Trauma-informed teaching & learning (TITL) Online:

The principles of TITL, practical ways to apply them online, and self-care for instructors and students

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Make waves. Move mountains. Change lives.

Webinar #2
Webinar series to support faculty who are new to teaching online

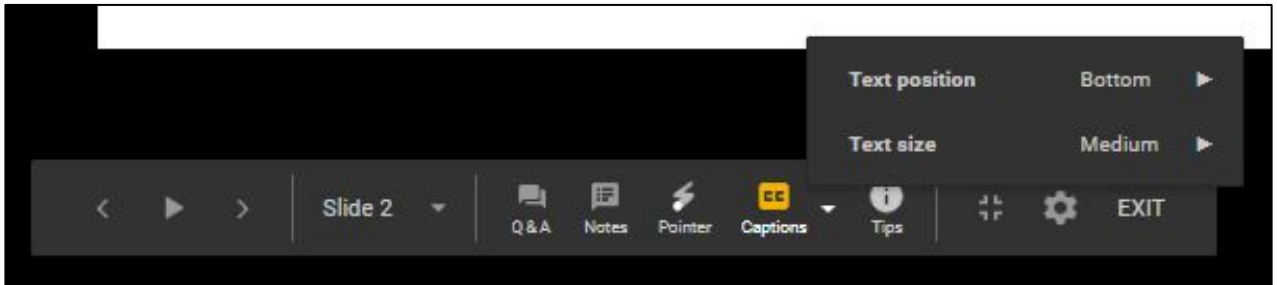
Online Campus
Johanna Creswell Báez & Matthea Marquart
Wednesday, April 1 at 8:30-9:30pm ET

We are trying out live auto-captioning in this session

If you'd like to learn how to use this tool in Google Slides:

https://support.google.com/docs/answer/9109474?hl=en

To do this in Zoom, we will pass the screen sharing back and forth (the captioning tool only picks up the mic from the person who's sharing their screen).



Notes re: auto-captioning

This does not meet the standards for ADA compliance (Americans with Disabilities Act).

We are trying this because it may still be helpful for some attendees here experiencing difficulty hearing due to reasons such as:

- Background noise
- Low-quality audio output right now due to tech
- English language learning
- Distraction / missing something

AGENDA

1	Welcome, agenda, and introductions
2	Resilience and Self-Care
3	Trauma-informed approach and trauma-informed teaching and learning (TITL)
4	Practical ways to use TITL online
5	Wrap up, Q&A, and thank you

Welcome!

Note: Please feel free to chat and/or Tweet throughout this session: @ColumbiaSSW

Webinar series to support faculty who are new to teaching online

Webinar #1: **The basics of online student engagement and online instructor presence**: Engaging students using instructor webcam, chat, polling, and breakout rooms

Webinar #2: **Trauma-informed teaching & learning (TITL) online**: The principles of TITL, practical ways to apply them online, and self-care for instructors and students

Webinar #3: **Inclusive online teaching and teachable moments in online classrooms**: Creating an inclusive classroom community online, responding to microaggressions online, and other teachable moments online

Webinar #4 (first week only): ***Panel of instructors who have experience teaching in both physical and online classrooms****: Sharing advice and lessons learned*

Recordings & slides are posted here as time permits:
https://bit.ly/CSSW_WebinarSeries_TransitioningOnline

A couple notes about today's session

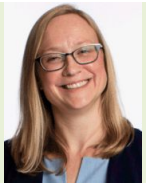
Last week we used Adobe Connect for our webinars, and this week we are using Zoom.

If you would like to see the difference for this webinar topic, the recording for last week is on the CSSW YouTube channel. The direct link is https://youtu.be/nkX9y1-2sfo.

We are covering general principles, rather than teaching specific platform tools; please reach out to your institution's IT support for help with your particular tools.

