

ED 558 Trauma Informed Practice for Teachers

Course Syllabus: Summer 2018

Location: Admin. 364 IVN Studio

Blackboard login at <http://www.minotstateu.edu/current.html>

Dates/Times: MTWThF May 14 - 18 & 21-25, 4:00 – 8:00 PM
and Saturday, May 19, 8:00 a.m. -noon CT

Final grades are posted at the end of summer semester, August 6

Instructors: Crystal Gilles, M.A.T., NBCT, Child Trauma Academy Fellow,
& Patty Steele, M. Ed.

Email: Blackboard Course Mail

Appointments also through TEHP Assistant, 701-858-3028



Teacher Education and Human Performance

Conceptual Framework

http://www.minotstateu.edu/tegu/i_org.html

Course Description

Trauma Informed Practice for Teachers (3 SH). This course is designed to increase awareness of the effects of trauma on students in classrooms. The course will introduce the participants to the Neurosequential Model in Education (NME), a systematic approach to healing and educating students that have suffered childhood trauma. Through discussion, research and application, participants will seek ways to accommodate students who need the well-ordered interventions and strategies that the trauma-informed classrooms should provide.

Expected Student Outcomes:

1. Participants will gain awareness of the effects of childhood trauma on students.
2. Participants will become familiar with healthy brain development and explore the connections between childhood trauma and the harm to the developing brain.
3. Participants will become familiar with and demonstrate the ability to match instructional strategies to the needs of traumatized students.

Course Goals

The course goals are framed on the conceptual model for teacher education at Minot State University, Teachers as Reflective Decision Makers which focuses on Action, Reflection & Knowledge (ARK). The outcomes for the Master of Education degree are aligned with the Core Principles of the National Board for Professional Teaching Standards, the InTASC Standards, and the North Dakota Standards for Advanced Programs for Teachers. The Trauma Informed Practice course meets the following outcomes in the M.Ed. Cognitive Science Concentration.

M.Ed. Cognitive Science Concentration Competencies I: Research Foundations in Mind/Brain

2. Candidates will demonstrate understanding of mind/brain affective and strategic networks in intrapersonal awareness and interpersonal interactions in educational contexts.

M.Ed. Cognitive Science Concentration Competencies II: Application to Education

3. Candidates will demonstrate appropriate applications of mind/brain research in the planning of educational activities and classroom management.

Required Texts and Readings

- Perry, B. D. and Szalavitz, M. (2006). *The Boy Who Was Raised As A Dog*. Philadelphia, PA: Basic Books.
- Web search on trauma informed strategy models
- Selected readings and journal articles assigned in class

Other reference materials from which excerpts will be provided:

- Szalavitz, M. and Perry, B.D. (2010). *Born for love*. New York, NY: HarperCollins Publishers.
- Perry, B. D. *Brief: reflections on childhood, trauma and society*. (Kindle)
- Excerpts will be provided from the following resources and websites: ACEs study (<http://www.cdc.gov/violenceprevention/acestudy/>), Emotion Works (emotionworks.org.uk), ChildTrauma Academy (childtrauma.org), The Vibe Project (thevibeproject.net), Seeds of Empathy (seedsofempathy.org), MeMoves (thinkingmoves.com), Zones of Regulation (zonesofregulation.com)
- Sousa, D. A. (2012). *How the brain influences behavior: Management strategies for every classroom*. Thousand Oakes, CA: Corwin Press.
- Garner, B. K. (2007). *Getting to got it: helping struggling students learn how to learn*. Alexandria, VA: ASCD.
- Hiebert, M., Platt, J., Schpok, K., Whitesel, J. (2013). *Doodles, dances and ditties: a somatosensory handbook*. Denver, CO: Mount Saint Vincent Home.
- Bloom, S. *Creating sanctuary toward the evolution of sane societies*. (1997). New York, NY: Taylor & Routledge Group.
- Malchiodi, C. A. (2014, 2nd ed.). *Creative interventions with traumatized children*. New York, NY: Guilford Press.

Course Assignments (See handouts and rubrics for specific expectations)

1. Participants will participate in interactive Blackboard Discussions in which they reflect on readings, class activities and instructor presentations. Postings will be made on a regular basis.
2. Participants will compare and contrast web based trauma informed strategy websites (ACE, Emotion works, Seeds of Empathy, Vibe Project, Me Moves, etc.)
3. Participants will design a trauma-informed lesson which will be modeled in class.
4. Participants will be expected to attend all class sessions and participate in class discussions, or provide equivalent make-up assignments for unavoidable absences prior to the end of the grading period.

Course Evaluation

Course evaluations will be based upon the reflective learning logs, Trauma Informed Lesson Plan, presentations to the class, and participation. A total of 100 points may be earned for all of the assignments. Specific details of the assignments and Trauma Informed Lesson Plan Rubric (for scoring plans and presentations) will be discussed during the first two class periods.

