

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Responding to Challenge: Trauma Informed Practice
Unit ID:	EDBED3119
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3114 and EDBED3117)
ASCED:	070303

Description of the Unit:

This unit is designed to develop knowledge and understanding of ways in which adverse childhood experiences can disrupt neurodevelopment, impact social connections and affect academic performance. A trauma-sensitive perspective informs an understanding of multi-tiered systems of supportive strategies appropriate for use within positive learning environments. Drawing on research from neuroscience, positive psychology and education, participants explore the relevance of understanding behaviour as an external presentation of internal sensory, emotional and cognitive states.

Underpinning the content of the unit is the understanding that effective teachers manage challenging behaviour through responsive pedagogical practices using supportive techniques rather than punitive measures. Brain-based insights, relationship-based approaches and responsive teaching methods are explored to identify effective strategies for establishing a safe, supportive learning environment for all students.

Classroom design and management options are explored through evidence-based frameworks such as multi-tiered systems of support (MTSS), Universal Design for Learning (UDL), the Seven-Stage Escalation Cycle, Zones of Regulation, the Berry Street Education Model (BSEM), the Australian Education Research Organisation (AERO) Classroom Management Resources and the Victorian Department of Education's Positive Classroom Management Strategies (PCMS). Through these materials, additional content and targeted activities, participants will develop insight into relationships between wellbeing, behaviour and learning. They will also develop their confidence and competence in demonstrating proactive, pre-emptive and responsive strategies designed to support all learners, manage challenging behaviour, and plan for positive engagement and participation in learning

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)
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Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:
Knowledge:

- K1.** Examine current frameworks, policy and legislation that inform the design of positive learning environments, classroom management systems and responsive student support.
- K2.** Recognise challenging behaviour as an indicator of dysregulated neurological, sensory and emotional states that require support.
- K3.** Describe ways in which the experience of trauma can impact memory function, cognition, wellbeing, learning and behaviour.
- K4.** Explain and justify a range of pre-emptive and responsive practices that support effective communication and instruction, positive learning environments and student wellbeing, safety and learning.

Skills:

- S1.** Use strength-based perspective to analyse the impact of teacher attitudes, language choices and communication techniques on learner participation and engagement.
- S2.** Demonstrate a variety of proactive, pre-emptive and responsive student support strategies for reinforcing high expectations, addressing unmet needs and managing challenging behaviour.
- S3.** Demonstrate sensitive and inclusive awareness of student diversity, with targeted attention to First Nations perspectives and specific requirements of students with disability.
- S4.** Use effective frameworks to design proactive, supportive and restorative pathways to active participation in academic, social and emotional learning.

Application of knowledge and skills:

- A1.** Develop verbal, non-verbal and multimodal communication techniques for supporting effective classroom management systems and strategies, including home-school relationships.
- A2.** Collaborate with others to create a multi-tiered system of support that addresses wellbeing, safety and learning needs.
- A3.** Design classroom management systems to enhance inclusive participation and engagement of all learners.

Unit Content:

- Attachment theory, brain development, adverse childhood experiences and indicators of trauma.
- Understanding dysregulation, heightened body states and the seven-stage escalation cycle
- Barriers to memory functioning, cognitive fusion/defusion, cognitive overload, growth mindset
- Teacher attitudes, buoyancy, identity and self-care
- Inclusive and responsive approaches for teaching and learning
- Explicit modelling, scaffolding and communication techniques for student support
- Multi-Tiered Systems of Support, Schoolwide Positive Behaviour Support, Berry Street Education Model, Zones of Regulation
- Universal Design for Learning and wellbeing, First Nations perspective, classroom climate and culture
- Child Safe Standards, educational policy and teacher responsibilities
- Creating trauma-sensitive learning environments

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1	Professional Identity Statement: Draw on theory to compose a vision of personal teacher identity including values, beliefs, attitudes and intentions.	Written Task	10-20%
K3, K4, S2, A1, A3	Scenario Response: Evaluate approaches and frameworks for responding to wellbeing, safety and behaviour concerns and synthesise understanding to resolve scenario problems through practical application of theory.	Problem Centred Study	40-60%
K4, S2, S3, S4, A1, A2, A3	Classroom Management Design and Student Support: Design and demonstrate supportive materials and planning processes that address wellbeing, safety and behavior concerns to support learner engagement and participation.	Applied Project	30-50%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