This session is based on a 6-hour intensive workshop on Power, Trauma, and Grading; you can find the materials here: https://doi.org/10.7916/d8-4fh7-zm92

Your Presenters



Johanna Creswell Báez, PhD, LCSW Twitter @Jcreswellbaez

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Matthea Marquart, MSSW Twitter: @MattheaMarquart

Director of Administration, Online Campus, Columbia University; Adjunct Lecturer

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https://socialwork.columbia.edu/academics/online-msw/

Intro to CSSW's Online Campus

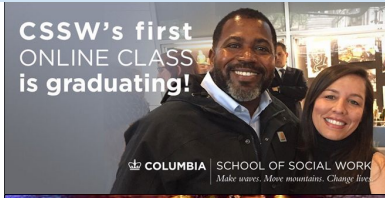
Online campus launched in Fall 2015; First graduates in May 2017

Master's of Science in Social Work program options:

1) Advanced Generalist Practice & Programming
2) Advanced Clinical Social Work Practice
3) Policy Practice
4) Social Enterprise Administration

Primary model:

- Weekly synchronous classes in Adobe Connect + asynchronous homework in Canvas



Source: Twitter #CSSW2017

What's in this for you?

Learn about trauma-informed teaching and learning principles and how to apply these online.

- Share experiences
- Ask questions
- Add to your toolkits

A note for these challenging times

If you are quickly transitioning to teaching online in response to COVID-19 social distancing:

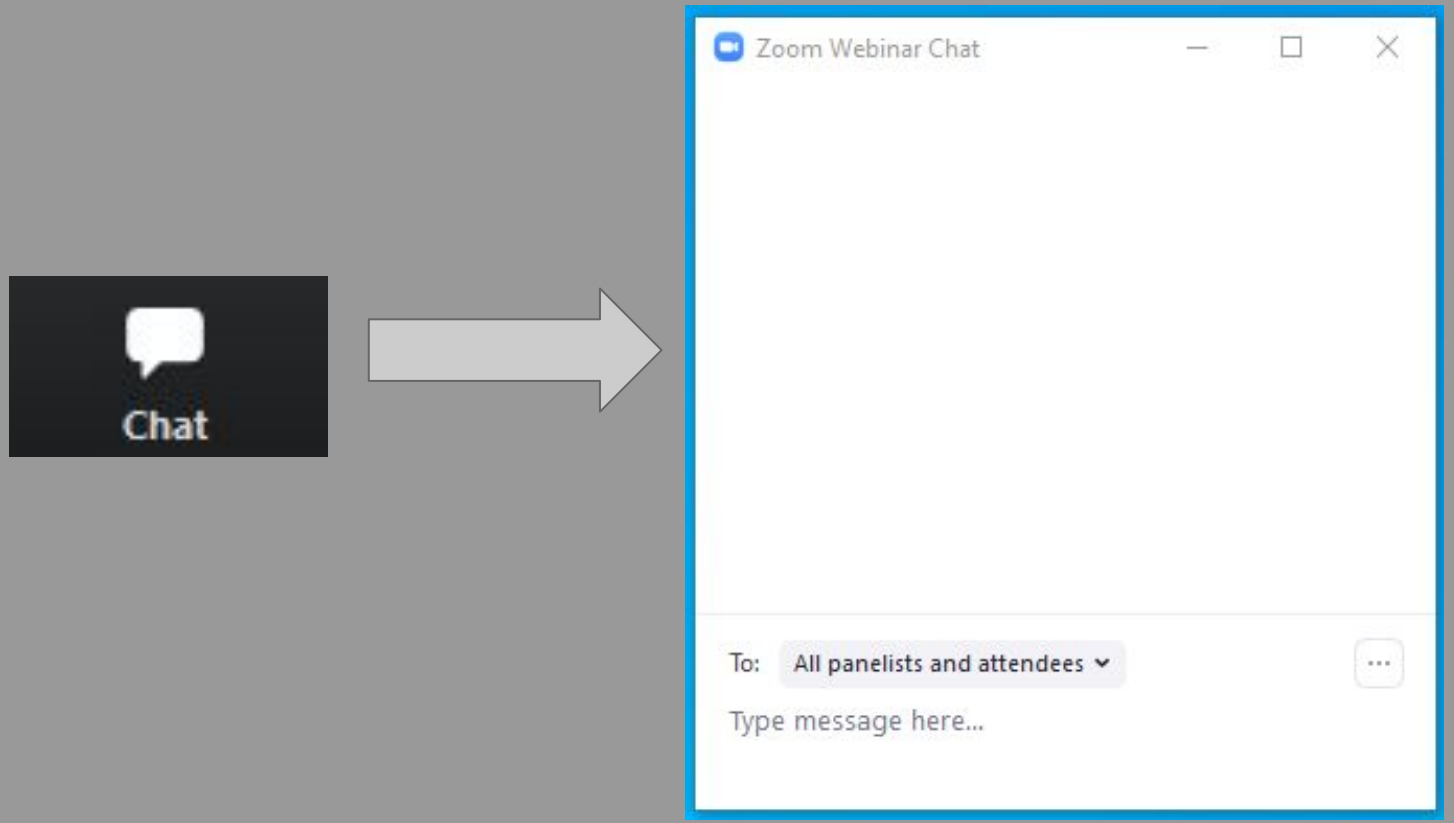
We do not expect you to be perfect.

