

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

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| <p><b>Physical, Emotional, Social, &amp; Academic Respect</b></p> | <p><b>Acknowledge, normalize, and discuss difficult topics that are coming up in their community and in the news.</b></p> <ul style="list-style-type: none"> <li>• Provide content warnings and note the difficult crisis we are all in together</li> <li>• Ask students what they find to be difficult: listen and empathize</li> <li>• Acknowledge that feelings of being overwhelmed and helplessness (and others) may arise, note that seeing other students’ feelings may be triggering for some students</li> <li>• Think about how to balance this time with also covering course content</li> </ul> |
| <p><b>Trustworthiness &amp; Transparency</b></p>                  | <p><b>Create class routines or rituals.</b></p> <ul style="list-style-type: none"> <li>• Create structured break times and a class agenda that is shared</li> <li>• Create a ritual that you do in each class, such as starting with a 15-minute class check-in discussion and ending with validations</li> </ul>   |
| <p><b>Support &amp; Connection</b></p>                            | <p><b>Conduct regular check-ins with students to help determine how students are doing and if adjustments or supports are needed.</b></p> <ul style="list-style-type: none"> <li>• Let your students know that you are there for them</li> <li>• Check-in and follow up in with students who express concerns</li> <li>• Provide referral information for campus resources, such as advising, writing services, etc.</li> </ul>   |
| <p><b>Collaboration &amp; Mutuality</b></p>                       | <p><b>Have class members provide input, share power and make decisions.</b></p> <ul style="list-style-type: none"> <li>• Facilitate student-led discussions and activities</li> <li>• Use student feedback to inform/revise your present and future classes</li> <li>• Invite students to collaborate on revising policies, assignments, and grading</li> </ul>   |
| <p><b>Empowerment, Voice, &amp; Choice</b></p>                    | <p><b>Build in choices where possible. Remind each other that it is okay to “take a break.”</b></p> <ul style="list-style-type: none"> <li>• Develop individualized quick break tools: taking a breath, stepping away for a few minutes, and helping students figure out one that works for them.</li> <li>• Allow students to choose their own short break times during a class</li> </ul>   |
| <p><b>Cultural, Historical, &amp; Gender Contexts</b></p>         | <p><b>Respect one another’s diverse experiences and identities.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>   |
| <p><b>Resilience, Growth, &amp; Change</b></p>                    | <p><b>Recognize our individual and collective strength and resilience.</b></p> <ul style="list-style-type: none"> <li>• Practice compassion by conveying warmth and support in your communications with students</li> <li>• Use hopeful and optimistic language, laugh when you can</li> <li>• Point out what was done well - in class and with assignments</li> </ul>  |

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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/>