

PREMIUM MEGA-BUNDLE • 4-SESSION COURSE

Trauma-Informed *Teaching*

A comprehensive professional development course for educators committed to creating safe, supportive, and resilient learning environments for every student.

WHAT'S INSIDE

Four 90-minute PD sessions with slide decks and facilitator guides, a complete participant workbook, curated video discussion guide, 30-day implementation challenge, glossary, classroom safety audit, and printable strategy cards — everything you need to lead trauma-informed practice at your school.

- **Session 1**
Understanding ACEs & Trauma
- **Session 2**
Recognizing Trauma Responses
- **Session 3**
Co-Regulation Strategies
- **Session 4**
Environment & Building Trust



PRINTABLES
PREMIUM EDUCATIONAL RESOURCES

Table of Contents

FRONT MATTER

Copyright & Terms of Use
Welcome, Educators — How to Use This Resource
Course-at-a-Glance Overview

SESSION 1 • UNDERSTANDING ACEs & TRAUMA

Slide Deck (15 slides)
Facilitator Guide

SESSION 2 • RECOGNIZING TRAUMA RESPONSES

Slide Deck (15 slides)
Facilitator Guide

SESSION 3 • CO-REGULATION STRATEGIES

Slide Deck (15 slides)
Facilitator Guide

SESSION 4 • CLASSROOM ENVIRONMENT & BUILDING TRUST

Slide Deck (15 slides)
Facilitator Guide

PARTICIPANT WORKBOOK

Welcome & Course Goals
Session 1 Workbook Pages — Guided Notes, Reflection, Action Plan
Session 2 Workbook Pages — Notes, 4F, Triggers, Case Study
Session 3 Workbook Pages — Notes, Language, Cards, Station, Role-Play
Session 4 Workbook Pages — Notes, Trust, Audit, Voice, 30-Day Plan, Final Reflection
A Letter to My Future Self
Additional Notes

SUPPLEMENTARY RESOURCES

Video Discussion Guide
30-Day Implementation Challenge

Welcome, Educators

Thank you for your commitment to creating trauma-informed learning environments. This Premium Mega-Bundle is designed to equip you with the knowledge, strategies, and practical tools needed to support students who have experienced trauma. Every child deserves to feel safe, seen, and supported in the classroom — and you are taking an important step toward making that a reality.

How to Use This Resource

For Facilitators:

Use the session slide decks and facilitator guides to lead each 90-minute professional development session. Each facilitator guide includes scripted talking points, activity instructions, materials lists, preparation steps, and timing recommendations. Plan to spend at least 30 minutes reviewing the facilitator guide before each session.

For Participants:

The workbook is yours to keep. Use it during sessions for guided notes, reflections, and planning. After the course, it becomes your ongoing reference tool. Many educators return to specific workbook pages — like the strategy cards and classroom safety audit — months or years later.

For Implementation:

The 30-Day Implementation Challenge provides one actionable step per day after the course ends. Research on habit formation (Lally et al., 2009) shows that sustained practice over an average of 66 days leads to lasting habit change. Use the implementation tracking calendar to monitor your weekly progress.

For Extension Learning:

Use the curated video list and discussion prompts to extend learning between sessions or for follow-up professional learning community (PLC) meetings. The Additional Resources section points you to foundational books, organizations, free online training, and recommended documentaries.

Course Structure

Session 1 (90 min)	Understanding ACEs & Trauma — The science and scope of childhood adversity.
Session 2 (90 min)	Recognizing Trauma Responses — Identifying trauma in classroom behaviors.
Session 3 (90 min)	Co-Regulation Strategies — Practical tools for de-escalation and connection.
Session 4 (90 min)	Classroom Environment & Building Trust — Creating safe, supportive spaces.

Course-at-a-Glance Overview

Use this one-page overview as a quick reference. It captures the core question, key concept, and signature practice from each session so you can orient yourself — or share with a colleague — at a glance.

