

Trauma-Informed Online Academy

Basic Track

Description: The implementation of a trauma-informed approach requires a profound paradigm shift that deepens and unfolds over time. Organizations move through stages as they strive to meet students' needs and become fully trauma informed. Through the Basic Track, school staff will build a common understanding of trauma and acquire foundation skills by following a step-by-step training sequence.

Objectives

- Understand the impact of *ACEs* on learning, mental health and stress
- Learn how to model and maintain self-regulation in the classroom
- Create a new school culture focused on social-emotional learning
- Apply your newly gained knowledge by looking at scenarios that depict real classroom situations
- Gain new strategies for interacting and responding to your most challenging students
- Learn how to incorporate mindfulness

Summary

13 hours

The Basic Track consists of a series of 5 courses designed to help schools grow from “trauma-aware” to “trauma-informed”.

Trauma 1: ACEs and Trauma Awareness

(2.5 hours)

- In this introductory course, the focus will be on building your awareness around trauma. You will learn from Heather Forbes as she explains adverse childhood experiences and the impact on brain development, relationships and learning. Being trauma-aware helps you change the way you interact and respond to your most challenging students.

Trauma 2: Dysregulation

(3 hours)

- Build knowledge and skills necessary for trauma-informed care through a new understanding of the different states of regulation. You will learn how a person's state of regulation affects their ability to communicate effectively and function properly. You will

also learn valuable classroom techniques that you can apply to help shift both your students' and your own state of regulation.

Trauma 3: Respond, Don't React!

(2.5 hours)

- Continue to build knowledge and skills around the difference between reacting to students and responding to them. You will learn about taking a relationship based approach instead of a disciplinary approach. You will also begin to apply your newly gained knowledge by looking at scenarios that depict real classroom situations.

Trauma 4: Just Breathe - Practical Self Regulation Strategies

(2.5 hours)

- Mindfulness means paying attention on purpose in the present moment. Both teachers and students need to learn how to incorporate strategies to help them be aware of their own state of mind, identify their own triggers and understand how to return to a state of regulation. In this course, you will learn about the practice of mindfulness and the impact and benefits of a mindfulness practice.

Trauma 5: Scenarios

(2.5 hours)

- In this course, you will take what you have learned so far and apply your knowledge and determine the best ways to deal with issues in the classroom. You will view life-like classroom scenarios that show both the unproductive and productive versions of situations you might face in the classroom. These scenarios will give you a window into the classroom of other teachers to see how you can best apply trauma-informed practices with your students.

Resources Each self-paced course includes a combination of

- Streaming video and assignments from Educational Impact's video library
- Non-El 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.