



EDCU 9893: Trauma Informed Case Study

Details

- **Prerequisite:** Attend face-to-face workshop OR complete on-demand workshop led by The Catalyst Approach
- **Credits:** Three (3) graduate-level semester (translates to 4.5 quarter) professional development credit through University of Massachusetts Global. Upon successful completion of courses, the participant will receive graduate-level professional development credit. These credits are not part of a degree program but instead are primarily used for professional advancement such as salary increment steps and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution.
- **Cost:** \$360.00
- **Due Date:** While the dates below correspond with timelines for some school district lane advancement timelines, we can accommodate individual requests to submit registrations at any time. Course requirements and payment must be confirmed prior to receiving a transcript.
 - Winter term: February 14
 - Summer term: July 31
 - Fall term: November 14

Registration and payment

- Register online at <http://www.thecatalystapproach.com/classes/#credits>
- Pay with either a check or by requesting an email invoice for credit card payment

Course Description

The impact of trauma on a student's brain often results in unmet needs in their school environment. Teachers who understand this impact and implement intervention and accommodation strategies are able to increase the student's sense of safety and empowerment in the classroom. This course provides an opportunity to deeply analyze the needs of an individual student matched to relevant strategies.

Learning Objectives

Participants will:

- Understand the impact of trauma experiences on brain development
- Utilize strategies to reduce students' stress response
- Increase their ability to self-regulate in order to positively influence students' future brain pathways
- Connect adult actions to their impact on students' mental states

Assignment Description

Teachers may or may not know when a student has experienced trauma that is impacting their school experience. By utilizing trauma informed strategies, students with trauma are more successful and there's an added byproduct of a better school experience for all students. For this case study, select any student (past or present) with whom you would like to have an even more successful relationship. The goal is to apply your learning from the course to help the student thrive within the classroom. The case study may be completed in hypothetical terms if it is a past student or in present terms. Use a first name or a pseudonym in your description to protect the student's privacy.

Part 1- Student Information & Description (1-2 total pages)

- Who is the student and why did you choose them for this assignment?

*While continuing education clock hours are available to all interested participants, there is no graduate credit available for simply participating in the workshop

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- What are the student's interests? If you don't know the student well enough yet to document their interests, simply indicate that.
- Write a description of what you identify as the student's assets. Any liability qualities can also be seen as assets, so if you get stuck in a negative loop, push to flip each one to positive (For example: blurting can also be labeled eager).
- Describe the variables which contribute to their being underserved or roadblocks that make it challenging for them to be as successful as you'd like. What needs are going unmet? Which of those needs has the school worked to address so far? Which are the next priorities?
- Which situations or people bring out the student's accommodating side? Which tend to bring out the student's independent (survival) side?
- Analyze your past relationship with the student. Where have you been successful and where do you wish you were more successful? What attempts have you made to improve your relationship with the student?
- Discuss cultural factors that relate to your relationship with this student (gender, race/ethnicity, socioeconomic, faith, etc.). What cultural similarities contribute toward a more positive relationship with this student? What cultural differences make it more difficult for you to form a positive relationship with this student?

Part 2- Concept Analysis (4-8 total pages)

- What is something you learned about the brain and the impact trauma has on development that will help you support this student even more? (1-2 pages)
- When are the times where you get stuck in co-dysregulation? (1-2 pages)
- Select 2-4 additional concepts from the workshop that you can connect to the student's situation. It is not necessary to make assumptions about trauma experiences—instead focus on the ways in which a concept reminds you of actions or responses you've seen from the student. (1 page per concept)

For each concept, include:

1. Concept Summary
2. Description of the connection between the concept and the student
3. How knowing this information will change your practice

Part 3-Strategy Matchup (3-5 total pages)

- Select 3-5 strategies from the workshop that you believe would have or will make a difference for the student. For each strategy, write:
 1. A paragraph that summarizes the strategy
 2. A paragraph that describes potential implementation roadblocks—what could make it challenging to implement this strategy?
 3. A paragraph that describes the impact of the strategy on the student's school experience.
 4. How implementing this strategy impacts your own practice.

Part 4-Final Summary (1-2 total pages)

- Write a summary describing the impact this Case Study has had on your relationship with the student or your practice in general.

Assignment Submission

Send completed coursework via email to the Catalyst instructor (who is listed in your registration confirmation email).

Grading and Transcript

For a letter grade of an A, include 4 concepts in Part 2 AND 5 strategies in Part 3 with corresponding written components. For a letter grade of a B, include at least 2 concepts in Part 2 AND 3 strategies in Part 3 with corresponding reflections.

All prompts should be addressed as part of the case study with a clear connection between the needs of the student and the selected strategies. *Any assignments that are not high enough quality (depth of writing, etc) will be returned to the student for revising.*

For an official transcript, visit: <https://www.umassglobal.edu/current-students/office-of-the-registrar/transcript-requests>

Bibliography

Greene, R. W. (2016). *Lost and found: Helping behaviorally challenging students (and, while you're at it, all the others)*. San Francisco, CA:

Jossey-Bass.

- Greene, Ross W. (2014) *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children* New York: Harper.
- Gearity, A. (2009). *Developmental Repair: A Training Manual*. Minneapolis, MN: Washburn Center for Children
- Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids brains and what schools can do about it*. Alexandria, VA: ASCD.
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- Marzano, R. J. (2005). *A handbook for classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Renshaw, T. L., & Cook, C. R. (2017). *Mindfulness in the schools—Historical roots, current trends, and future directions*. *Psychology in the Schools*, 54, 5–12. doi:10.1002/pits.21978