Trauma-Informed Pedagogy

Competency

Educator demonstrates an understanding of how trauma can affect student behaviors and responses within the school context and promotes students' abilities to self-monitor and maintain positive engagement in all aspects of learning and interactions.

Key Method

The educator will understand student behaviors from a trauma-informed lens and respond in a way that will help their students self-monitor and maintain positive engagement in all aspects of learning and interactions with others.

Method Components

What is Child Trauma

Child trauma is recognized as a significant event or events, either witnessed or directly engaged in, that has a lasting effect on a student's ability to create and maintain positive engagement in all aspects of learning and interaction.

How Does Trauma Affect the Brain?

Educators recognize that a brain develops in a basic to advanced pattern, with life-sustaining processes occurring first and more complex metacognitive abilities occurring last. Incidental, one-time trauma as well as ongoing traumatic events can affect later functioning. The degree of trauma, the frequency of the trauma, the nature of the trauma, and complex environmental factors prior to, during, and after the trauma can play an important role in the manifestation of behaviors in the learning context.

Trauma-Informed Pedagogy

Educators who work from a trauma-informed perspective recognize and utilize a basic understanding of brain development. This is used to ensure that the intentional support strategies being utilized are directly related to the area of the brain that is affected and target the creation of new pathways of understanding and learning.

Leveled Intervention Strategies

Leveled intervention strategies, often called tiers or tiers of support, are recognized approaches to student management that allow an educator to provide differentiated support to meet student needs. Each of the three main levels should include multiple strategies:

- Level 1: This level is utilized by all students, with the goal of keeping students engaged in the learning environment. Examples could include Whole Group "Brain Breaks" or "Body Breaks."

- Level 2: This level is utilized by a select group of learners and is seen as additive to Level 1 intervention strategies. Examples could include additional "Brain Breaks" or self-monitoring notebooks

- Level 3: This level is utilized by individual learners and is seen as additive to Levels 1 and 2. Specific targeted examples of interventions are necessary at this level, but could include individualized passes to go to pre-arranged safety spots within the school or individualized behavior plans.

Behavior Support Plan

A behavior support plan begins with the creation of relationships with learners, supporting the educator in developing a skill set that allows them to begin to predict factors that may cause a student to be in crisis. The educator then works to limit the exposure and, ultimately, create intentional strategies of support. Over time, this intentional strategic practice supports the learners in creating new abilities and skillsets that reduce behaviors that interfere with and/or limit their ability to access the school environment. This plan is understood to be flexible and recursive, as students adopt new skillsets.

Self-Monitoring

Self-monitoring occurs when students understand that they can take ownership of their behavior within the learning process. This understanding supports the development of the steps necessary to maintain positive engagement in all aspects of learning and interaction.

Replacement Behaviors

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Replacement behaviors are behaviors that encourage the ceasing of a behavior that limits a student's access to learning opportunities and encourages maintenance in the learning opportunity. Educators recognize that we cannot "stop" a student's behavior, but we can support a replacement. Examples could include the transition of loud pencil tapping on a desk to wrapping the pencil in a rubber band to silence the tap and allowing the student to continue the activity.

Teaching Students to Self-Advocate
Students are taught to self-advocate through the recursive work of the informal behavior plan. As students learn strategies to lessen their dependency on the educator and begin to understand their responses to situations, educators can begin to minimize their control over the students' behaviors that impede their access to learning opportunities.

Supporting Rationale and Research

Brené with Oprah Winfrey and Dr. Bruce D. Perry on Trauma, Resilience, and Healing | Brené Brown. (2021, May 14). BrenÃ© Brown. https://brenebrown.com/podcast/brene-with-oprah-winfrey-and-dr-bruce-d-perry-on-trauma-resilience-and-healing/

Perry, B. D. (2020, December 3). *The Brain Science Behind Student Trauma (Opinion)*. Education Week. https://www.edweek.org/leadership/opinion-the-brain-science-behind-student-trauma/2016/12

Perry, B., & Hambrick, E. (2008). The neurosequential model of therapeutics. Reclaiming Children and Youth, 17(3), 39-43. https://eric.ed.gov/?id=EJ869926

Resources

Addressing Problematic Behaviors with Behavior Plans

An Evidence-Based Indictment of Inaction

Behavior Intervention Plan

Doing Right by Kids at the Intersection of Equity, Trauma-Informed Practice, and SEL

How Mindfulness and Storytelling Help Kids Heal and Learn

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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

Trauma is recognized as a significant event or events, either witnessed or directly engaged in, that has a lasting impact on a student's ability to create and maintain positive engagement in all aspects of learning and interaction

Choose either Option A or Option B
Option A: (For educators who want to explore an existing student with trauma)
Option B: (For educators who want to explore the effects of trauma more generally)

    Section 1 Word Count: 200 word limit
    Section 2 Word Count: 500 word limit

Option A: (For educators who want to explore an existing student with trauma)
Option A Section 1:
What background information is important to know to understand the trauma that is affecting your student? Include grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential about a student.

Option A Section 2:
Self-assessment: Answer each of the following questions

- What were some contributing factors to the student's trauma?
- How have the student's responses/behaviors served him/her?
- What leveled strategy(ies) have been implemented to support this learner?
- Why did you choose these strategies?
- What replacement behaviors have you implemented?
- How have you involved the student in the targeted approach?
- If given the chance, what might you do differently?

Option B: (For educators who want to explore the effects of trauma more generally)

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Section 2 Word Count: 500 word limit

Option B Section 1:
Describe your current philosophy when addressing students who have experienced trauma. How do you/would you support these students? Tell how/why you picked those strategies and how they are aligned with the behaviors being exhibited. Be mindful not to reveal anything confidential about a student.