Session	Core Question	Key Concept	Signature Practice
1: Understanding ACEs & Trauma	How prevalent is childhood adversity, and why does it affect learning?	ACEs and toxic stress reshape the developing brain.	Shift from "What is wrong with you?" to "What happened to you?"
2: Recognizing Trauma Responses	What does trauma look like in classroom behavior?	The 4F survival responses and the Window of Tolerance.	Reframe behavior as communication of an unmet need.
3: Co-Regulation Strategies	What do I do when a student is dysregulated?	Adult self-regulation is the prerequisite for co-regulation.	Apply the Regulate → Relate → Reason sequence.
4: Environment & Building Trust	How do I create a classroom where every student can thrive?	Psychological safety is the foundation of all learning.	Greet by name; 2×10 strategy; repair ruptures.

What's New in This Premium Mega-Bundle Edition

- Fully corrected and re-typeset slide decks for all four sessions (no garbled text).
- Expanded facilitator guide scripts with timing for every slide segment.
- A complete 22-page participant workbook with new reflection prompts and answer space.
- Printable co-regulation strategy cards (Box Breathing, 5-4-3-2-1, Co-Regulation Script, 3 Rs).
- A new Glossary of 30 key terms for shared vocabulary across your team.
- An Additional Resources section pointing to foundational books, organizations, and free training.
- A weekly Implementation Tracking Calendar to support sustained practice.
- A redesigned 30-Day Implementation Challenge grid with one action per day.
- Consistent brand colors and footers on every page for a premium, professional feel.

SESSION 1

01 Understanding ACEs & Trauma

The science and scope of childhood adversity.

This foundational session introduces Adverse Childhood Experiences (ACEs), explores how trauma affects the developing brain, and establishes the core knowledge needed for trauma-informed practice.

INCLUDED IN THIS SECTION

- Slide Deck (15 slides)
- Workbook Pages
- Facilitator Guide
- Reflection Prompts

Session 1: Understanding ACEs & Trauma

90-Minute Professional Development Session

This session introduces Adverse Childhood Experiences (ACEs), explores how trauma affects the developing brain, and establishes the foundational knowledge needed for trauma-informed practice.

Trauma-Informed Teaching Premium Mega-Bundle • Session 1 of 4

Session 1 Objectives

By the end of this session, participants will be able to:

- 1 Define Adverse Childhood Experiences (ACEs) and describe the original CDC-Kaiser Permanente ACE Study.
- 2 Identify the 10 categories of ACEs and understand their prevalence in the population.
- 3 Explain how trauma and toxic stress affect brain architecture and development.
- 4 Distinguish between positive stress, tolerable stress, and toxic stress.
- 5 Articulate the impact of trauma on learning, behavior, and student outcomes.
- 6 Begin shifting perspective from "What is wrong with you?" to "What happened to you?"

ACE Prevalence in the Population

Data from the original ACE Study and subsequent CDC research reveals the widespread nature of childhood adversity:



SOURCE

CDC, Behavioral Risk Factor Surveillance System (BRFSS) data, 2019–2020. Prevalence varies by state and demographic group. The "school staff" figure is drawn from regional educator surveys and SAMHSA technical reports.

Session 1: Understanding ACEs & Trauma

90-Minute Session — Facilitator Guide

Session Overview

This foundational session introduces the science of Adverse Childhood Experiences (ACEs) and explores how trauma affects the developing brain. Participants will begin shifting their perspective from punitive to trauma-informed.

Total Time	90 minutes
Target Audience	All school staff (teachers, paraprofessionals, administrators, support staff)
Group Size	Ideal for 10–30 participants to allow for meaningful discussion
Prerequisite	None — this is the first session of the course
Emotional Intensity	Moderate to High — content addresses childhood adversity, abuse, and neglect

Materials Needed

- Projected slides (Session 1 deck — Slides 1–15)
- Participant workbooks (Session 1 pages, pp. 6–10 of workbook)
- Chart paper and markers for group activities
- Sticky notes (one pad per participant, two colors)
- Pens/pencils for all participants
- Tape or adhesive for posting chart paper
- Optional: printed ACEs infographic handout

Facilitator Preparation

1. Review all slides and speaking notes in advance. Practice transitioning between concepts.
2. Arrange seating in circles or small groups of 4–6 to encourage dialogue.
3. Post 3–4 pieces of chart paper around the room for gallery walk and parking lot activities.
4. Prepare a "Parking Lot" chart paper for questions that arise but cannot be addressed immediately.
5. Test all technology including projector, audio for any videos, and microphone if needed.
6. Remind yourself: this content may be activating for participants. Have self-care resources available.