Learning Log & Blackboard Discussions	20 points	Grading Scale
Trauma Informed Lesson Plan	50 points	A = 92%-100%
Class Presentations	20 points	B = 83%-91%
Class Participation	10 points	C = 74%-82%
	100 total points	F = below 73%

Time Commitment: Graduate-level coursework carries with it an expectation that readings and assignments will take two hours outside of class for every hour in class. For a three credit course requiring a total of 45 instructional (seat time) hours, this translates to approximately 90 hours. This includes readings, preparation of assignments and Blackboard discussions.

Assignment Details

Blackboard Discussions 20 points

The interactive Blackboard Discussions are designed to help you gain awareness of childhood trauma on students. For the Blackboard discussions, draw from your personal reflection on the following questions. You will be expected to post at least one discussion starter or response at the conclusion of each class.

As you read or engage in classroom activities, use the following advance organizers to help frame your reflections:

- What was new to me in this reading/instructor presentation/class discussion?
- What was interesting, intriguing, a “whoa” or an “aha” moment?
- What validated or could enhance a practice I already use—how?
- Was any of the new information different from my prior beliefs or practices about student or peer behavior—in what way?
- Was there a moment that prompted me to start thinking in a concrete way about designing or restructuring a particular strategy, activity—why/how?
- Was there information that prompted me to think about new ways to help a particular student—what/why/how?

Trauma Informed Lesson Plan 50 points

- Each participant will prepare and teach a Trauma Informed Lesson Plan designed to incorporate strategies which can be used within your teaching environment.
- When designing your presentation, refer back to your Trauma Informed Lesson Plan Rubric.
- The Plan will include strategies to assist traumatized students, and provide a rationale as to why these strategies are likely, based on brain and behavior, to empower these students to succeed.
- The Blackboard Discussions will also be used to expand on additional curricular applications after the in-class presentations.

Web Based Trauma Informed Strategies Presentation 20 points

- You will present your Trauma Informed Strategy to the class, specifically describing applications that can be implemented with traumatized students.
- When designing your presentation, refer back to your Trauma Informed Strategies Presentation Rubric.

Class Participation 10 points

- Participants will be expected to attend all sessions and participate in discussions, or provide equivalent make-up assignments for unavoidable absences, prior to the end of the grading period.

100 total possible points

Course Policies

Policy on Cell Phones, and Other Electronics. Class participants must have cell phones on vibrate and put away during class. If you have a pending emergency, please let me know ahead of time. If you use an electronic text on a tablet or laptop, please limit its use to course activities only.

Make-up Policy. The typical make-up for excused absences and illness is work equivalent to the work that would have been completed in class. It is the student's responsibility to obtain make-up assignments and complete them within a week of the absence unless other arrangements are made with the instructor. By MSU policy, a grade of Incomplete can only be entered if the student has a current grade of at least a "C" and an agreement is filed regarding how remaining work can be completed within the policy deadline.

Academic Honesty. The academic community operates on the basis of honesty and integrity. In addition, the profession of teaching requires the highest professional integrity. Graduate students are expected to follow appropriate citation guidelines of the American Psychological Association (APA) when referencing the work of others. Occasionally, this trust is violated when cheating occurs, either inadvertently (by failing to give proper credit to the ideas of others) or purposefully when others' work is copied word-for-word. If this occurs a failing grade will be given for the assignment and further action may be taken following MSU guidelines for academic honesty.

Even though there are many materials available online for teachers, for purposes of your education, we expect you to do your own work from start to finish as part of your learning process. You **MUST NOT** turn in Internet resources as your own work. Any type of plagiarism can have serious consequences, including referral to the Teacher Education Administrative Council and possible probation or expulsion from Minot State University.

ADA Accommodation Policy. In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, PTSD and Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

Anti-discrimination Policy. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, gender identity, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. If you believe you have been discriminated against, please bring evidence to the attention of your instructor or the MSU's Human Resource Office, 2nd floor Admin., 701-858-4610.

Campus Climate: Title IX Non-Discrimination and Personal Safety. Minot State University is dedicated to a safe and positive learning environment for all students, faculty and staff. The campus Title IX policy and contact information for reporting any instances in which you have felt intentionally discriminated against, threatened or unsafe can be found at:

<http://www.minotstateu.edu/title9/index.shtml>.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus.

Mandatory Reporting

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, Minot State University policy requires that your instructor, as a mandatory reporter, shares that information with Lisa Dooley, Title IX coordinator.

Lisa Dooley, Title IX Coordinator

Memorial Hall, Room 412

701-858-3447

lisa.dooley@minotstateu.edu

Under mandatory reporting policies, Lisa or one of the Deputy Title IX coordinators will contact you to let you know about accommodations and support services at MSU as well as options for holding accountable the person who harmed you. You are not required to speak with them.

Confidential Reporting

If you do not want the Title IX coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

MSU Counseling (Confidential)

701-858-3371

Campus Ministry (Confidential)

Wellness Center, 2nd floor

Domestic Violence Crisis Center (Confidential)

24/7 Crisis and Shelter Line: 701-548-2480

24/7 Rape Crisis Line: 701-857-2500

Emergency Help Lines

MSU Campus Safety & Security

701-858-HELP (4357)

Minot Police Department

911 or 701-852-011