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

| Physical, Emotional, Social, & Academic Respect | Acknowledge, normalize, and discuss difficult topics that are coming up in their community and in the news.  
• 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 | Create class routines or rituals.  
• Create structured break times and a class agenda that is shared  
• Create a ritual that you do in each class, such as starting with a 15-minute class check-in discussion and ending with validations |
| Support & Connection | Conduct regular check-ins with students to help determine how students are doing and if adjustments or supports are needed.  
• 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 campus resources, such as advising, writing services, etc. |
| Collaboration & Mutuality | Have class members provide input, share power and make decisions.  
• 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 | Build in choices where possible. Remind each other that it is okay to “take a break.”  
• 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 Contexts | Respect one another’s diverse experiences and identities.  
• 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.  
• 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 | Recognize our individual and collective strength and resilience.  
• Practice compassion by conveying warmth and support in your communications with students  
• Use hopeful and optimistic language, laugh when you can  
• Point out what was done well - in class and with assignments |

**Online Campus Admin Team:** Johanna Creswell Báez, Matthea Marquart, Kristin Garay, and Rebecca Yae-Eun Chung

**Adapted from:** Carello, J. (2019). *Examples of trauma-informed teaching and learning in college classrooms.* Retrieved from [https://traumainformedteaching.blog/resources/](https://traumainformedteaching.blog/resources/)