

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

Physical, Emotional, Social & Academic Respect	<p>Acknowledge, normalize and discuss difficult topic 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
Trustworthiness & Transparency	<p>Create class 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 15 -minute class check -in discussion and ending with validations
Support and Connection	<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 College resources, such as advising and wellness center
Collaboration & Mutuality	<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
Empowerment, Voice & Choice	<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
Cultural & Historical Gender Context	<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, 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
Resilience, Growth & Change	<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 communication with students • Use hopeful and optimistic language, laugh when you can • Point out what was done well-in class and with assignments

Adopted from: Carello, J (2019). Example of Trauma- Informed Teaching and Learning in College Classrooms.