

This module is part of a larger Differentiated Instruction course, which explores various students who might be in our Teacher Candidates' future classrooms. The focus of this module is students who have experienced trauma in their lives. The Teacher Candidates will use the life of a fictional student to explore trauma and trauma-informed teaching strategies. Teacher Candidates will practice and apply these strategies in order to support actual students.

Unit 1: Identifying Sources of Trauma for Students
 XX = gap; TCWBAT = Teacher Candidate Will Be Able To

<p>Obj 1: TCWBAT identify sources of trauma, grounded in cultural humility</p>	<p>Obj 2: TCWBAT connect trauma sources to a fictional student and one's personal life</p>
<p><u>Resources</u> https://www.nctsn.org/trauma-informed-care/culture-and-trauma Types of Trauma: Cultural - Historical Trauma 101 (NCTSN Learning Center) from MODULE 1 Trauma Healing: Building Resilience in the Context of Cultural Humility University of Buffalo School of Social Work</p> <p><u>Content</u> Trauma-informed Teaching Strategies Unit 1 XXOrganize flow Introduction to Cultural Humility</p> <p><u>Activities</u> Whole Class: Why are we addressing trauma for future teachers? How can teachers collaborate with school counselors and social workers? Self-Assessment: Consider the fourteen personal competencies identified by Hogan (2007). Rate yourself on a scale of 1 (low) to 5 (high) in each of these areas. Add up the points: 61-70=high; 51-60=moderate, 0-50 needs more practice. Small Group Activity: Types of Activities Matching</p> <p><u>Assessment</u> View video The Importance of Cultural Humility through the lens of a teacher rather than a social worker. Self-Reflection: How will you focus your own personal and professional development to develop your personal competencies further? How will you grow your cultural humility to better support your students during Clinical Practice (e.g., student teaching) and in your future classrooms? Why is it important to know your students' histories in order to develop an understanding of their possible traumas?</p> <p>Timing:</p>	<p><u>Resources</u> Trauma 101 (NCTSN Learning Center) from MODULE 1 Trauma Healing: Building Resilience in the Context of Cultural Humility Teaching with a Trauma Informed Perspective</p> <p><u>Content</u> Trauma-informed Teaching Strategies Unit 1 XXOrganize flow</p> <p><u>Activities</u> XXPodcast: Intro to fictional student - Speak-excerpt Small Group Discussion: Fictional student strengths and challenges and how to teach fictional student Whole Class: Identify traumatic experiences - ACES background Video: What can teachers do to support? Defining ACE and Resilience ACE and Resilience Questionnaires Review (small group discussion)</p> <p><u>XXAssessment</u> XX Ideas - Quick-write reflection on personal impact of trauma (e.g., own, friends, students). What has helped and what has not helped?</p> <p>Timing:</p>

Unit 2: Designing Strategies to Support Resilience in Students

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<p>Obj 1: TCWBAT research to identify strategies to support students who have faced or are facing trauma</p> <p>CA TPE 2.4</p>	<p>Obj 2: TCWBAT design strategies to support resilience in a fictional student</p>
<p><u>Resources</u> Teaching with a Trauma Informed Perspective K-2 Seeking Help Lesson (Online/Offline Adaptation) https://www.oregon.gov/ode/educator-resources/standards/Documents/K-2%20Seeking%20Help%20Lesson%20Online%20Offline.pdf Erin's Law Toolkit for Districts Trauma-Informed School Practices: Building Expertise To Transform Schools</p> <p><u>Content</u> Trauma-informed Teaching Strategies Unit 2 XX Google Scholar tutorial notes; Annotated bibliography example XX List of keywords (e.g., Trauma-informed School Practices, Tri-Phasic Model of Recovery, Core Actions of Psychological First Aid, ARC Treatment Framework) XX definition of Trauma-informed Teaching Strategies</p> <p><u>XXActivities</u> XX Ideas - Google Scholar to find articles; Jigsaw articles on Jamboard to develop list of strategies Select from list possible strategies to support fictional student</p> <p><u>XXAssessment</u> XX Ideas - submit annotated bibliography of articles found</p>	<p><u>Resources</u> Teaching with a Trauma Informed Perspective K-2 Seeking Help Lesson (Online/Offline Adaptation) https://www.oregon.gov/ode/educator-resources/standards/Documents/K-2%20Seeking%20Help%20Lesson%20Online%20Offline.pdf Erin's Law Toolkit for Districts Washington State Social Emotional Learning Implementation Guide WA SEL Implementation Guide Trauma-Informed School Practices: Building Expertise To Transform Schools</p> <p><u>Content</u> Trauma-informed Teaching Strategies Unit 2 XX Organize flow and add rest of content XX Overview of Trauma-Informed School Practices Tri-Phasic Model (Chap 6 - Berardi & Morton, 2019) XX Overview Chap 8 (Berardi & Morton, 2019): Phase I Connecting</p> <p><u>XXActivities</u> XX Ideas - small group share annotated bibliographies and develop list of 6 - 9 classroom strategies (3 per group member) to support resilience in fictional student XX Jamboard - Share ideas how plan to create a classroom that is relationally safe and trustworthy - attune XX Review Action Plan Chart Examples (Chap 8 B&M, 2019)</p> <p><u>XXAssessment</u> XX Ideas - Group Flipgrid on 2 key classroom strategies, based upon research OR XX Develop Action Plan Chart</p>

Unit 3: Applying Trauma-informed Strategies to Your Students

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<p>Obj 1: TCWBAT critique student support strategies</p>	<p>Obj 2: TCWBAT apply trauma-informed teaching strategies</p>
<p><u>Resources</u> Trauma-Informed School Practices: Building Expertise To Transform Schools</p> <p><u>Content</u> Trauma-informed Teaching Strategies Unit 3 XX Overview Phase II - Coaching (Chap 9 B&M, 2019)</p> <p><u>XXActivities</u> XXIdeas - Intro - Share Flipgrid presentations OR Action Plan Charts with class; Review list of possible strategies; using Jamboard note pros and cons each strategy presented. XXDiscussion: Will your strategies move students to self-regulation so they are in charge of their thoughts, feelings, physical sensations, and actions. What other supports do you need to implement? (e.g., calming centers)</p> <p><u>XXAssessment</u> XX Ideas - Jamboard</p>	<p><u>Resources</u> Trauma-Informed School Practices: Building Expertise To Transform Schools</p> <p><u>Content</u> Trauma-informed Teaching Strategies Unit 3</p> <p><u>XXActivities</u> XX Ideas - (whole class) Discuss strengths of each role-played strategies from Jamboard notes; rank strategies; Role play top XX strategies (depends upon number of candidates in class - groups of 2 to 3) selected from the list Identify possible challenges of the role-played strategies</p> <p><u>XXAssessment</u> XXIdeas - Compose mini-book of 6 strategies: describe strategy, its strengths (benefit to student), and possible challenges implementing with your future students (cover + 6 strategies + references)</p>