



The Trauma-Informed Online Academy

A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROGRAM

EducationalImpact

LEARNER REVIEWS





California

- Shandon Joint Unified SD
- Shasta County
- Chaffey Joint Union High
- Clovis USD – Clark Intermediate
- Taft Union High School District

Colorado

- Grand Mesa Choice Academy
- Santa Fe Trail BOCES - Wiley School
- Holyoke S.D. Re - 1J
- Buffalo SD – Merino School
- Moffat Consolidated School District 2
- Maria L Greenwood Academy
- Douglas County – Montessori
- Pinnacle Charter School
- Thompson SD

Connecticut

- SAU 89 School District

Florida

- Escambia - C.A. Weis Elementary
- Manatee SD

Illinois

- Bourbonnais Elementary # 53
- Collinsville CUSD # 10 – Hollywood Heights
- Hoopston
- Johnston City SD

Indiana

- Shambaugh Elementary
- Lincoln Elementary
- Robbinsdale Elementary
- North Lawrence Community Schools
- Stephen Decatur Elementary

Iowa

- Mount Pleasant Community Schools
- Scavo Full Service High School
- Council Bluffs Community School District
- Northwestern College
- Winterset Community School District
- West Delaware Schools

Kansas

- Lincoln Elementary – Lincoln USD
- Derby Elementary School
- Chanute Elementary – Chanute USD

Kentucky

- West End School

Maine

- Warren Community School

Maryland

- OMID Foundation

Michigan

- Monroe Public Schools
- Kalkaska Pubic Schools

Missouri

- Wentzville SD
- Francis Howell SD
- Fort Zumwalt SD
- City of Saint Charles SD
- Orchard Farms SD
- Delta R5
- Altenburg #48
- Kansas City Public Schools - Success Academy at Anderson
- Green Ridge R-VIII School District
- Springfield Dream Center

Montana

- Wolf Point School District
- Bench Elementary

Nebraska

- Scottsbluff Public School

Nevada

- Miley Achievement Center
- Mineral SD
- Alice Taylor Elementary
- Anderson Elementary
- Doral Academy
- Red Rock Elementary
- Glenn Duncan
- Jacks Valley Elementary
- Mater Academy
- Minden Elementary
- Sonoma Heights
- Stead Elementary
- Yerington Elementary
- Diedricksen Elementary
- Elmcrest Elementary
- Gardnerville Elementary
- Huffaker Elementary
- Lemmon Valley Elementary
- Lincoln Park Elementary
- North Valley High
- O'Brien STEM Academy
- Scarselli Elementary
- Sonoma Heights
- Somerset Losee Charter School
- Sparks HS
- Stead Elementary
- Westergard Elementary
- Yerington Elementary
- Washoe County administrators
- DOE Project Aware

New Jersey

- Hackettstown

New York

- Norwich City SD
- Schenectady City Schools
- Oneonta City School District
- Averill Park
- PS19 The Curtis School

North Carolina

- The Dragonfly House
- Tyro Elementary

Ohio

- Franklin Heights HS
- Rock Hill SD

Oklahoma

- DOE – Project Aware
- Woodward Public Schools

Pennsylvania

- West Chester University

South Carolina

- Richland II School District

South Dakota

- Sioux Falls - Hayward Elementary
- Sioux Falls – Anderson Elementary
- Sioux Falls – Lowell Elementary
- American Horse School
- Crazy Horse SD
- Little Wound School
- Roosevelt Elementary

Tennessee

- Churchill Intermediate
- Pine View Elementary

Texas

- Pathfinder Achievement Center

Utah

- Utah State Board of Education
- Red Mountain Elementary

Washington

- Toledo SD
- Shandon

Washington DC

- KIPP DC Quest Academy


West Virginia

- Cabell County
- Pocca Elementary

Canada

- School District 51, British Columbia
- County Regional Center for Education, Nova Scotia
- South Slave Divisional Council, Northwest Territories

School-wide training in trauma informed intervention is easy with a series of courses designed for teachers, paraprofessionals, support workers and administrators. By completing the Basic Track, all school staff are learning and applying new strategies for building relationships and connecting with their most challenging students.



