (2019, October 1). Trauma-informed teaching strategies. *ASCD*, 77(2).
- Morin, A. (n.d.). *Show empathy to your students with compassionate curiosity*. Retrieved from <https://www.understood.org/en/school-learning/for-educators/empathy/using-compassionate-curiosity-to-drive-empathy>
- Mullen, G. (2020, November 17). Maslow before Bloom [Webpost]. Retrieved from <https://www.exploringthecore.com/post/maslow-before-bloom>
- National Child Traumatic Stress Network (2008). *Child Trauma Toolkit for Educators*. Retrieved from <https://www.nctsn.org/resources/audiences/school-personnel/trauma-toolkit>



- PsychHub. (2021). What is trauma? [Video]. YouTube.
<https://www.youtube.com/watch?v=qoUPnWfNpak>
- Resilient Educator. (n.d.). *Trauma-informed strategies to use in your classroom*. Retrieved from <https://resilienteducator.com/classroom-resources/trauma-informed-strategies/>
- Ristuccia, J. (2013, August 8). *Impact of Trauma on Learning Part 1: Academic Performance* [Video]. YouTube.
<https://www.youtube.com/watch?v=UPwdWLWYqBI&t=302s>
- Ristuccia, J. (2013, May 10). *Impact of Trauma on Learning Part 3: Relationships* [Video]. YouTube.
<https://www.youtube.com/watch?v=UPwdWLWYqBI&t=302s>
- Ristuccia, J. (2013, May 10). *Impact of Trauma on Learning Part 2: Classroom Behavior* [Video]. YouTube .
https://www.youtube.com/watch?v=dw1R_tlWE04&t=0s
- Starecheski, L. (2015, March 2). Take the Ace Quiz-Learn What it Does and Doesn't Mean. [Webpost] NPR MPB. Retrieved from
<https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>
- Todd, R. (2021, October 27). Recognizing the signs of trauma [Webpost]. Retrieved from
<https://www.edutopia.org/article/recognizing-signs-trauma/>