

Trauma Supportive Schools: Personalized Learning and Adaptations of the Environment

The Center for Cognitive Diversity
Cosponsored by: The Educational Psychology Department
California State University, East Bay

Third Saturday of the month November, December, January, February, March, Online 3 Units

Course Instructor:

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Office Hours: By phone appointment or Google video

Conceptual Framework Theme: *A Certified Trauma Informed Educator is a professional who understands how to **support children who have experienced trauma and adapts the school environment** to successfully meet their academic, socio-emotional and behavioral needs. In addition TIE certification ensures that the professional has built a **strong foundation of self-care** and awareness to limit the impact of vicarious trauma on their personal functioning. Trauma Informed Educators are recognized at their schools as **leading examples of best practices** for supporting children with trauma in general education, special education, or Non Public School settings.*

This course involves the:

Focus on adapting the environment to meet the needs of children with trauma in order to improve learning and promote healing. Children with trauma need strong relationships, meaningful participation, and seek control of their environment. Participants will use the latest research on Universal Design for Learning, Personalized Learning, Mindfulness, Collaborative Problem Solving or another project they choose to adapt their classroom or school environment based on principles of Trauma Supportive Schools. Curriculum from the Mindful Life Project will also be introduced.

Course Requirements:

1. Attendance and active participation
2. Completion of all assigned readings, class exercises and written assignments completed by due dates
3. Completion of 7 Online Modules for Trauma Informed Educators
4. One final project presented to group

Course Grades:

This course is credit/non credit and requires course attendance, the completion of all modules, assignments, readings, an 80% or higher on the exam and participation in discussion groups.

This course is designed to model Trauma Informed strategies for our youth by allowing participants the flexibility to specialize and focus on a project they design that will serve the needs of students with Trauma. Participants will choose a project, their own text for readings and will present at the end of the course what they have accomplished. Suggested projects include: Building a Restorative approach to discipline in your school, Creating a Teacher Wellness Center at your school, Presenting and training staff on Trauma Informed Strategies, Implementing Universal Design for Learning in your classroom to meet the needs of Students with Trauma, Working with the Community to Address Intergenerational Trauma through Education, Implementing Mindfulness programs in your classroom and community.

A rubric will be provided to develop a strong project design and increase the impact of your project.

Student Learning Outcomes: Students will be able to apply knowledge from this course to implement a project which requires students to

- 1.) share in decision-making, creative group brainstorming, active listening, and giving and receiving constructive feedback;
- 2.) be sensitive to and appreciative of the views of others, comfortable in diverse social and professional settings, and aware of their own perspectives and biases;
- 3.) create alternative visions, learning from failure, and transforming existing ideas to create new solutions.

Suggested Texts:**Students will choose their own text based on the project idea and share information**

How to Personalize Learning: A Practical Guide for Getting Started and Going Deeper. Bray and McClaskey

Optional but suggested:

Restorative Justice text

Readings are available online with modules.

Unit I. Trauma Supportive Schools**Unit II. Mindfulness in Schools and Socio Emotional Learning****Unit III. Personalized Learning Project-Universal Design for Learning****Unit IV. Discipline and School Wide Positive Behavior Supports**

Unit V. Reflections on the year: Celebration and sharing out of projects

Assignment Schedule:

Session 1 November	10am-12pm PST Online webinar and discussion: Building Trauma Supportive Schools. Choosing your 5 month project for the course. Guest Speaker: Tiarra Knox, teacher, Urban Montessori in Oakland Due next month: Module 8 and 9 and Project Proposal due
Session 2 December	10am-1pm PST <i>Online</i> session with the Mindful Life Project in Richmond, Ca discuss Social and Emotional learning and emotional and physical regulation. Share project proposals! Due next month: Module 10
Session 3 January	10am-12pm PST Online webinar and discussion: Building relationships and addressing behavioral challenges in the classroom related to trauma Reactions to readings and discussion. Mindfulness practice Due next month: Module 11 and 12
Session 4 September	10am-12pm PST Online webinar and discussion: School wide positive behavior supports and supporting your colleagues. Updates on your project. Reactions to readings and discussion. Mindfulness practice Due next month: Module 13 and 14
Session 5 October 2019 Final class	10am 1pm Online: End of program celebration! Presentation of project powerpoints due, award certificates, reflections and celebrations.

Notice to Students:

If you have a documented disability and wish to discuss academic accommodations please contact the professor as soon as possible.

Online etiquette: Please ensure you attend class on time by logging in prior to the start of class. Please keep your microphone on mute unless you are participating in discussion or presenting. Please maintain focus on the course and refrain from multitasking and using other computer applications during the online course. Video participation is preferred. A recording of the session will be available. If you are unable to attend a course in person, you will be requested to participate by watching the recording and completing a response sheet.