SESSION 2

02 Recognizing Trauma Responses

Identifying trauma in classroom behaviors.

Building on the ACEs foundation, this session helps educators identify the four survival responses (fight, flight, freeze, fawn) and distinguish trauma-driven behavior from willful misbehavior.

INCLUDED IN THIS SECTION

- Slide Deck (15 slides)
- Case Study Cards
- Facilitator Guide
- Workbook Pages

Session 2 Objectives

By the end of this session, participants will be able to:

- 1 Define trauma responses and identify the four survival responses: fight, flight, freeze, and fawn.
- 2 Recognize how each survival response manifests in classroom behaviors.
- 3 Explain the Window of Tolerance and how it relates to student regulation.
- 4 Differentiate between intentional misbehavior and trauma-driven responses.
- 5 Identify common triggers and trauma reminders in the school environment.
- 6 Apply a trauma-informed lens to reframe challenging student behaviors.

Flight Response in the Classroom

The flight response manifests as avoidance, escape, or withdrawal. Observable signs include:

- Leaving the room: wandering the halls, running away, escaping to the bathroom.
- Avoidance: refusing to attempt work, changing the subject, distracting from the task.
- Social withdrawal: isolating from peers, sitting alone, avoiding group work.
- Excessive movement: fidgeting, tapping, inability to sit still — the body is trying to move away.
- School avoidance: frequent absences, tardiness, complaints of physical illness.
- Task avoidance: saying "I can't" or "I don't know" before even trying.

IMPORTANT INSIGHT

Students showing a flight response are often seen as "disengaged" or "lazy" when they are actually trying to escape a situation their brain perceives as dangerous.

SESSION 3

03 Co-Regulation Strategies

Practical tools for de-escalation and connection.

This hands-on session equips educators with concrete co-regulation strategies — breathing, grounding, language scripts, and a Regulation Station plan — all grounded in adult self-regulation as the foundation.

INCLUDED IN THIS SECTION

- Slide Deck (15 slides)
- Facilitator Guide
- Strategy Cards
- Role-Play Activity

Session 3 Objectives

By the end of this session, participants will be able to:

- 1 Define co-regulation and explain its critical role in trauma-informed practice.
- 2 Understand why adult self-regulation must precede student co-regulation.
- 3 Practice specific breathing and grounding techniques for classroom use.
- 4 Identify sensory tools and environmental supports that aid regulation.
- 5 Develop language scripts for de-escalating dysregulated students.
- 6 Create a plan for a regulation station or calm-down corner in your classroom.

Adult Self-Regulation: The Oxygen Mask Principle

Just as on an airplane, you must put on your own oxygen mask before assisting others.

- Before approaching a dysregulated student, pause and check your own state.
- Notice your breathing, muscle tension, and emotional reaction to the student's behavior.
- Use a regulation strategy for yourself first: deep breath, grounding touch, silent self-talk.
- Remind yourself: "This is not an emergency. This child needs my calm, not my fear."
- Model regulation by narrating: "I am taking a deep breath right now because I want to be ready to help."

THE BOTTOM LINE

Your state of regulation is the intervention. If you are dysregulated, your intervention will likely escalate the situation. If you are regulated, your presence alone begins the co-regulation process.

SESSION 4

04 Classroom Environment & Building Trust

Creating safe, supportive spaces where students thrive.

The final session synthesizes the course by applying trauma-informed principles to the whole classroom — physical space, predictable routines, relational trust, voice and choice, and sustained practice.

INCLUDED IN THIS SECTION

- Slide Deck (15 slides)
- Classroom Safety Audit
- Facilitator Guide
- 30-Day Challenge

Psychological Safety in the Classroom

DEFINITION

Psychological Safety

Psychological safety exists when students believe they can take interpersonal risks — such as making mistakes, asking questions, or expressing emotions — without fear of punishment, humiliation, or rejection. For trauma-affected students, this is the foundation upon which all learning is built.

