

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

<p>Physical, Emotional, Social, & Academic Respect</p>	<p>Acknowledge, normalize, and discuss difficult topics that are coming up in their community and in the news.</p> <ul style="list-style-type: none"> • 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
<p>Trustworthiness & Transparency</p>	<p>Create class routines or rituals.</p> <ul style="list-style-type: none"> • 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
<p>Support & Connection</p>	<p>Conduct regular check-ins with students to help determine how students are doing and if adjustments or supports are needed.</p> <ul style="list-style-type: none"> • 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.
<p>Collaboration & Mutuality</p>	<p>Have class members provide input, share power and make decisions.</p> <ul style="list-style-type: none"> • 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
<p>Empowerment, Voice, & Choice</p>	<p>Build in choices where possible. Remind each other that it is okay to “take a break.”</p> <ul style="list-style-type: none"> • 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
<p>Cultural, Historical, & Gender Contexts</p>	<p>Respect one another’s diverse experiences and identities.</p> <ul style="list-style-type: none"> • 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
<p>Resilience, Growth, & Change</p>	<p>Recognize our individual and collective strength and resilience.</p> <ul style="list-style-type: none"> • 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

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