## Trauma-Informed Teaching and Learning Examples

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