Everyone is balancing a lot and trying hard.

We're offering our advice to support you.

Thank you for all of your efforts for your students.

Classroom chat



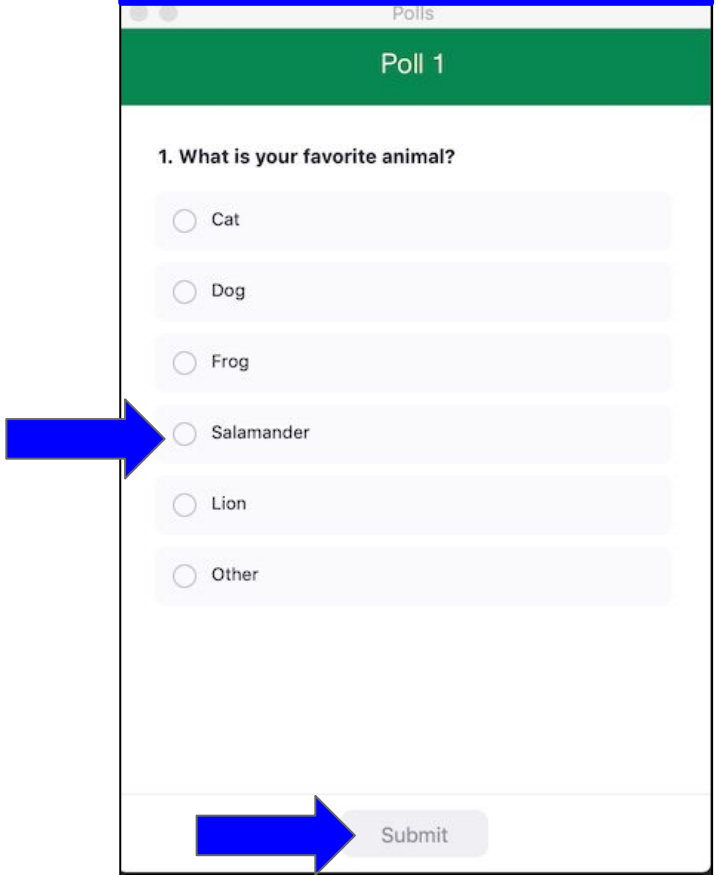
Introductions: Chat and Poll

Chat: Please share your institution and one thing you are grateful for today.

Poll: What is your comfort level with trauma-informed teaching and learning principles online?

Single Answer Poll

Click the circle next to your answer and then click “submit.”



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We are Stressed. We are Resilient.

- These are not normal times. There is uncertainty.
- And, it's normal to be anxious and stressed.

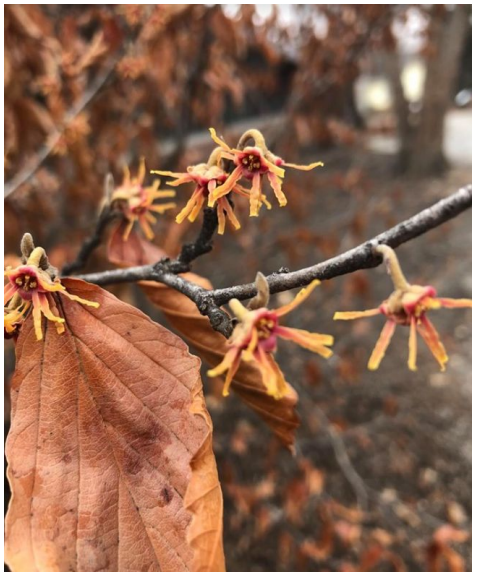
- We can prioritize supporting each other.
- We can be flexible to learn together in this new normal.
- We can practice compassion- confronting struggles with warmth and support.
- Let each other know that you are there for them.