- Without psychological safety, the brain remains in a state of threat detection.
- Students cannot access higher-order thinking when they do not feel safe.
- Psychological safety is built through consistent, predictable, and caring interactions.
- It is not the absence of accountability — it is the presence of connection within boundaries.

The Power of Connection

“Relationships are the agents of change and the most powerful therapy that human beings can be exposed to.”

— Dr. Bruce Perry, Senior Fellow of the ChildTrauma Academy

DISCUSSION

1. How do you currently build connections with students who are hardest to reach?
2. Think of a teacher who made you feel seen and safe. What did they do? How did it feel?
3. What small, daily actions could you take to strengthen relational safety in your classroom?

SECTION

Participant Workbook

Your companion for the entire four-session course.

A complete 22-page workbook with guided notes, reflection prompts, strategy cards, a classroom safety audit, a 30-day implementation plan, a letter to your future self, and additional notes pages. Print one per participant.

INCLUDED IN THIS SECTION

- Guided Notes for All 4 Sessions
- Printable Strategy Cards
- 30-Day Implementation Plan
- Reflection & Action Plan Pages
- Classroom Safety Audit
- Letter to My Future Self

Welcome & Course Goals

Welcome to the Trauma-Informed Teaching Premium Mega-Bundle. This workbook is your companion for all four sessions. Use it to capture your thoughts, practice new strategies, and plan your implementation. You will return to these pages long after the course ends.

Take a moment now to set your intentions for this professional development experience. There are no right or wrong answers — only honest reflection.

My Intentions for This Course

What do you hope to learn from this course?

What is one challenge in your classroom that you hope trauma-informed practices will help address?

What is one personal strength you bring to this work?

REMINDER

This workbook is yours. Write in it. Reflect in it. Return to it after the course ends. The most powerful professional development is the kind you continue to use long after the session is over.

Session 3: Co-Regulation Strategy Cards

Cut out or copy these strategy cards to keep at your desk as quick reminders during challenging moments. Each card is designed to fit on a sticky note or index card.

BOX BREATHING

Inhale 4, Hold 4, Exhale 4, Hold 4. Repeat 4 times.

5-4-3-2-1 GROUNDING

Name 5 things you see, 4 you touch, 3 you hear, 2 you smell, 1 you taste.

CO-REGULATION SCRIPT

"I can see you are having a hard time. I am here.
You are safe."

THE 3 RS

1. REGULATE (Breathe/Calm) 2. RELATE
(Connect/Empathize) 3. REASON (Problem-solve)

SECTION

Supplementary Resources

Tools to extend and sustain your trauma-informed practice.

A curated collection of resources to support ongoing learning and implementation: a video discussion guide, the 30-day challenge grid, a glossary of key terms, additional resources and further reading, and a weekly implementation tracking calendar.

INCLUDED IN THIS SECTION

- Video Discussion Guide
- Glossary of 30 Key Terms
- Implementation Tracking Calendar
- 30-Day Challenge Grid
- Additional Resources & Reading

30-Day Implementation Challenge

One small action each day to build your trauma-informed practice. Check off each day as you complete it. Each action takes 5–10 minutes and builds on the concepts from this course. Don't aim for perfection — aim for consistency. If you miss a day, simply continue with the next day's action.

Day	Day	Day	Day	Day
Day 1 Greet every student by name at the door today.	Day 2 Teach Box Breathing to your whole class.	Day 3 Identify a trigger in your room; modify or remove it.	Day 4 Use "I see you are having a hard time" instead of "Calm down."	Day 5 Practice your own oxygen-mask strategy today.
Day 6 Implement a transition warning ("In 2 minutes...").	Day 7 Have a 2-minute non-academic chat with a challenging student.	Day 8 Teach the 5-Finger Breathing technique to your class.	Day 9 Post or review your visual schedule with the class.	Day 10 Offer a structured choice to a student ("Would you prefer A or B?").
Day 11 Check in with a colleague about this course.	Day 12 Practice 5-4-3-2-1 grounding for yourself today.	Day 13 Designate a space for a Regulation Station in your room.	Day 14 Acknowledge a student's emotion before correcting behavior.	Day 15 Use "first/then" language for a complex task.
Day 16 Share a personal, age-appropriate story to build connection.	Day 17 Make eye contact and smile at a student who seems withdrawn.	Day 18 Repair a minor rupture: own a mistake to a student.	Day 19 Provide a sensory tool to a student who needs movement.	Day 20 Give a specific positive affirmation (name the behavior).
Day 21 Write down one "win" you had this week with a student.	Day 22 Notice and name a student's shift in arousal state.	Day 23 Create a "calm-down" card for your regulation station.	Day 24 Apply the Regulate-Relate-Reason sequence today.	Day 25 Ask "What happened?" instead of "What's wrong?"
Day 26 Review and reaffirm your classroom agreements together.	Day 27 Write a note of appreciation to a student.	Day 28 Read your "Letter to My Future Self" from your workbook.	Day 29 Reflect on your growth. Share one insight with a peer.	Day 30 Celebrate! Set your next 30-day goal.

