

**PROPOSED REGULATION OF THE  
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION**

**LCB FILE NO. R039-261**

**The following document is the initial draft regulation proposed  
by the agency submitted on 03/11/2026**

*The intent of this regulation is to create an endorsement in Trauma Informed Instruction.*

**NAC 391.XXX**

**1. To receive an endorsement in Trauma Informed Instruction, a person must:**

**a. Hold a license to teach elementary or secondary education, a license to teach special education, a license to teach pupils in a program of early childhood education, a license to teach middle school or junior high school education, a special license to teach or a special license with an endorsement pursuant to NAC 391.180, 391.305, 391.312, 391.315, 391.320, or 391.370; and**

**b. Have completed 12 semester hours of course work, including course work in each of the following areas of study:**

**(1) Three semester hours of course work in child and adolescent development: a mental health framework for educators which must include:**

- (i) Factors influencing the mental well-being of students from early childhood through late adolescence;**
- (ii) Developmental psychology;**
- (iii) Neurobiological and societal impact of adverse childhood experiences; and**
- (iv) Practical strategies for effective mental health literacy advocacy and communication.**

**(2) Three semester hours of course work in teaching self-regulation in childhood and adolescence, which must include:**

- (i) Behavioral, cognitive, and emotional domains of self-regulation and their importance for student success;**
- (ii) Evidence-based programs and classroom strategies that promote self-regulation and reduce disruptive behaviors;**
- (iii) Embedding self-regulation practices into daily instruction and adapting them for diverse learners; and**
- (iv) Creating trauma-sensitive classroom environments.**

*(3) Three semester hours of course work in trauma-informed supports for children and adolescents in prek-12 schools, which must include:*

- (i) Recognizing signs and impacts of trauma in students and responding with compassion and evidence-based practices;*
- (ii) Engaging in critical conversations with children, families, and interdisciplinary teams to meet behavioral health needs in school contexts;*
- (iii) Creating trauma-sensitive classroom environments; and*
- (iv) Implementing tiered supports to promote resilience, equity, and academic achievement.*

*(4) Three semester hours of course work in helping the PreK-12 helper: secondary traumatic stress prevention, which must include:*

- (i) Impact of secondary traumatic stress, compassion fatigue, and burnout on educators working with children who have experienced trauma;*
- (ii) Risk factors, protective factors, and strategies for preventing and addressing the effects of indirect trauma in PreK-12 educational settings;*
- (iii) Designing individualized self-care plans; and*
- (iv) Organizational practices that promote educator well-being and resilience.*