More Wonderful Ideas to Instill Hope: #hopematters4learning
https://www.insidehighered.com/advice/2020/03/17/10-strategies-support-students-and-help-them-learn-during-coronavirus-crisis

What Has Not Changed?

Type in the chat: What has *not* changed as a result of this crisis?

(Credit: Cynthia Franklin and Jack Nowicki, University of Texas at Austin, “Helping People Respond to Crisis” presentation).



Resilience in my garden today.

Photo credit: Karen Creswell

Self-Care

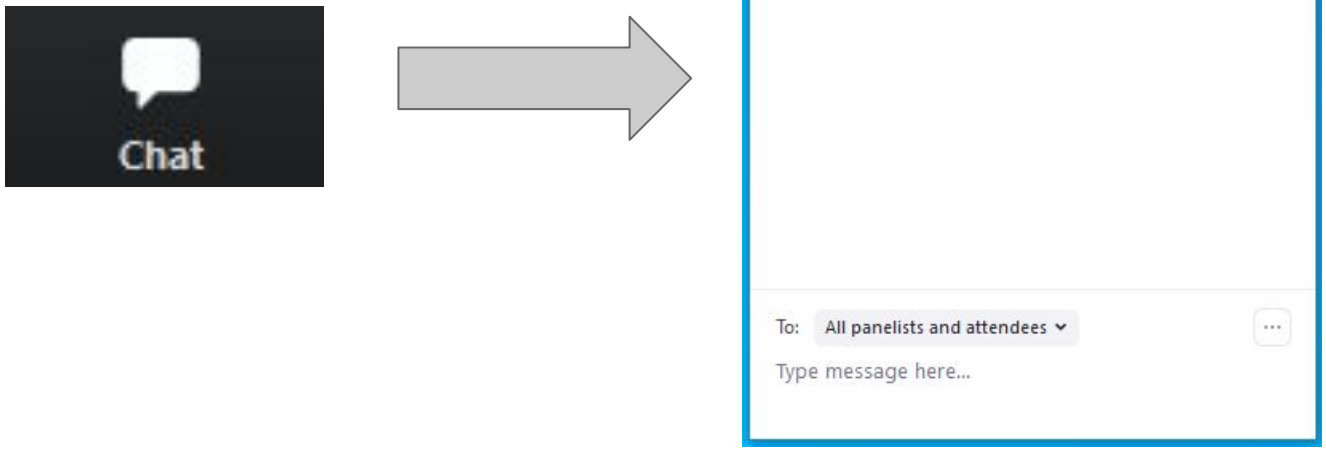
- **Self-Care:** Utilization of skills and strategies to support your physical and emotional well-being
- The right approach is **“that which feels right and works for the individual”** (Pearlman, 1999).
- **Radical Self-Care:** You have the responsibility to take care of yourself first before attempting to take care of others. Radical self-care means to **“intentionally and frequently”** create opportunities that support you and disengage from activities that could deplete you (Pearlman & Caringi, 2009).

More on Radical Self-Care: https://www.socialworker.com/feature-articles/self-care/politics-of-self-care-toward-radical-decolonization/
https://www.huffpost.com/entry/the-secret-to-well-being-radical-self-care_b_9245956

TAKE CARE OF
YOURSELF, SO THAT
YOU CAN TAKE CARE OF
YOUR STUDENTS.

Self-Care: Chat

What is one self-care strategy, activity, or tool you are using?



Create an Emergency Self-Care Plan

- **Why would this be helpful?** It is very hard to think of what to do for yourself when things get tough. It is best to have a plan ready for when you need it.
- **What should be in it?** Consider 3 general areas: what to do, what to think, and what to avoid.
  1. **Make a list of things that will be good for you** (e.g. breathing, exercising, cooking, dancing, etc.)
  2. **Make a list of people you can contact for support** (e.g. your family, close friends, priest/minister/rabbi/imam, etc.)
  3. **Make a list of positive things to say to yourself** when you are giving yourself a hard time. (e.g. “we are all struggling, and I will prioritize what I can”)
  4. **Make a list of who and what to avoid** when you are having a hard time (e.g. “I will avoid staying in bed all day, as it makes me feel lousy”)

Source: Adapted from, http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/emergency-self-care-worksheet.pdf

To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.

bell hooks

Source: Hooks, B. (1994). *Teaching to transgress: Education as the Practice of Freedom*. Routledge.