Glossary of Key Terms

A shared vocabulary helps teams build a common understanding of trauma-informed practice. Use this glossary as a quick reference during planning meetings, parent conversations, or when introducing these concepts to colleagues.

ACEs (Adverse Childhood Experiences)

Potentially traumatic events that occur in childhood (0–17 years), including abuse, neglect, and household dysfunction. Identified in the landmark 1998 CDC-Kaiser Permanente Study.

ACE Score

A count (0–10) of the number of ACE categories a person experienced before age 18. Each category counts as one point regardless of frequency or severity. A higher score indicates greater risk, not destiny.

Amygdala

A small, almond-shaped brain structure that processes emotions, especially fear and threat detection. Often called the brain's "smoke detector" or alarm system. Becomes hyperactive in trauma-affected individuals.

Co-Regulation

The process by which a calm, regulated adult helps a dysregulated child return to a state of balance by sharing their regulated nervous system. Children learn self-regulation through repeated experiences of being co-regulated.

Cortisol

A hormone released by the adrenal glands in response to stress. Chronic elevation (as in toxic stress) can damage brain architecture, immune function, and overall health.

Dissociation

A protective disconnection from thoughts, feelings, memories, or sense of identity. Often presents as "checking out" or appearing physically present but mentally elsewhere. A hallmark of the freeze response.

Dysregulation

A state in which the nervous system is outside the Window of Tolerance — either hyperaroused (fight/flight) or hypoaroused (freeze/fawn). The individual cannot effectively process information or manage emotions.

Fawn Response

One of the 4F survival responses. Involves appeasing a perceived threat through compliance, people-pleasing, or over-adaptation. Often mistaken for "good behavior" but is driven by fear.

Fight Response

One of the 4F survival responses. Involves confronting a perceived threat with aggression, defiance, or control. Often mislabeled as "behavior problems."

Flight Response

One of the 4F survival responses. Involves escaping a perceived threat through avoidance, withdrawal, or leaving. Often mislabeled as "laziness" or "disengagement."

Freeze Response

One of the 4F survival responses. Involves shutting down, dissociating, or becoming immobile. Often the most overlooked response in classrooms because these students are "quiet."

PREMIUM MEGA-BUNDLE • WHAT'S INSIDE

The Complete *Trauma-Informed* Teaching PD Course

121
TOTAL PAGES

01

4 Slide Decks (60 slides)

One 15-slide deck per session with branded design, definition callouts, stats, and discussion prompts.

FOR PROJECTION

02

Facilitator Guides

Minute-by-minute scripts, materials lists, prep steps, self-care notes, and slide-by-slide teaching tips.

FOR FACILITATORS

03

Participant Workbook

22 pages of guided notes, reflections, action plans, and the Classroom Safety Audit for every participant.

PRINT & COPY

04

Strategy Cards

Printable co-regulation cards: Box Breathing, 5-4-3-2-1 Grounding, Co-Regulation Script, and the 3 Rs.

CUT-OUT DESK TOOLS

05

30-Day Challenge

One small trauma-informed action per day for 30 days, plus a weekly tracking calendar for sustained practice.

BUILD HABITS

06

Glossary & Resources

30-term glossary, video discussion guide, curated book list, organizations, and free online training links.

REFERENCE LIBRARY



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PREMIUM EDUCATIONAL RESOURCES

AVAILABLE NOW
ON TEACHERS PAY TEACHERS