

## SAMPLE SYLLABUS FOR USE WITH BUILDING TRAUMA-SENSITIVE SCHOOLS

**Course:** Classroom management    **Department:** Teacher education    **For:** Undergraduate or graduate

**Description:** How can teachers build a safe, supportive, trauma-sensitive school environment that helps all students learn and thrive? This course focuses on the mind shift changes necessary for approaching *all* students in trauma-sensitive ways, so that teachers are better equipped to:

- realize the widespread impact of childhood trauma
- recognize signs and symptoms indicative of possible trauma histories
- respond in ways that not only prevent re-traumatization, but also help youth feel safe, build healthy relationships, self-regulate, and learn

This course shows teachers how to create a trauma-sensitive classroom by establishing a positive environment and school culture, prioritizing relationships, using trauma-informed RTI, relying on trauma-sensitive discipline techniques, and paying active attention to educator self-care.

WEEK	TOPIC QUESTIONS	CHAPTER(S)
<b>Week 1</b>	What is your Why?	Intro
<b>Week 2</b>	What are trauma and attachment, and how do they affect the stress response system?	Chapters 1, 2
<b>Week 3</b>	What are the possible biological, emotional, behavioral, cognitive, self-concept, and relationship effects at school for youth who have been traumatized? How can educators better understand common triggers and avoid discipline techniques that could re-traumatize students?	Chapter 3
<b>Week 4</b>	What is a trauma-sensitive school, and what paradigm shifts are required to become a trauma-sensitive educator?	Chapters 4, 5
<b>Week 5</b>	What are the four essentials of the trauma-sensitive school? What does tier 1 for helping students be and feel safe look like?	Chapter 6, 7
<b>Week 6</b>	What do tier 2 and tier 3 interventions for helping students be and feel safe look like?	Chapter 8
<b>Week 7</b>	What are the four essentials of the trauma-sensitive school? What does tier 1 for helping students be connected look like?	Chapters 6, 7
<b>Week 8</b>	What do tier 2 and tier 3 interventions for helping students be connected look like?	Chapter 8
<b>Week 9</b>	What are the four essentials of the trauma-sensitive school? What does tier 1 for helping students get regulated look like? Specifically, how do you incorporate the use of the River of Feelings?	Chapter 6, 7
<b>Week 10</b>	What do tier 2 and tier 3 interventions for helping students get regulated look like? Specifically, how do you incorporate the use of the River of Feelings?	Chapter 8
<b>Week 11</b>	What are the four essentials of the trauma-sensitive school? What does tier 1 for helping students learn look like? Specifically, how do you help students develop executive function skills?	Chapter 6, 7
<b>Week 12</b>	What do tier 2 and tier 3 interventions for helping students learn look like? Specifically, how do you help students develop executive function skills?	Chapter 8
<b>Week 13</b>	How do we design individual plans or programs for students with complex needs in relation to histories of trauma?	Chapters 2, 8
<b>Week 14</b>	How do we use the PACE approach when responding to individual students?	Chapter 9
<b>Week 15</b>	What are trauma-sensitive discipline practices?	Chapter 10
<b>Week 16</b>	What is educator self-care and why is it important? What goes into a personal self-care plan?	Chapter 11