Basic Track

TRAUMA 1
ACEs and Trauma Awareness

TRAUMA 2
Dysregulation

TRAUMA 3
Don't React, Respond!
(elementary & secondary versions available)

TRAUMA 4
Just Breathe: Practical Self-Regulation Strategies

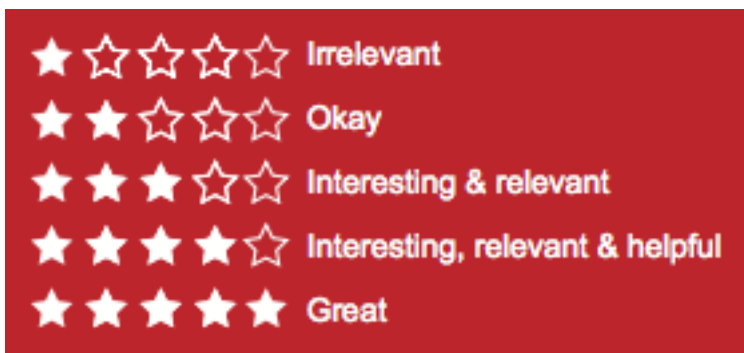
TRAUMA 5
Scenarios
(elementary & secondary versions available)



Learner Reviews

Learner reviews were gathered from the final assignment "Rate this Course"

- a) What was the best assignment and why?
- b) What needs improvement?
- c) How would you rate it on a scale of 1-5?



I really did not have a favorite assignment. I found valuable, informative and useful information throughout and actually enjoyed watching and learning! I would most definitely rate this course a "5!"

- Richard W Pathfinder Achievement Center, TX



Best professional development courses that I've had in years and very motivating. I don't feel quite so alone in our efforts. I am organizing a panel discussion next year and looking for resources to share with educators and administrators. I'll definitely be recommending your courses.

- Christine A Pathfinder Achievement Center, TX



I got a lot of good tips on how to change my approach with children when they are dysregulated and not to react to their behavior.

Shannon K
Shandon Joint Unified SD, CA



I really like the "Andy and Billy" assignment because it was easy to identify these students. It made me think about the relationship I have with the two groups, how I interact with them, and what my goals are for each. The activity provided a space for me to apply my knowledge of trauma to specific students.

- Paulina D Hoopeston SD, IL



I thought this was an eye opening course. It made me rethink a lot in my classroom.

- Megan S Hoopeston SD, IL



The best assignment was the ACES assessment and learning about the data that reveals the effects of abuse, neglect, and dysfunctional family life on the students we face daily. This is startling and disturbing, but it's great that we are trying to learn and develop as educators to be more effective at dealing with traumatized students.

- Catherine F Monroe Public, MI



Learner Reviews

I loved the strategies and video/website information embedded in the lessons. I also like hearing from the experts that it's not about me and I need to remember that when I'm told "I hate you, or you hate me" or "you've changed."

- Carolyn L Monroe Public, MI



The best assignments were the journal entries because we were able to explain a certain situation where we have been in and be able to see it in a new light.

- Amanda K Scottsbluff Public Schools, NE



I thought the videos were carefully chosen and gave me a chance to reflect on my professional practice. Having the ability to view them more than once helped me think of challenges to my teaching practice.

- Shelby A Scottsbluff Public Schools, NE



I thought the course was very informative and very well done. The discussion questions were my favorite because it allowed for interaction with other teachers and staff. I loved having the ability to read the wonderful thoughts and suggestions contributed by some of the people I'm blessed to work with! I give the course a solid 4-4.5

Deborah F Lincoln Elementary, IN



The best assignment was telling me what trauma is and what these kids go through in their lives to make them behave the way they do and that their behavior isn't their fault. It has opened my eyes and made me step back and rethink how to react to a child who may have an outburst in a bad way and how to deal with it.

- Elizabeth A Norwich City SD, NY



My favorite assignment was watching the videos about "Billy and Andy". It put some things into perspective about trauma that I hadn't thought about.

- Nicole M Norwich City SD, NY



I rate the course a 5. I can not say a specific assignment was more valuable than another but I think that seeing how the classroom environment has a direct impact on a student's level of regulation was really eye opening for me. It also caused me to think about how I feel in a very noisy, energetic, crowded classroom. If I was a second grade student in that classroom, I might have a tough time staying regulated sometimes so I can only imagine with it might feel like to a child who is already stressed out.

- Debra B Norwich City SD, NY



Discussion Boards

The screenshot below is taken from a Discussion Board assignment.

Discussion Board

Relationships, Vulnerability, Dignity and Love

INSTRUCTIONS:

- 1) Click the link below and watch this clip from the Trauma-Informed Schools Conference in St. Louis. Listen to this Principal as he shares his perspective on the importance of treating our students the way we want to be treated.
- 2) After viewing the clip, click Add Entry to Discussion and share a comment about the message you took away from the clip. Feel free to share stories about how you build relationships, show vulnerability, and treat students with dignity and love. These are the first steps to becoming trauma informed. After typing your comment, click Post Comment.
- 3) Mark Complete

Watch EI Video

[Relationships, vulnerability, dignity and love](#)

Mark A. Prine | Jan. 7, 2019, 9:59 a.m.

[+Add Comment](#)

I always tell my student that I love them at their best, and at their worst. I try to put myself in their position of being abandoned by both parents and what that would be like. Parental bonds are very powerful, and when a person feels rejected by their parents it would make logical sense that they would not trust the world or people in it, after all, how much hurt, anger, and mistrust would a person experience who was abandoned by both parents?

