



Social Emotional SCHOOLHOUSE

Course Syllabus

Course Title: Trauma Informed Education

Credits: 3 credits

Class Type: Accelerated Fully Online

COURSE DESCRIPTION:

Trauma Informed Education course participants will learn trauma responses and approaches to creating a Trauma Informed Education. Participants will learn to implement the principles of a Trauma Informed Education into both academic learning and student behavior management. Course topics will include best practices of Trauma Informed screening and assessment, Trauma Informed pedagogy and methodologies, linking Trauma Informed interventions to academics and discipline, integration of Tier One, Two, and Three Trauma Informed interventions within the classroom and school structures, and the Trauma Informed approach to 504 and Special Education referrals.

Course Prerequisites: None

Participants taking this course for CEUs are required to complete the Discussion Board Post and the Course Reflection assignments only.

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of Trauma Informed Education within the school setting
2. Apply the components of Trauma Informed Education to design and implement Trauma Informed strategies for school structures

INSTRUCTIONAL OBJECTIVES:

1. Apply understandings of Trauma Informed Education to academic curriculum planning
2. Examine techniques of Trauma Informed Education to instructional practices
3. Examine techniques of Trauma Informed Education to student behavior management
4. Discuss, evaluate, and apply theories of Trauma Informed screenings and assessments in the school setting
5. Design Trauma Informed Education interventions for Tier One, Two, and Three students based upon research
6. Select, through a criteria, appropriate Trauma Informed Education interventions for Tier One, Two, and Three students

TEACHING/LEARNING ACTIVITIES:

Video clips, digital presentations, readings, graphic organizers, resource links, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Craig, S.E. (2016). Trauma-Sensitive Teacher, Educational Leadership, 74, 1, 28-32. Alexandria, VA: ASCD.

Immordino-Yang, M. H., Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. Mind, Brain, and Education, 1, 3-10.

Minahan, J. (2019). Trauma-Informed Teaching Strategies, Educational Leadership, 77, 2, 30-35. Alexandria, VA: ASCD.

EVALUATION METHODS:

1. **Discussion Board Posts:** Our Course Discussion Board serves as an extension of the face-to-face classroom in a traditional class. It is an important part of the online learning experience and should be maximized by all participants. Participants are required to post to the Course Discussion Board at least 2 times before the end of the course. Course Discussion Board posts should be meaningful and reflective of course content.

Discussion Board Posts Rubric

Integration: post incorporates the course's topic(s) (30 pts)

Critical Thinking: post expresses a critical analysis of course's topic(s); not just recitation of facts (30 pts)

Learning Community Contribution: post contributes meaningfully to the discussion and assists to further participant learning (20 pts)

Requirements: post has a minimum of a 100 word count and uses correct spelling, punctuation, and grammar (20 pts)

2. **Course Reflection:** Participants will be provided with required readings. After reading the assigned articles, participants will be asked to respond to a given related prompt. Participants should write a three to five page response to the given prompt.

Course Reflection Rubric

The Course Reflection must include...

An Answer to the Given Prompt that is thoughtful, insightful, and analytical (40 pts)

Required Reading Content incorporated and cited into the written response (20 pts)

Integration of Course Concepts (20 pts)

A Description of Course Content's Application to the participant's professional practice (10 pts)

Assignment Requirements: 3-5 page written response, 12 pt Times New Roman, double spaced (10 pts)

3. **Topic Quizzes:** Quizzes are assigned on Weeks Two and Four. Quizzes check participants' understanding of the course topics. These will be multiple choice in format. Quizzes will include an assessment of newly presented information from the current week's topic and previously learned content from previous weeks' topics.
4. **Final Assignment:** For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on one aspect of Trauma Informed Education presented in this course. Participants' can choose from any one of the following topics as the focus of their final assignment: Screening, Assessing, and Classification of Emotionally Disturbed Students, Tier One, Two and Three Interventions for Socially Impaired Students, or the Comorbidity of Emotional Disorders and Learning Disabilities.

Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements and Rubric:

- Digital presentation (i.e. PowerPoint, Google Slides) teaching/relaying information on the topic of the workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. (50 points)
- Creation of one workshop audience activity designed to teach a topic of the workshop (30 points)
- Inclusion of course content. Sources are cited directly on corresponding slides or on a reference slide at the end of the presentation (20 points)

TESTING AND GRADING:

- 30% Course Reflection
- 10% Discussion Board Posts
- 20% Quizzes
- 40% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

This course will follow CSU-Pueblo's policy for incomplete grades.

The Social Emotional Schoolhouse will process and evaluate your work within 2 business days of receipt. Once evaluated, grades will be sent to CSU-Pueblo for processing. Grades may be posted sooner than 7 days depending on the time in the term and the volume of work being submitted to the instructor. After the grades have been entered into the system by the CSU-Pueblo, you can check your grades through your PAWS account. You may also request an official transcript to be sent from your PAWS account. If taking more than one course, it is recommended to wait until all grade reports are received from CSU-Pueblo before requesting transcripts. CSU-Pueblo transcript information can be found at <https://www.csupueblo.edu/registrar/transcripts.html>

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student

Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity). Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU-Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for tests and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Topic(s) Covered:
 - What does it mean to be trauma informed and trauma responsive?
 - Informed
 - Federal and state legislation and recent litigation driving trauma-informed practices
 - Responsive
 - Universal and targeted trauma screening in schools
 - Key considerations and cautions when implementing trauma screenings in schools
 - Other trauma assessments
 - Planning for follow-up to trauma screenings

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Two

- Topic(s) Covered:
 - Trauma's Effects on Schools
 - Impact of trauma on students and schools

- o Trauma-Informed Approach
 - Why the trauma-informed approach is effective
 - Core elements of the trauma-informed approach

Assignment:

- Week Two Quiz

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Three

- Topic(s) Covered:
 - o Trauma Informed Decisions
 - Trauma Informed pedagogy
 - Trauma Informed methodologies
 - Trauma interventions and services

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Four

- Topic(s) Covered:
 - o Trauma Informed Education: Tier One
 - o Trauma Informed interventions and school-wide strategies
 - o Integration of Trauma Informed interventions with schoolwide interventions such as PBIS, literacy instruction and dropout prevention efforts
 - o Linking of Trauma Informed interventions with universal design for learning
 - o Integration of Trauma Informed interventions with instructional principles and discipline strategies

Assignment:

- Week Four Quiz

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Five

- Topic(s) Covered:
 - o Trauma Informed Education: Tier Two
 - Differences among the tiers in a 3-tier system
 - Identification of Tier Two students
 - Integration of Trauma Informed interventions with existing efforts for at-risk students
 - Integration of Trauma Informed interventions with current efforts to improve social skills and provide discipline
 - Trauma Informed approach to 504 and Special Education referrals

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Six

- Topic(s) Covered:
 - Trauma Informed Education: Tier Three
 - Identification of Tier Three students
 - School-based therapeutic Trauma Informed interventions
 - Integration of Trauma Informed approaches with existing academic and behavioral special education interventions

Assignment due before the course closes:

- Final Assignment

Other Assignments due before the course closes:

Course Reflection

Discussion Board Posts

* *Syllabus is subject to change.*