



## LILIE, LLC Course Information

### © Copyright Notice

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

---

*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

**Title of Course:** Responsive Trauma-Informed Instruction

**Course Description:** The impact of trauma and crisis on our students is tremendous. Research states that up to two-thirds of U.S. children have experienced at least one type of serious childhood trauma, such as abuse, neglect, natural disaster, or experiencing or witnessing violence. Understandably, these experiences can have an extreme impact on a child's education. This course will discuss a topical overview of trauma and how it relates to the classroom instruction through a lens of culturally responsive practices to ensure the diverse needs of those in our care are met. We will also discuss how underrepresented groups face further challenges and trauma's as well as understand strategies, tips and methods to support students, including opportunities to infuse equity.

### Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<b>Objectives</b>	Develop an inclusive, relevant and supportive school culture for students <ul style="list-style-type: none"> <li>● Research and analyze types of trauma and signs of trauma.</li> <li>● Identify strategies to empathize with displaced students in a non-enabling manner, for in-person and virtual learners</li> <li>● Gain familiarity with the common characteristics of students experiencing trauma</li> <li>● Understand what Social Emotional Learning is &amp; it's impact on education</li> </ul>
<b>Topics</b>	<b>INTRODUCTIONS AND DEFINING WHAT TRAUMA INFORMED INSTRUCTION ENCOMPASSES AND ITS CONNECTION WITH CRP</b> <ul style="list-style-type: none"> <li>● Prioritizing Equity with Trauma Informed Instruction</li> <li>● Cultivating A Trauma Informed Mindset &amp; Examining Bias</li> <li>● Personal Reflection</li> <li>● Knowing Your Students</li> <li>● Types of Trauma: Primer</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	Participants will develop skills to communicate effectively with students and their families. By reflecting on their own practice and studying research on trauma-informed classrooms, ACEs, toxic stress, empathy, and supportive strategies, they will also develop the skills to best support all students. A focus will be given to developing an empathetic, aware classroom culture and opening the lines of communication with students and families.

**Session II**

<b>Objectives</b>	Participants will: <ul style="list-style-type: none"> <li>● Learn about how to work collaboratively with support staff to best meet the diverse learning needs of students</li> <li>● Research lessons that could be used in the classroom that enable staff to discuss &amp; direct students about trauma and how to manage it.</li> <li>● Understand the importance of self-care as an educator today</li> <li>● Self-reflect on practices and past</li> <li>● Specifically formulate/research/understand/review ideas and lessons on SEL</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Cultivating Brave Learning and Why in A Trauma Informed Classroom</li> <li>● The Impact of Relationships on Student Education</li> <li>● Building Relationships and Promoting Equity</li> <li>● Tenets of Trauma-Informed Instruction</li> <li>● Social Emotional Learning</li> <li>● Evaluating Your Own Environment</li> <li>● Midterm Presentations</li> </ul>

<b>Application to Instruction &amp; Student Learning</b>	Participants will develop skills to communicate effectively with students and their families in crisis. Particular attention is paid to working with diverse families and underrepresented youth. Further, by reflecting on one's own practice and studying research on SEL's compassionate, empathetic, and supportive strategies, they will also develop the skills to best support all students. A focus will be given to developing an empathetic culture and leveraging support staff to provide necessary interventions for students who are struggling with remote learning or access to remote learning. Understanding the route of profound crisis in students' lives will be reviewed from many angles which will allow educators to be aware & supportive even if their own lives cannot relate to the experiences.
--	--

### Session III

<b>Objectives</b>	Participants will: <ul style="list-style-type: none"> <li>• Design and implement highly effective strategies to engage, connect with and relate to students in crisis or who have experienced trauma.</li> <li>• Integrate compassionate and supportive learning activities into daily practice.</li> <li>• Continue to analyze, discuss, and relate to challenges faced by underrepresented and diverse students, across all academic settings, into daily practices</li> <li>• Learn &amp; implement relevant tips and suggestions to help students who are in crisis or have experienced crisis.</li> <li>• Be able to create lessons and/or activities that are engaging, yet sympathetic to some of the frustrations that students face</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Personal Reflections</li> <li>• stress-Free, Trauma-Informed, Brave, Supportive Classroom &amp; School</li> <li>• Role of Educator and Classroom Management</li> <li>• Fostering Brave Learning Spaces</li> <li>• Application of Trauma Informed Instructional Strategies</li> <li>• Screening for Trauma</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	By becoming familiar with the frustrations, experiences and stress of crisis-filled students, families, and teachers, educators will develop their understanding, empathy, and compassion and integrate these into their practice. Their research and discussion regarding flexibility in the classroom & open dialogue with students and families, will enhance the academic experiences of all students. Combining this knowledge will support the development of inclusive and highly effective lessons, brave experiences & trust-worthy experiences for students experiencing trauma.

### Session IV

<b>Objectives</b>	Assess all facets of your current practice to devise an improvement plan for your classroom or current practice: <ul style="list-style-type: none"> <li>• Identify components of your current classroom that may be insensitive, or challenging, for displaced students, both in the classroom and via remote learning</li> <li>• Identify areas of your current instruction that could inhibit the progress of in-person and remote learning students experiencing homelessness</li> <li>• Develop specific, intentional plans to support students from marginalized groups</li> <li>• Develop an improvement plan for your current practice and outline steps to implement this plan</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Learn, Create &amp; Apply Techniques and Strategies That Create A Classroom Full Of Cultural Awareness &amp; Regular Reflection</li> <li>• Supporting Students</li> <li>• Presentation of Final</li> <li>• Final Reflections</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	By identifying areas of improvement in one's own approach to teaching and/or supporting students in crisis, and applying the information gathered in previous weeks, participants will develop improvement plans for all of their students. By creating, reflecting and implementing strategies, educators will be able to better meet, and exceed, the diverse academic needs of students experiencing trauma.

	Participants will reflect on the impact that trauma has on students and develop strategies to adapt their practice to ensure equity for all learners.
--	---