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Impact of Trauma

“Trauma results in a fundamental reorganization of the way mind and brain manage perceptions. It changes not only how we think and what we think about, but also our very capacity to think.”

Source: Van Der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma.* New York, NY: Penguin.

Poll

Are you having a harder time focusing or completing tasks?

Poll

Are you having a harder time focusing or completing tasks?

Takeaway: It’s normal. Your students probably are, too.

How else does trauma show up in classes?

Trauma in postsecondary learners: What you might see

- Difficulty focusing, attending, retaining, and recalling
- Tendency to miss a lot of classes
- Challenges with emotional regulation
- Fear of taking risks
- Anxiety about deadlines, exams, group work, or public speaking
- Anger, helplessness, or dissociation when stressed
- Withdrawal and isolation
- Involvement in unhealthy relationships

Source: Hoch et al., 2015.

Source: http://occa17.com/data/documents/Trauma-Informed-Practices_FINAL.pdf

SAMHSA's Trauma-Informed Approach

"A program, organization, or system that is trauma-informed ***realizes*** the widespread impact of trauma and understands potential paths for recovery; ***recognizes*** the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and ***responds*** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively ***resist re-traumatization***."

Source: Substance Abuse and Mental Health Services Administration (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach.*Rockville, MD: Substance Abuse and Mental Health Services Administration. Retrieved from http://store.samhsa.gov/product/samhsas-concept-trauma-and-guidance-trauma-informed-approach

Trauma-Informed Teaching: Move Towards Learner-Centered Approaches

- Promote a shift in power from teacher as expert (sage on the stage) to teacher as facilitator, allowing students to be experts on their own learning and their own lives (Sandholtz, 1997).
- Movement toward considering the distress suffered by students faced with upsetting content (Brown, 2016).

Trauma-Informed Educational Practice

- **Maxine Harris and Roger Fallot (2001) the pioneers of trauma-informed approaches.** Developed to improve clinical practice and social service delivery.

- **University of Buffalo School of Social Work, Trauma-informed and Human Rights Approach:** Dr. Lisa Butler & Dr. Janice Carello (formerly University of Buffalo, Edinboro University of Pennsylvania, Department of Social Work)

- **To be trauma-informed in education:**
  - a) to understand the ways in which violence, victimization, and other forms of trauma can impact all members of the campus community, and
  - b) to use that understanding to inform policy, practices, and curricula for two main purposes: 1) minimize the possibilities of (re)traumatization, and 2) maximize the possibilities of educational and professional success (adapted from Butler, Critelli, & Rinfrette, 2011; Carello & Butler, 2014, 2015; Harris & Fallot, 2001).

Trauma-Informed Educational Practice

The goal of **Trauma-Informed Educational Practice (TIEP) is to remove possible barriers to learning, not to remove traumatic, sensitive, or difficult material from the curriculum (Carello & Butler, 2015)**

One-minute break: Check-in Choice!

One thing that has brought you hope

One thing that has been difficult

One act of kindness you have seen/done

One tasty snack you have had recently

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Trauma-Informed School, Program or Department

A trauma-informed school, program, or department:

- **Realizes** the likelihood that many students, educators, and staff have experienced at least one traumatic event in their lifetime
- **Recognizes** signs and symptoms of various forms of trauma (e.g. PTSD, complex trauma, vicarious trauma) and understands distinct vulnerabilities across populations and individuals within context (e.g. children, racial/ethnic minorities, immigrants and refugees, LGBTQ community members, religious minorities, veterans, people who live in poverty)
- **Respects** students, educators, and staff by supporting their resilience and learning
- **Responds** empathically, using trauma-informed principles to inform all policies and practices
- **Resists** policies and practices that are retraumatizing

(Adapted from Carello, 2018; Carello, 2016; Carello & Butler, 2015; SAMHSA, 2014)

