



Creating Calm in Your Classroom

1 Semester Credit/Unit

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Course Syllabus

This course is one in a series titled, *Trauma Informed Practices*. The courses are not sequential. They can be taken in any order to meet your professional needs.

Course Overview

A trauma-informed classroom is a learning space that supports emotional regulation and academic learning. Discover the four pillars of trauma-informed classroom set up. Apply a critical lens to previous classroom setup to transition your classroom into an environment that cue feelings of calm and provides a safe space for learning and engagement.

Course Objectives:

In this course, participants will have opportunity to:

- Gain an understanding of the four pillars of a trauma-informed classroom
- Examine the components of trauma-informed classroom design
- Apply trauma-informed practices to refine classroom setup

Course Relation to CCS or other Professional Standards

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow assignment instructions on how to prepare and where to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade. A grading assessment rubric is located in this document.

Course Assignments

Assignment 1: Introduction

Write a one-page document:

- Paragraph 1: A short autobiographical paragraph to introduce yourself to your course instructor. Include your current position, and what you hope to gain from this particular course.
- Paragraph 2: Your biggest takeaway from the first course in the series, or previous learning from other trauma-informed books, conferences, or professional development.
- Paragraph 3: Read and respond to the article that discusses classroom setup (this will frame our work for the course!) <https://www.kqed.org/mindshift/52566/how-to-build-a-trauma-sensitive-classroom-where-all-learners-feel-safe> Include questions, and concerns you have about making adjustments and refinements to your classroom. What are you nervous about? What are you curious to learn?

Submit via Assignment #1 Introduction

Assignment 2: Connection + Safety

Read through the document “Creating a Sense of Safety in a Trauma Informed Classroom” https://drive.google.com/file/d/1DIftYJMRhDY7uo_IcLFweeGTQ7VBzhgu/view?usp=sharing

Then watch the following TED talk:

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

Write a brief reflection to answer at least 2 of the following questions:

1. What are two new ideas you learned from this module?
2. What’s one practice you need to eliminate or adapt?
3. What are your next steps for growing in this area? Why?

Submit via Assignment #2 Connection + Safety

Assignment 3: Predictability

Read the document “Predictability in the Classroom” about how to make the classroom more predictable for all students:

https://drive.google.com/file/d/1xSW_vNYAlz290X3lPrx-nQy1b2zYwNlX/view?usp=sharing

Then, discuss in a response paper:

- Which 1-2 practices will you implement and why?
- Which have you already had in place and will continue to do?
- What questions do you still have?

Submit via Assignment #3 Predictability

Assignment 4: Empowerment + Flexibility

Read the short blurb on the importance of empowering students in the document “Empowering Students while Remaining Flexible”:

<https://drive.google.com/file/d/1KBm7uCHqHRQ31XKQEF5VoHmP49Dzjs7s/view?usp=sharing>

Then, discuss in a response paper:

- What is your overall reaction to these practices?
- Which practices might be most challenging to implement? Why?
- Which practices would you like to learn more about?

Submit via Assignment #4 Empowerment + Flexibility

Assignment 5: Literal Setup

Listen to the following podcast that gives information about literal classroom setup including the following categories: 1) physical layout, 2) color scheme and lighting, 3) cues for calm.

***scroll to 5 minutes, 54 seconds for the beginning of the relevant info for this course

<https://anchor.fm/the-t/episodes/Episode-2-Setting-Up-Your-Trauma-Responsive-Classroom-e31dvd>

Keep in mind these are suggestions that are not required, but encouraged, to include in a classroom space. You know your learners best so use a critical lens when synthesizing this information.

Then, do a “visual safari” of your classroom. Upload 3 photos of your space with 1 paragraph per picture describing what you’d like to change given your new understanding.

Note: If you are on summer break, describe the classroom areas you’d like to adjust or upload pictures from the previous school year

Submit via Assignment #5 Liberal Setup

Assignment 6: Final Thoughts

Write 1-2 paragraphs about what you have learned and how you plan to implement these strategies in your own school or classroom. Describe in complete sentences and paragraph form:

- 3 ah-ha moments
- 2 practices you’re most excited to implement
- 1 question you still have

Submit via Assignment #6 Final Thoughts

Course Assessment Rubric

<p style="text-align: center;">EXCELLENT</p> <p style="text-align: center;">Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;">ACCEPTABLE</p> <p style="text-align: center;">Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;">NOT ACCEPTABLE</p> <p style="text-align: center;">Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples and provide a detailed description of how the assignment can be incorporated into a learning environment	Assignment use specific examples or somewhat describes how the assignment can be incorporated into a learning environment	Assignments do not use specific examples or describe classroom incorporation.
<p>All assignments are completed and meet or exceed the page or paragraph requirement.</p> <p>Templates or assignment documents are fully filled out, with thorough elaboration and thoughtful detail put into each component.</p>	<p>The majority of the assignments are completed and meet the page or paragraph requirement.</p> <p>Templates or assignment documents are mostly filled out, indicating some thought put into each component.</p>	<p>Assignments are not completed and do not meet the page or paragraph requirement</p> <p>Templates or assignment documents are not filled out.</p>
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.