Trauma-informed Teaching: Young Adult Fiction informs Reality

Unit 3
Student Support Strategy Critique
Trauma-informed Teaching Strategy Application
Unit 3 Objectives
TCWBAT...

Critique student support strategies

Apply trauma-informed teaching strategies
Strategy Presentations

1. From Unit 2, share your presentation of your three selected strategies
2. Take notes in journal on different strategies
   a. Consider how they could support future students in your classroom
   b. Critique challenges you might face when implementing
   c. Reflect how you could overcome the challenges
Unit 3
Assessment 1

Analyzing Trauma-informed Teacher

● How will the strategies presented
  ○ move students to self-regulation?
  ○ scaffold students to be in charge of their thoughts, feelings, physical sensations, and actions?
● What other support may be necessary?
● Journal your thoughts and add to your list of trauma-informed teaching strategies you would like to implement in your classroom.

(Bernardi & Morton, 2019, Chapter 9)
Small Group Strategy Roleplay

1. Review each group member’s list of strategies
   a. Consider the strengths and challenges of each strategy
2. Select one strategy
3. Develop a short (less than 5 minute) scenario to portray the strategy
4. Record scenario (e.g., Zoom/Google Meet recording, Flipgrip) to share with class
5. View each group’s roleplay
6. Note in journal new ideas from roleplays
Unit 3
Assessment 2

Trauma-informed Teaching
Supporting YOUR Students

Mini-book Final Assignment

1. Select six (6) teacher actions/strategies for your future classroom
2. Compose a mini-book (instructions/template)
   a. Describe teacher action/strategy
   b. State strengths (benefits to students)
   c. Provide possible challenges in implementation
   d. Provide references on back cover
3. Cover + 6 teacher actions/strategies + References

trauma-informed teaching supporting your students
Unit 3 Resources

   https://www.oercommons.org/courses/trauma-informed-school-practices-building-expertise-to-transform-schools/view
   
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