Trauma-Informed Teaching & Learning (TITL) Principles

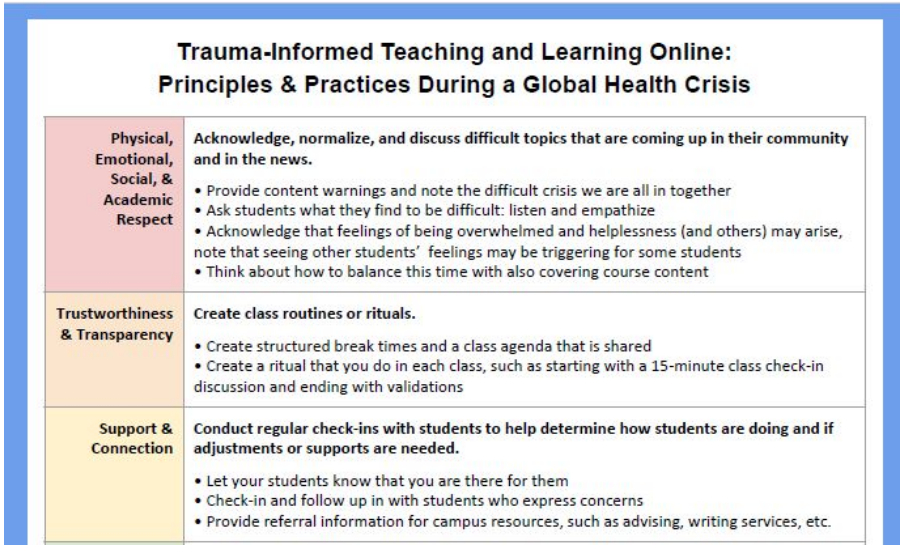
Physical, Emotional, Social, & Academic Respect	Trustworthiness & Transparency	Support & Connection	Collaboration & Mutuality	Empowerment, Voice, & Choice	Cultural, Historical, & Gender Contexts	Resilience, Growth, & Change
Efforts are made to create an atmosphere that is respectful and accepting for 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; 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.*
One Pager on TITL: https://academiccommons.columbia.edu/doi/10.7916/d8-4fh7-zm92

Trauma-Informed Teaching

What can this look like during a global health crisis?

Download One-pager Here:https://doi.org/10.7916/d8-gc9d-na95



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.

Trauma-Informed Teaching

What can this look like during a global health crisis?

Principle and Example	Further Practices
Physical, Emotional, Social and 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 found to be difficult: listen and empathize • Acknowledge that feelings of overwhelm 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

Trauma-Informed Teaching - Cont.

What can this look like during a global health crisis?

Principle and Example	Further Practices
Support and 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

Trauma-Informed Teaching- Cont.

What can this look like during a global health crisis?

Principle and Example	Further Practices
Empowerment, Voice, and 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 the COVID-19 pandemic, and provide support and compassion

Trauma-Informed Teaching - Cont.

What can this look like during a global health crisis?

Principle and Example	Further Practices
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

Grading Ideas

- **Build off of your college/university policies:** Not every school allows instructor discretion. Create policies that are clear and implement them consistently *(trustworthiness & transparency)*
- **Flexibility with assignments and deadlines:** Consider strategies like reducing number of assignments and/or readings, making some assignments optional or complete/incomplete, dropping lowest scores, self-care coupons, or general extensions (*collaboration and mutuality*)
- **Let your students know what is most essential, such as with readings and homework** *(trustworthiness & transparency)*
- **Implementing realistic attendance policies** (*empowerment, voice and choice*)
- **Note: You might need to repeat yourself because everyone is stressed. Everyone is trying their best.** *(resilience, growth, and change)*

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Wrap up: Poll and Chat

Poll: What is your comfort level with trauma-informed teaching and learning principles online?

Chat: What's something new & helpful you learned in this session?

Thanks!!!

Questions & Answers

Big thanks to the Columbia University School of Social Work's (CSSW) Online Campus

If you're interested in learning more about CSSW's Online Campus:

- The CSSW website
- Public hearing testimony about our Online Campus for the New Jersey Senate Higher Education Committee Feb 25, 2020 (Appendix pp. 25-32)
- A journal article about our faculty training
- Op Ed: Need to move your class online in a hurry? Here's how
- One-pager: Quick Tips for Online Instruction: The Basics
- One-pager: Preparing to teach your first class online in Zoom

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