Strategies and Considerations for Trauma-informed Teaching in Online Classrooms

Trauma, Adversity, & Resilience in Higher Education Conference
Johanna Creswell Báez, PhD, LCSW & Matthea Marquart, MSSW
Wednesday, April 26, 2023 at 12:30-1:45PM EST
Your Facilitators

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Our recent journal articles about trauma-Informed teaching

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**Social Work Educators’ Opportunities During COVID-19: A Roadmap for Trauma-Informed Teaching During Crisis**

Laurel Iverson Hitchcock, Johanna Creswell Baez, Melanie Sage, Matthea Marquart, Kaitlyn Lewis, and Nancy J. Smyth

*ABSTRACT*

The COVID-19 pandemic of 2020 resulted in major disruption for social work education, as many teachers and programs shifted from on-campus classes to remote or blended teaching using digital technologies. Social work educators have an opportunity to apply the lessons learned from the COVID-19 pandemic to meet the needs of students and communities in ways that are grounded in our professional values. Due to the pandemic, many students

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**Recommitting to Trauma-informed Teaching Principles to Support Student Learning: An Example of a Transformation in Response to the Coronavirus Pandemic**

MATTHEA MARQUART
Columbia University

JOHANNA CRESWELL BÁEZ
Columbia University

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**Sources:**


Welcome!

Let us know in the chat:

What brought you to this session?

Image source: Canva “Text to Image” AI tool
Trauma-Informed Teaching and Learning

Overview

- Prevalence of Trauma & Resilience in Students
- Trauma-informed Approach and Trauma-informed Teaching and Learning (TITL)
- Key TITL Principles, and Applications & Examples For Online Classrooms
- Q&A
- Wrap Up, Further Reading and Resources, and Thank you!
A trauma-informed approach to teaching assumes that many students have been affected by trauma, recognizes the signs and symptoms of trauma, responds by integrating knowledge of trauma into policies and practices, and actively works to resist re-traumatization (Substance Abuse and Mental Health Services Administration, 2014).

“Exposure to potentially traumatic events is common among young adults. Notably, rates of trauma exposure have been shown to peak sharply between 16 and 20 years, which overlaps with the ages of the average college population…estimates in this population have been as high as 84%” (Cusack et al., 2019).

What are Potentially Traumatic Events?

Adverse Childhood Experiences (ACEs)

Types of ACEs

- **ABUSE**
  - Emotional
  - Physical
  - Sexual

- **NEGLECT**
  - Emotional
  - Physical

- **HOUSEHOLD CHALLENGES**
  - Substance misuse
  - Mental illness
  - Suicidal thoughts and behavior
  - Divorce or separation
  - Incarceration
  - Intimate partner violence or domestic violence

Other Adversity

- Bullying
- Community violence
- Natural disasters
- Refugee or wartime experiences
- Witnessing or experiencing acts of terrorism

* The child lives with a parent, caregiver, or other adult who experiences one or more of these challenges.

Realizing and Recognizing the Prevalence of Trauma in our Students

- Many individuals experience trauma during their lifetimes.

- The Adverse Childhood Experiences (ACE) study revealed that nearly two-thirds of adults (61%) have at least 1 ACE (Felitti et al., 1998). Females and several racial/ethnic minority groups are at greater risk for experiencing 4 or more ACEs (CDC, 2022).

- A high prevalence of ACEs correlated with health risks and negative health and social outcomes in adult life (Dube, Williamson, Thompson, Felitti, & Anda, 2004).

- Although many people exposed to trauma demonstrate few or no lingering symptoms, those who have experienced repeated, chronic, or multiple traumas are more likely to exhibit symptoms.

- In a 2019 study of college students, 75% of current college students said that they need help for emotional or mental health problems – The Healthy Minds Study

- What does this mean for our students?
  - Some students may have personal histories of trauma and may therefore experience posttraumatic stress reactions or retraumatization due to triggers (Butler et al. 2018; Zosky, 2013). For example: intrusive thoughts, avoidant responses, heightened reactions, anxiety, etc.
  - But, students are resilient! (Hartley, 2012)
Online Courses Come With Special Considerations for Trauma-Informed Teaching

- **Online education has key differences from in-person education:** Students tend to be more demographically and geographically diverse, have more work and caregiving responsibilities, and are more likely to be studying part time.

