

Trauma-Informed Teaching: During the Transition to Virtualized Learning and in Response to the Coronavirus Pandemic

Mays Imad and Lisa C. Schumaier
 Email: mimad@pima.edu Twitter: [@Irningsanctuary](https://twitter.com/Irningsanctuary)

PRINCIPLES	TIPS	REFERENCES
<p>Principle 1: Ensure emotional, cognitive, physical, and interpersonal safety</p>	<ul style="list-style-type: none"> ● First and foremost, consider how <i>you</i> are doing. Your safety is equally important, and we encourage you to continue to reach out to colleagues in your department as well as your teaching and learning centers and your counseling department. ● Continue to communicate with your students. Communicate not only for the sake of communicating but also to remind students that you are a constant—that you are here for them and want them here too. Let them know they are not alone. ● Continue to address students using their names. Ask them how they are doing. This will reinforce to them that you “see” them and they matter. ● As much as possible, offer multiple modes of communication to reach as many students as possible and encourage interactive engagement. ● When possible, share stories about yourself to help your students get to know who they are learning from. ● Encourage your students to keep a positive affirmation daily journal. (You might keep one online to model it to your students.) For example, ask your students to simply fill in the blank on the following sentences: <ul style="list-style-type: none"> ● I am _____. ● I have _____. ● I am looking forward to _____. ● Create a Google Doc for your entire class and ask students to share tips for coping with social isolation and what they’re grateful for. 	<p>Webinar for Faculty: Trauma-Informed Teaching & Learning</p> <p>Webinar for Students: Stress, Anxiety, Trauma, & Learning: Emotional Regulation for Better Learning</p> <p>Pima’s TLC workshop: Writing as a Bridge</p>

<p>Principle 2:</p> <p>Foster trustworthiness and transparency</p>	<ul style="list-style-type: none"> ● Establish early and ongoing communication affirming your continual presence as an instructor. ● When possible, share stories about yourself to help your students get to know who they are learning from. ● Inform students without inundating them with information they may be too overwhelmed to process. ● Offer additional opportunities for learning improvement. ● Focus on activities to maximize student choice and prioritize student empowerment and skill building. ● Use the “check in” method by inviting students each week to share recent challenges or experiences. Students can “check out” if they do not feel comfortable discussing hardship. ● Participate in the discussion so you can “read the class” and observe reactions, emailing students privately to offer additional resources if appropriate. ● Use the principles of Transparency in Learning and Teaching (TILT) to highlight <i>how</i> and <i>why</i> students learn course content in particular ways. TILT helps students understand the relevance of course materials and promotes success. To increase the transparency of your assignments, consider <ul style="list-style-type: none"> ○ adding a section to each assignment explaining how it relates to the objectives of the course; ○ identifying a specific learning goal for each assignment; ○ spelling out the steps required to complete each assignment; ○ detailing how students’ work would be evaluated; and ○ providing students with annotated examples of past students’ work. 	<p>Virtual Academic Challenges to Real-Time Trauma</p> <p>Trauma-Informed Care: Core Principle #2</p> <p>What Is a Trauma-Informed School?</p> <p>Building Trust in Virtual Teams</p> <p>What Are We Doing and Why? Transparent Assignment Design Benefits Students and Faculty Alike</p> <p>A Teaching Intervention That Increases Underserved College Students’ Success</p>
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<p>Principle 3: Facilitate peer support</p>	<ul style="list-style-type: none"> ● Facilitate relationship building among your students. Encourage them to check up on each other if appropriate and they are comfortable doing so. ● Treat everyone as an equal who shares power and offer students the opportunity to freely choose to engage. ● Classroom peer-support activities: <ul style="list-style-type: none"> ○ Formal support group: Create regularly scheduled discussions where students can offer support through conversation. For example, in Discussions through D2L (or your learning management system), start a forum that asks, “What are current obstacles to online learning? How do you navigate them, and what are your strategies?” Students can then list resources they like best or upload their own study guides to share. ○ Activity-based support: Create specific online activities so peers can do things together that share a common goal or purpose. Suggesting smaller low-stakes group assignments might be less stressful than big group projects. ○ Learning communities: Allow students to encounter new material, teach, learn, and submit work together that might have been more difficult to accomplish alone. Google Docs provides a space where they collaborate simultaneously in a single document. ○ One-on-one: Students pair up on their own and more informally throughout the course how they see fit. Introduce them to Google Hangouts for video calls, available to them through their MyPima emails. ○ Advocacy: Students and groups decide for themselves “what they want and what changes are required to attain their goal,” as well as what resources they need and how to communicate effectively with the right people to make this happen (Blanch et al., 2012, p. 16). They can post their own videos through Loom, a tool to record themselves and get their message out, instead of writing a long email. 	<p>Engaging Women in Trauma-Informed Peer Support</p> <p>Peers, More Than Teachers, Inspire Us to Learn</p>
<p>Principle 4:</p>	<ul style="list-style-type: none"> ● Create regular opportunities to mutually share information about your and your students’ collective situation and personal struggles. ● Collect ongoing feedback. Ask your students what matters to them now, 	<p>Strategies for Collaboration</p> <p>Trauma Informed Care in the</p>

