

Trauma-Informed Teaching & Learning (TITL) Principles

Physical, Emotional, Social, & Academic Respect	Trustworthiness & Transparency	Support & Connection	Collaboration & Mutuality	Empowerment, Voice, & Choice	Cultural, Historical, & Gender Contexts	Resilience, Growth, & Change
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.	Trust and transparency are enhanced by making course expectations clear, ensuring consistency in practice, and maintaining appropriate boundaries.	All class members are connected with appropriate peer and professional resources to help them succeed academically, personally, and professionally.	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.	All class members emphasize strengths and resilience over deficiencies and pathology; they empower one another to make choices and to develop confidence and competence.	All class members strive to be responsive to historical, cultural, and gender contexts in order to respect one another's diverse experiences and identities.	All class members recognize each other's strengths and resilience, and they provide feedback to help each other grow and change.

Adapted from: Carello, J. (2019). *Examples of trauma-informed teaching and learning in college classrooms*. Retrieved from <https://traumainformedteachingblog.files.wordpress.com/2019/08/examples-of-titl-in-college-classrooms-7.2019-color.pdf>