



**The Learning Tree Professional Development Network, LLC**  
Course Syllabus

**Course Title:** Trauma Informed Education  
**Credits:** 3 credits  
**Class Type:** Accelerated Fully Online

*Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.*

*Participants taking this course for CEUs are required to complete ONE discussion board post and ONE written response assignment.*

**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

**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

**ADA POLICY**

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. Please see your respective course syllabi for information on how to complete this process. If you are registered for PDPs or CEUs, please contact The Learning Tree PDN at [learningtreepdn@gmail.com](mailto:learningtreepdn@gmail.com). Instructors will then be notified directly from the Accessibility Services Office of any approved academic accommodations including extended time eligibility.

**Academic Integrity Statement**

Students are required to abide by the *Academic Integrity Policy*.

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 Learning Tree PDN prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and The Learning Tree PDN. 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 Learning Tree PDN.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

### 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
  - 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:
  - 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:
  - Trauma Informed Education: Tier One
  - Trauma Informed interventions and school-wide strategies
  - Integration of Trauma Informed interventions with schoolwide interventions such as PBIS, literacy instruction and dropout prevention efforts
  - Linking of Trauma Informed interventions with universal design for learning
  - 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:
  - 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.*