<p>Promote collaboration</p>	<p>what they want to learn, and what interests them. Take notes and incorporate their ideas into your communications and instructions.</p> <ul style="list-style-type: none"> ● Share power with students by inviting them to cocreate assignments. ● Offer them tools to work through their feelings. Consider sharing the webinar Stress, Anxiety, Trauma, & Learning: Emotional Regulation for Better Learning. ● Encourage students to seek peer, family, and community support resources. 	<p>Classroom</p>
<p>Principle 5: Empower voice and choice</p>	<ul style="list-style-type: none"> ● Celebrate your students' achievements and encourage them to take pride in their work and themselves. ● Validate and normalize student's concerns by talking with your students about fear, stress, anxiety, and trauma. ● Provide options regarding course work and different ways to be successful throughout the course. ● Inform students if there is an option to "pass" during a discussion or activity should they not feel comfortable participating. ● Empower students who have lost a sense of control or agency to have a voice. For example, create a short survey and ask your students, "How can I help you feel empowered during these difficult times?" ● Have students practice advocating for themselves and their needs. Applaud their advocacy by listening and working with students to address what they've communicated. ● Ensure classroom content reflects the diversity of students in the classroom. 	<p>6 Guiding Principles to a Trauma-Informed Approach</p> <p>Strategies for Collaboration</p> <p>Trauma Informed Care in the Classroom</p>
<p>Principle 6: Pay attention to cultural, historical, and gender issues</p>	<ul style="list-style-type: none"> ● Understand and use an intersectional lens when considering the challenges your students are facing. ● Work towards understanding your own default framework and biases related to teaching and learning. "Engage in ongoing self-reflection regarding your own power, privilege, values, history, beliefs, experiences of trauma, etc. to avoid creating the abusive structures that you are trying to dismantle" (Serrata et al., n.d., p. 6). ● Refrain from making assumptions about cultures or groups of people, and instead of justifying a mistake, address its impact and learn from it. ● Incorporate information, practices, and voices that have been historically disregarded or excluded in your discipline. ● Implement accessible and equitable teaching and learning strategies. For 	<p>6 Guiding Principles to a Trauma-Informed Approach</p> <p>Margaret Price, "Un/Shared Space," in <i>Disability, Space, Architecture: A Reader</i>, ed. by Jos Boys (New York: Routledge, 2017).</p> <p>Responding to Racial Bias and Microaggressions in Online Environments</p> <p>Trauma Informed Principles</p>

	<p>example, consider an assessment framework that is focused less on grading and more on learning improvement and celebration of learning. See 7 Exam Questions for a Pandemic.</p> <ul style="list-style-type: none"> • Invite discussion on more nuanced issues of accessibility in the online environment. Allow students to occupy the online class in ways that allow them to feel comfortable (breaks during synchronous lectures, less screen time, not having to share their camera, etc.) • Embrace cultural wellness and wisdom. For example, provide opportunities to share a tradition or value from where students draw strength. Also, both students and faculty can identify daily wellness strategies in order to prevent burnout, vicarious trauma, and secondary trauma (Serrata et al., p. 5). 	<p>through a Culturally Specific Lens</p> <p>Virtual Academic Challenges to Real-Time Trauma</p>
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References

Blanch, A., Filson, B., Penney, D., & Cave, C. (2012, April). *Engaging women in trauma-informed peer support: A guidebook*. National Center for Trauma-Informed Care.

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