

Trauma-Informed Teaching and Learning Online: Principles & Practices During a Global Health Crisis

<p>Physical, Emotional, Social, & Academic Respect</p>	<p>Acknowledge, normalize, and discuss difficult topics that are coming up in their community and in the news.</p> <ul style="list-style-type: none"> • Provide content warnings and note the difficult crisis we are all in together • Ask students what they find to be difficult: listen and empathize • Acknowledge that feelings of being overwhelmed and helplessness (and others) may arise, note that seeing other students’ feelings may be triggering for some students • Think about how to balance this time with also covering course content
<p>Trustworthiness & Transparency</p>	<p>Create class routines or rituals.</p> <ul style="list-style-type: none"> • Create structured break times and a class agenda that is shared • Create a ritual that you do in each class, such as starting with a 15-minute class check-in discussion and ending with validations
<p>Support & Connection</p>	<p>Conduct regular check-ins with students to help determine how students are doing and if adjustments or supports are needed.</p> <ul style="list-style-type: none"> • Let your students know that you are there for them • Check-in and follow up in with students who express concerns • Provide referral information for campus resources, such as advising, writing services, etc.
<p>Collaboration & Mutuality</p>	<p>Have class members provide input, share power and make decisions.</p> <ul style="list-style-type: none"> • Facilitate student-led discussions and activities • Use student feedback to inform/revise your present and future classes • Invite students to collaborate on revising policies, assignments, and grading
<p>Empowerment, Voice, & Choice</p>	<p>Build in choices where possible. Remind each other that it is okay to “take a break.”</p> <ul style="list-style-type: none"> • Develop individualized quick break tools: taking a breath, stepping away for a few minutes, and helping students figure out one that works for them. • Allow students to choose their own short break times during a class
<p>Cultural, Historical, & Gender Contexts</p>	<p>Respect one another’s diverse experiences and identities.</p> <ul style="list-style-type: none"> • Note that each student might be going through something different: Caregiving for others, sick themselves, without access to technology, struggling with finances, etc. Provide compassion for the range of diverse experiences and struggles. • Acknowledge that particular populations may be targeted or face racism, such as people who look Asian during COVID-19 pandemic and provide support and compassion
<p>Resilience, Growth, & Change</p>	<p>Recognize our individual and collective strength and resilience.</p> <ul style="list-style-type: none"> • Practice compassion by conveying warmth and support in your communications with students • Use hopeful and optimistic language, laugh when you can • Point out what was done well - in class and with assignments

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Adapted from: Carello, J. (2019). *Examples of trauma-informed teaching and learning in college classrooms*. Retrieved from <https://traumainformedteaching.blog/resources/>

Trauma-Informed Teaching and Learning Examples

<p>Physical, Emotional, Social, & Academic Respect</p>	<p>Efforts are made to create an atmosphere that is respectful and accepting for all class members in both individual and group interactions, including opportunities to make and learn from mistakes.</p> <p>Examples: <i>scaffolding or integrating low-stakes assignments that provide opportunity to receive feedback and learn from mistakes prior to evaluation; modeling assertive, non-violent communication skills; providing content warnings prior to viewing discussing sensitive material</i></p>
<p>Trustworthiness & Transparency</p>	<p>Trust and transparency are enhanced by making course expectations clear, ensuring consistency in practice, and maintaining appropriate boundaries.</p> <p>Examples: <i>articulating clear policies and implementing them consistently; providing detailed assignment sheets and grading rubrics; responding to email within the communicated time-frame; avoiding all-or-nothing or zero-tolerance policies that are difficult to enforce consistently; consistent with course navigation and design, creating class routines or rituals</i></p>
<p>Support & Connection</p>	<p>All class members are connected with appropriate peer and professional resources to help them succeed academically, personally, and professionally.</p> <p>Examples: <i>providing referral information for campus and community resources such as advising and writing services; announcing campus and community events; facilitating peer groups and peer workshops; inviting guest speakers</i></p>
<p>Collaboration & Mutuality</p>	<p>All class members act as allies rather than as adversaries to help ensure one another's success. Opportunities exist for all class members to provide input, share power, and make decisions.</p> <p>Examples: <i>implementing policies and practices that foster success; involving students in creating or revising policies, assignments, and grading; doing with rather than doing for students (e.g. editing papers for students); facilitating student-led discussions and activities</i></p>
<p>Empowerment, Voice, & Choice</p>	<p>All class members emphasize strengths and resilience over deficiencies and pathology; they empower one another to make choices and to develop confidence and competence.</p> <p>Examples: <i>building in choices where possible (e.g. readings, paper format); integrating active learning; implementing realistic attendance policies (e.g. statements in syllabus to reach out to instructional team if you will be absent before a class); facilitating large and small group discussion so students have multiple opportunities and modes to speak</i></p>
<p>Cultural, Historical, & Gender Contexts</p>	<p>All class members strive to be responsive to historical, cultural, and gender contexts in order to respect one another's diverse experiences and identities.</p> <p>Examples: <i>addressing microaggressions; being aware of personal and disciplinary biases and how they impact teaching and learning (e.g. privileging or disparaging certain dialects, writing styles, or research methods); providing choices to self-identify identities (e.g. choice to identify or not identify pronouns); taking responsibility to address burdening of students to speak for or represent/explain their entire identity group (e.g. if a student is asked to speak for their ethnicity, the instructor addresses this)</i></p>
<p>Resilience, Growth, & Change</p>	<p>All class members recognize each other's strengths and resilience, and they provide feedback to help each other grow and change.</p> <p>Examples: <i>providing formative & summative assessments; pointing out what was done well; assigning multiple drafts; holding one-on-one conferences; facilitating peer feedback; rewarding success & effort; soliciting feedback from students to improve the course; conveying optimism</i></p>