Option B Section 2:
Imagine that you are a teacher in your current grade level. A new student has been enrolled in your class. You learn that the student is currently in foster care after recently being removed from his home. The student has been diagnosed with post-traumatic stress disorder (PTSD) and attention deficit/hyperactivity disorder (ADHD). When he arrives and you ask him to take his seat, he erupts in a series of expletives before sitting at a different desk than the one you had indicated.

- What is your initial response?
- What strategy(ies) do you set in motion?
- Why do you choose these responses?
- How do these response(s) affect the students in the area?
- What do you do and say once the current situation is safe?
- How do these response(s) affect the students in the area?
- What plan will you implement for the future?

Passing: Educator completes Questions 1 and 2 for either Option A or B. Answers should include specific examples that relate to current classroom practices and understandings.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential please submit the following two artifacts as evidence of your learning.

Please do not include any information that will make you or your students identifiable to your reviewers.

For our purposes, trauma is recognized as a significant event or events, either witnessed or directly engaged in, that has a lasting impact on a student's ability to create and maintain positive engagement in all aspects of learning and interaction

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Artifact 1: Behavior Support Plan
Create an action plan that addresses increasing the student's ability to self-monitor and maintain positive engagement in all aspects of learning and interactions. The action plan should include:

- The specific behavior needing to be addressed
- An initial goal for improvement and how that improvement will be measured
- Possible causes or underlying factors that are increasing the frequency, duration, and intensity of the behaviors that are limiting the student's ability to access the learning environment
- The steps required
- A timeline
- The personnel involved and their individual roles (including the student)
- The external support networks needed

Explain how these components will help the student meet the goal.

Artifact 2: Project
Create a pamphlet or brochure for your school colleagues that includes the following:

- A summary of how child trauma can affect child development (including typical behaviors and rationale regarding how and why those behaviors may have emerged)
- A list of school, district, and community resources that are available to assist students who have faced traumatic situations
- Leveled strategy ideas (2-3 at each level) to support each tiered approach to students who have experienced traumatic events

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Behavior Support Plan	The goal for the learner is based on frequency, intensity, and duration data,	The goal for the learner is based on at least two elements of frequency,	The goal is missing more than two elements of the framework (frequency, intensity, duration) and

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	with specific baseline and endpoint goal data, tied directly to specific behaviors to replace	intensity, and duration data and includes either baseline or endpoint goal data, tied loosely to behaviors to replace	has incomplete baseline and/or endpoint goal data
	The goal completely addresses possible causes and underlying factors that are contributing to the student's inability to fully take advantage of learning and social opportunities	The goal minimally addresses possible causes and underlying factors that are contributing to the student's inability to fully take advantage of learning opportunities	The goal is missing or has incomplete/inaccurate possible causes or underlying factors affecting the student's responses, or the goal may be otherwise unrelated to the trauma
	The action plan contains all required elements, including time of plan, steps required for plan (including levels of support), personnel roles necessary for plan success (including student role), external support networks necessary	The action plan is missing one to two of the required elements, including time of plan, steps required for plan (including levels of support), personnel roles necessary for plan success (including student role), external support networks necessary	The action plan is missing more than two of the required elements, including time of plan, steps required for plan (including levels of support), personnel roles necessary for plan success (including student role), external support networks necessary
	Justification of each component	Justification of multiple	Justifications of components are

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	of the plan is present, accurate, aligned, and detailed	components is present but may be incomplete or lack alignment	lacking, incomplete, and inaccurately aligned to the overall goal of the plan
	Description is well-organized; mistakes are minor in nature and do not affect the reader's understanding	Description is sometimes disorganized; some mistakes interfere with the reader's understanding	Effective written organization is missing from the description. Mistakes are numerous or severe enough in nature to frequently interfere with the reader's understanding
Artifact 2: Pamphlet/ Brochure	All required factual elements of the brochure or pamphlet are included	One of the required factual elements is missing from the brochure or pamphlet	Two or more of the required factual elements are missing from the brochure or pamphlet
	Summary of how child trauma can affect child development (including typical behaviors and rationale regarding how and why those behaviors may have emerged) is detailed, complete, and accurate	Summary of how child trauma can affect child development is present but not detailed	Summary of how child trauma can affect child development (including typical behaviors and rationale regarding how and why those behaviors may have emerged) is missing, incomplete, and/or inaccurate
	Resources available to assist students who have faced traumatic situations is detailed and complete	Resources available to assist students who have faced traumatic situations is present but not detailed	Resources available to assist students who have faced traumatic situations is missing and/or incomplete

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Description of leveled strategy ideas (2-3 at each level) to support each tiered approach to students who have experienced traumatic events is detailed and accurate	Descriptions of leveled strategies is lesson than 2 per approach	Description of leveled strategy ideas (2-3 at each level) to support each tiered approach to students who have experienced traumatic events is missing, incomplete, and/or inaccurate
The brochure or pamphlet is designed to use visual elements to effectively convey each included message. Mistakes are minor in nature and do not affect the reader's understanding	Some of the brochure or pamphlet is designed to use visual elements to effectively convey each included message Some mistakes interfere with the reader's understanding	The brochure or pamphlet is missing any visual design to help convey each intended message Mistakes are numerous or severe enough in nature to frequently interfere with the reader's understanding

Part 3 Reflection

500 words
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

1. Review your self-assessment and answer the following questions.
    Would you change any of your responses now that you have completed part 2 of this micro-credential? Please explain

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2. How has working on this micro-credential changed your instructional practice? Give a few specific examples
3. Now that you've gone through this micro-credential, what will you do moving forward to provide support as well as build an equitable learning environment for students who have experienced trauma?

Passing: Passing: Response includes evidence of learning and gives specific examples of how working on this micro-credential has impacted classroom practice, as well as how this learning will impact future scenarios.