

Course Syllabus

Idaho State University - Albion Institute

Trauma Informed Classroom (PD+)

EDUC 5598P - 0507

Description

This graduate-level course prepares K-12 educators and administrators to design and implement trauma-informed, responsive, and inclusive learning environments grounded in current research on child development and neuroscience. Participants examine the impact of trauma on brain functioning, cognition, behavior, and academic performance, and apply core principles of trauma-sensitive schools to evaluate and strengthen classroom and school-based practices that promote student well-being, safety, and equity. Emphasizing the relationship between connection and learning, the course engages learners in the intentional design of psychologically safe environments through relational practices, structured routines, norms, and the integration of student voice.

Through rigorous, university-level engagement, learners demonstrate knowledge acquisition through assessments, applied activities, and substantive participation, supported by ongoing instructor feedback from an expert practitioner. Participants analyze the effects of trauma on attention, memory, and executive functioning and develop instructional strategies that reduce cognitive load while increasing engagement through scaffolding, structure, and autonomy. The course also emphasizes real-time, trauma-responsive approaches to behavior, including co-regulation, de-escalation, and restorative practices. Assignments are designed to produce practical tools, strategies, and classroom-ready artifacts, culminating in the evaluation and refinement of participants' own classroom systems to support sustainable, trauma-informed practice.

Enrollment, Delivery, and Completion Information

- **EDUC 5598P**  [Links to an external site.](#) : **Trauma Informed Classroom**
- **Credits:** 1 semester credit hour (letter grade A-F)
- **Enrollment Type:** Open enrollment with self-registration
- **Completion Timeframe:** 90 days from the date of enrollment
- **Delivery Format:** Fully online
- **Purpose:** K-12 professional development recertification requirements

Recertification and Professional Advancement Statement

Successful completion of this course results in a letter grade and semester credit hour from Idaho State University. As a graduate 5000-level course aligned to [Idaho State University's Graduate Catalog EDUC 5598P](#)  [Links to an external site.](#), the course includes engagement with a faculty member and a K-12 practitioner and is designed to support professional learning and implementation in educational settings. Learners enroll as non-matriculated students, and earned grades and semester credits are recorded on an ISU non-academic transcript endorsed by the university Registrar. Applicability of this course toward K-12 teacher license renewal, recertification, salary lane advancement, or other professional advancement is determined by the relevant state board of education, licensing authority, school district, human resources office, collective bargaining agreement, or other approving entity.

Student Expectations

To earn semester credit and a letter grade in this course, students must complete the course in full and engage at the level of rigor expected in a university course. The course includes academically engaged learning through readings, lectures, videos, discussions, applied activities, assignments, and assessments. Successful completion requires consistent participation and satisfactory performance on graded coursework.

Students must:

- Spend the time necessary to complete all assigned learning materials, activities, assignments, and assessments in support of the course learning outcomes
- Demonstrate thoughtful and substantive engagement by applying course knowledge through high-quality, timely work that produces practical strategies, tools, resources, or artifacts ready for use in educational settings
- Engage with instructor feedback, where applicable
- Successfully complete all graded requirements necessary to earn semester credit and a final letter grade

Required Materials and Technology

Students must have regular access to a reliable laptop or desktop computer capable of loading and running standard software.

The computer must support word processing, presentation tools, file downloads and uploads, data review, and multimedia tasks such as viewing videos, recording audio or video, and participating in web conferencing.

The learning management system supports mobile devices, but mobile access should be considered supplemental only. Mobile devices may limit a student's

ability to complete assignments successfully, particularly those involving file handling, multimedia creation, lesson plan development, or other course activities.

An up-to-date browser on any computer or device is required, along with a reliable internet connection.

[General Technology Hardware for Online/Hybrid Courses - ISU Help Desk](#) [Links to an external site.](#)

No textbook purchase is required for this course.

Learning Outcomes

1. Analyze and apply foundational knowledge of trauma by examining its impact on brain development, cognition, behavior, and learning, and translating this understanding into responsive instructional and classroom practices.
2. Analyze trauma-sensitive frameworks and core principles of trauma-informed schools, and evaluate current classroom and school practices against these principles to identify strengths, gaps, and areas for improvement.
3. Design and implement a comprehensive set of classroom routines, norms, and relational practices that foster psychological safety, incorporating connection strategies, relational rhythms, and student voice to support engagement and belonging.
4. Develop and apply trauma-responsive instructional and behavior support strategies by designing lesson adaptations that reduce cognitive load and by selecting and implementing regulation-focused responses (e.g., co-regulation, de-escalation) to address student needs in real time.

Course Deliverables & Takeaways

Trauma Toolkit: Developed Throughout the Course

- Relationship-Building Routines Design & Implementation Plan
- Trauma-Sensitive Classroom Routines & Norms Audit (Reflective Tool)
- Trauma-Informed Learning Barrier Analysis
- Trauma-Informed Lesson Redesign Plan
- Co-Regulation and De-Escalation Response Plan

Units

Time Allocation	Unit Content
9 hrs	Unit 1: Understanding Trauma and Its Impact on Children
6.5 hrs	Unit 2: Introduction to Trauma-Informed Schools and Frameworks

8.5 hrs	Unit 3: Designing Classrooms for Safety, Connection, and Belonging
9 hrs	Unit 4: Trauma-Informed Instruction & Learning Supports
6.5 hrs	Unit 5: Regulation, Co-Regulation & Behavior Support
5 hrs	Final Portfolio

Assignments and Grading

As a credit-bearing course, grading emphasizes knowledge acquisition, meaningful engagement, and the development of practical tools and artifacts that can be implemented in real educational settings.

Activities and Reflections - 70%

Activities and reflections may include short written responses, graphic organizers, planning exercises, checklists, and applied reflections. These assignments are designed to help you **connect course concepts to your professional context** and begin developing ideas, strategies, and resources **for use in your educational setting**.

Final Artifact: Trauma-Informed Classroom Implementation Portfolio - 30%

The **Trauma-Informed Classroom Implementation Portfolio** serves as the culminating project for this course. In this portfolio, candidates will synthesize learning from all course units to create a comprehensive, practical framework for implementing trauma-informed practices in their educational setting. The portfolio will integrate course concepts related to safety, belonging, relationships, instruction, regulation, behavior support, and professional growth into a cohesive implementation plan that is ready for use in a classroom or school environment. Final portfolios are assessed for depth of understanding, integration of course learning, application to professional practice, organization, and overall quality as a professional resource.

Grading Scale: [ISU grading policy](#)  [Links to an external site.](#)

- A = 90–100%
- B = 80–89%
- C = 70–79%
- D = 60–69%
- F = below 60%

Academic Integrity

Students are expected to follow [institutional policies on academic honesty](#)  [Links to an external site.](#). Plagiarism, cheating, or misrepresentation of work

undermines learning and will result in appropriate consequences as defined by university policy. If you are unsure whether something is acceptable, ask before submitting work.

Accessibility and Disability Services

The university is committed to providing an accessible learning environment. If you have a documented disability and need accommodations, contact the [Disability Services office](#)  [Links to an external site.](#) as early as possible to ensure that reasonable accommodations can be arranged. Students without documentation who believe they may have a disability or learning difference are encouraged to consult Disability Services about evaluation options and campus resources.

Classroom Climate and Respect

This course addresses topics related to disability, learning differences, and personal experiences. Students are expected to maintain a respectful, supportive environment, keep classmates' stories confidential, and listen with openness and empathy. Disagreement is normal, but it should be expressed respectfully.

Course assignments are not weighted.