

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>