

Trauma-Informed Online Academy

Advanced Track

Description: After your staff develops foundational understanding of trauma informed practices and your school is making the paradigm shift, it's time to go deeper into topics that will maintain the momentum. Restorative justice, conflict resolution strategies, trauma-sensitive environments, communication strategies, and understanding violent behaviors are topics covered in these five advanced track courses.

Objectives

- Deepen knowledge of effective classroom strategies that continue to support a trauma-informed classroom/school
- Learn how to implement restorative justice practices to teach students accountability and conflict resolution strategies
- Create a new classroom environment focused on keeping students engaged and feeling safe and regulated
- Learn about the causes of violent behavior and how to deal with this behavior in non-violent ways

Summary hours

9.5

The Advanced Track consists of a series of 5 courses designed to help schools continue the momentum and deepen understanding of trauma-informed practices.

Trauma 6: Restorative Justice- Responsibility, Healing and Hope (2.5 hours)

- In schools, overreliance on punitive strategies like suspension or expulsion isn't working. It's time to take a different approach. In this course, you will learn about restorative justice and how it brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community.

Trauma 7: Circle Up for Conflict Resolution

(1.5 hours)

- Has your classroom ever been disrupted by students arguing or maybe even a physical altercation? Unless they are taught from an early age, children do not always know how to resolve conflicts appropriately. School staff often feel ill equipped to help students work through issues. This course will teach you about identifying triggers, classroom meetings, and community circles to help you model conflict resolution

Trauma 8: Transforming Your Environment

(1.5 hours)

- Whether students are feeling overwhelmed, dysregulated, or just not focused, the way we set up our classroom can have a big impact on students' ability to learn. This course will look inside trauma-informed schools, classrooms, safe spaces, peace corners and chill rooms.

Trauma 9: Communicating and Connecting

(3 hours)

(3

- Sometimes just a simple change in tone or body language is all that's necessary to make a positive connection with others. In this course, you will learn strategies and tips that will create subtle shifts in your communication style that will prompt shifts in your students' abilities to communicate as well.

Trauma 10: Understanding Violent Behavior

(1.5 hours)

- As a trauma-informed teacher, you are learning how to work with students to build relationships, maintain regulation, adopt mindfulness and be accountable. However, students who have been predisposed to violent behavior will not easily make the changes we see in other students. This course will teach you about how adverse early life experiences can result in violent behavior and how to navigate when you have this type of student in the classroom.

Resources Each self-paced course includes a combination of

- Streaming video and assignments from Educational Impact's video library
- Non-EI video from other educational websites and video sources
- Reading materials and articles

- Personal reflections and independent writing activities
- Other performance tasks designed to extend professional learning into professional practice.
- Group discussion boards (If this course is taken with colleagues in a professional learning community or other group environment)

Assignments: Throughout this course you will work through a series of assignments designed to enhance your understanding of new knowledge and skills. In some cases you will be encouraged to post to your private online notebook for personal reflection. In other cases you will be asked to post to the EI instructor journal or discussion board.

- **Instructor Journal:** Instructor Journal assignment is a 1:1 discussion between you and your instructor/group leader. These postings will be cumulative and serve as an ongoing portfolio of work related to this course. Your instructor/group leader can view your responses and can comment on any of your postings. Your instructor's postings will appear inside of the Instructor Journal. If there are other learners in your group, they are NOT able to view these entries.
- **Discussion Board:** Lastly, there will be times when you are asked to post to a threaded group discussion board. The group discussion board will provide all of the learners in your group or class with opportunities for discussion, collaboration, reflection, and in certain cases peer review within their group or PLC. There will be different discussion boards created for different topics. Be sure to post to the correct discussion board... as assigned by your instructor. Leave an insightful comment and add to the thread to maintain interaction and build collaboration.
- **Reading/Writing/General Assignments:** These assignments can include an attached URL or file. Writing and General assignments also include a text box for you to provide a written response.
- **Assessments:** At the end of each course, a culminating activity is provided for learners to show their understanding of the content through a written assessment.