Christi Abramsky | Jan. 7, 2019, 10:18 a.m.

[+Add Comment](#)

I tell my students daily, several times a day, that they are loved. After a hard situation (restraint, damage to classroom, etc.) I let them know the situation did not change the way I feel about them. Helping them to feel wanted, is why I will not send a student home for a behavior. I feel this leads to mistrust and feelings of not being loved.

Rachael Baley | July 24, 2018, 9:08 p.m.

[+Add Comment](#)

I admire the term "Trauma Informed" now the light has been shined on a better way of communicating with children in an educational setting I would only challenge every educator to ask themselves, what are you going to do today to empower everyone you encounter today? And this question is not only tailored for students. If we work on a small campus where everyone meets on more than four occasions a day why are the relationships not stronger? Why is the term "Professionalism Among Professionals" not a part of the campus? Educators, teachers, and workers children emulate what they see, some even take it ten miles more, therefore we should be checking and rechecking our own actions ensuring we are taking the necessary steps of being the best we can be without anyone having to bring attention of our acts.

As we are about to embark on another school term on the school campus of PAC we should all be considering whats the most important factors when addressing our job, our performance, and or professional actions. Everyone on that campus will need sincere support at some time and it should be everyone's obligation to not just say it during a pledge but do it.

Richard Ware | Sept. 19, 2018, 11:15 a.m.

[+Add Comment](#)

I really like the "I love you & there's nothing you can do about it" statement but I guess it could also be tweaked into something like, "I feel sorry for the people who don't get to know you like I have." Or something. I also agree with not trying to make a kid do anything that we would feel uncomfortable doing if our supervisor tried to make us do it.

Nicole Moore | Oct. 2, 2018, 10:33 p.m.

I know where your coming from sometimes especially when we see or know another side of a student especially different from the tough guy they portray you do want to say that. I become protective because for us as educators to make assumption about a child on what they see on the outside is not compassionate at all. It takes time, patience and unconditional love because they'll try so hard to push you away . . . I feel being consistent and just listening ear will show them your vulnerability and a relationship will stem off of that.

Discussion Boards

Impressive collaborative and reflective comments in this discussion board assignment!

Trey Stille | Dec. 5, 2018, 3 p.m.

[+Add Comment](#)

I have definitely been forced to take a step back and think about things a little more. Why is this person doing that? Why did he react that way? I wonder what happened at home last night? What can I do to help? I think I've become more understanding as a result of working through this module. I've found myself becoming less angry, and trying to have more private conversations, rather than yelling at someone in front of the group. It has helped a lot. The most difficult behaviors I am dealing with are disrespect.

Megan Collins | Dec. 5, 2018, 3:34 p.m.

[+Add Comment](#)

The new knowledge that I took from this course is to stop and think that maybe the cause of the behavior may be more than just not wanting to do what was asked. You never know what happened before the student came to school. The most difficult behaviors that I am dealing with is student respect to each other and adults and seeking attention in any way that they can get it.

Richard Harbacek | Dec. 5, 2018, 4:54 p.m.

[+Add Comment](#)

The knowledge gained will help me be a more complete and better teacher/coach to help meet the needs of all individuals I work with on a daily basis.

Kandi DeLahr | Jan. 11, 2019, 3:46 p.m.

[+Add Comment](#)

This training has reminded me that I need to keep in mind that all of my students come from different backgrounds and the stresses they have will affect each one different. Right now I have students who parents are separated and divorced, some have new baby brother and sisters, some are taken out of the home or staying with another family member and I am sure there are other things I don't know that are going on in their life and these are 3-5 year olds. This training has taught me to keep these things in mind as I am teaching my students. Also I may be the only stable thing in their lives right now. The most difficult behaviors I am dealing with are students who act out and do things for my or others attention even when they know it is wrong. .

Brad Jones | Jan. 11, 2019, 4:10 p.m.

[+Add Comment](#)

Every day is a new day for me, and I make that my mantra. You can't change yesterday, you can only learn from it. My students have struggles that I must take into account so I can see the whole person behind a struggle. For more than a few, school is the least of their problems, so they tend not to take it as seriously.

Nicholas Dziadosz | Jan. 11, 2019, 4:11 p.m.

[+Add Comment](#)

ACEs is a new topic for me. I certainly knew what trauma was going into this training, but I got a clearer picture as to how specifically that trauma affects students, their behavior, and their needs. It was a nice reminder that sometimes students really can't help the way they are acting. Their defiance is potentially a reaction outside of their control. This training also made me think about how I provide attention and resources to the Billys of my classrooms. It's easy to say they are a lost cause and move on the Andys that are eager to learn, but the Billys are the ones that need me the most. The most difficult behaviors I am dealing with are students talking over me and each other and students disrupting class in their misguided search for attention.