- **Interactions between online students and instructors have the potential to be more fraught because of prior bad experiences in online environments,** which may include witnessing or experiencing cyberbullying, harassment, surveillance, harms to mental health, or disinformation campaigns.

Students have a “fairly high level of resilience” (Anasuri & Anthony, 2018)

- Resilience is an individual's capacity to adapt to situations and overcome obstacles…

- Research has found that friend support helps buffer academic stress and supports resilience (Wilks, 2008), along with supportive peer relationships (Wilks & Spivey, 2010)

- Factors that can support resilience: emotional intelligence, reflective ability, empathy, social competencies, and support (Grant & Kinman, 2012)

- Using a resilience framework in our teaching (Dwivedi, 2020): nurturing strengths, promoting personal control, and fostering authentic relationships
  - Provide experiences that prove our student's competence…
  - Provide experiences that demonstrate a sense of belonging to the community…
  - Provide experiences that make students feel useful…
  - Provide experiences that give a sense of agency…
How are we Building Resilience and Wellbeing in our Students?

- Supporting an internal “tool-box” of coping strategies early in their careers to buffer stress and promote resilience:
  - **Some ideas:** mindfulness moment, checking-in on self-care, etc.

**CHAT:** How are we as educators building resilience and wellbeing in our students?
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

• 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).

• 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)

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)
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: Trauma-Informed Practices for Postsecondary Education: A Guide
Our tailored one-pagers

Trauma-Informed Teaching and Learning: Considerations For Teaching Online

- Physical, Emotional, Social, & Academic Respect
  - Promote student feeling accepted and respected in the virtual classroom, and leave enough to take risks and learn from mistakes. Prioritize accessibility.
  - Example questions to ask yourself: What is the technology accessibility to navigate? Is my classroom community welcoming of students' authentic selves? Are digital copies of readings available?
  - Example questions: Collaborate with students on community agreements, use of chat and online, monitoring of breakout, options for sharing pronouns onscreen, internet connection issues, etc.

- Trauma-Informed Teaching and Learning Examples
  - Efforts are made to create an atmosphere that is respectful and accepting of 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 positive, non-violent communication skills, providing content warnings prior to viewing, discussing creative material.

- Support & Connection
  - Share professional resources to promote student success, create opportunities for students to get to know and mutually support their peers, and check in with students.
  - Example questions: What do I know about the school resources that are available for all online students? Do I involve virtual speakers for professional development and networking? Example question: Explain how you offer support, e.g., on- and off-campus, FAQ discussion forum. Create student peer support opportunities, e.g., community-building activities, shared docs, chat.

Download One-pagers Here:

- [https://doi.org/10.7916/dg45-1n08](https://doi.org/10.7916/dg45-1n08) (Considerations for Teaching Online);
- [https://doi.org/10.7916/d8-gc9d-na95](https://doi.org/10.7916/d8-gc9d-na95) (Principles & Practices During a Global Health Crisis); and
- [https://doi.org/10.7916/d8-4fh7-zm92](https://doi.org/10.7916/d8-4fh7-zm92) (Teaching and Learning Examples)
## Trauma-Informed Teaching & Learning (TITL) Principles

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

## What can this look like?

<table>
<thead>
<tr>
<th>Principle and Example</th>
<th>Further Practices</th>
<th>In Online Classrooms</th>
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</table>
| **Physical, Emotional, Social and Academic Respect:** Acknowledge, normalize, and discuss difficult topics that are coming up in their community and in the news; Promote students feeling accepted and respected in the virtual classroom, and brave enough to take risks and learn from mistakes. Prioritize accessibility. | • 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 | • **Example questions to ask yourself:** Is the technology accessible/easy to navigate? Is my classroom community welcoming of students’ authentic selves? Are digital copies of readings available?  
• **Example actions:** Collaborate with students on community agreements, use of chat and webcam, monitoring of breakouts, options for sharing pronouns onscreen, Internet connection issues, etc. |
Examples from:

Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value

Editors:
Matthea Marquart, Lia W. Marshall, Rebecca Yae-Eun Chung, & Kristin Garay

Foreword:
Ray Schroeder

Link to read/listen for free:
https://edtechbooks.org/designing_engaging_interactive_synchronous_online_classes or
https://www.onlinepedagogybooks.com/
Examples

- Creating Community Agreements Collaboratively with Online Students: Reasons, Anti-Racist Considerations, and Logistics in Adobe Connect by Matthea Marquart, Amelia Ortega, Dawn E. Shedrick, Elise Verdooner, & Malwina Andruczyk
- A Moment of Action: Opening an Inclusive, Engaged, and Trauma-Informed Classroom, Moment of Action, and A7 Moment of Action by Kelly Smith & Hans Bernier
## Trauma-Informed Teaching

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<tr>
<td><strong>Trustworthiness &amp; Transparency:</strong></td>
<td>• Create structured break times and a class agenda that is shared</td>
<td>• <strong>Example questions to ask yourself:</strong> How do students know my expectations, e.g. for participation, communicating with me, etc.? What consistent structures can I establish for class time?</td>
</tr>
<tr>
<td>Create clear and consistent course</td>
<td>• Create a ritual that you do in each class, such as starting with a 15-minute</td>
<td><strong>Example actions:</strong> Be transparent about when/how often you respond to emails and monitor discussion forums. Use grading rubrics in the learning management system. Share class agendas including breaks and routines to start and end class. Identify who can access class recordings.</td>
</tr>
<tr>
<td>routines or rituals;</td>
<td>class check-in discussion and ending with validations</td>
<td></td>
</tr>
<tr>
<td>Create clear and consistent course</td>
<td></td>
<td></td>
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<tr>
<td>policies/practices that prioritize</td>
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<td></td>
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<tr>
<td>compassion and center equity.</td>
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</tbody>
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Examples

- **In-Class Breaks: The Importance of Taking a Break During Online Classes and Considerations for Break Activities** by Elise Verdooner & Sarah Clem
- **Mindfulness in the Classroom** and **Creating a Mindful Learning Environment using Adobe Connect** by Katherine Segal
- **Mindfulness and the Engaged Online Classroom** by Aparna Samuel Balasundaram & Lia W. Marshall
### Trauma-Informed Teaching - Cont.

**What can this look like?**

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<td><strong>Support and Connection:</strong> Conduct regular check-ins with students to help determine how students are doing and if adjustments or supports are needed; Share professional resources to promote student success, create opportunities for students to get to know and mutually support their peers, and check in with students.</td>
<td>• 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.</td>
<td>• <strong>Example questions to ask yourself:</strong> Do I know/share school resources that are available for all online students? Do I invite virtual speakers for professional development and networking? • <strong>Example actions:</strong> Explain how you offer support, e.g. online office hours, FAQ discussion forum. Create student peer support opportunities, e.g. community-building activities, shared docs, chat.</td>
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</table>
Examples

- **Breakout Exercise for Collective Syllabus Annotation in Adobe Connect** by Christine D. Holmes & Taylor Alexandra Eutsey
- **“Student Spotlight” Activity: Cultivating an Empathetic Online Community** by Sabeen Qureshi
- **Building Online Class Community Through Photos and Storytelling** by Morgan B. Ritacco
- **Community-building in Adobe Connect: Using Layouts and Different Pods to Facilitate Games and Icebreaker Activities** by Marianna Stayer & Rebecca Yae-Eun Chung
- **Using Emojis in Adobe Connect to Encourage Student Engagement** by Mary B. Downs & C. Danette Wilson Gonzalez
### What can this look like?

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| **Collaboration & Mutuality:** Have class members provide input, share power and make decisions; Invite students to provide input, and share power and decision-making about the course. | • 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 | **Example questions to ask yourself:** How can I invite and use student feedback? How can I promote allyship among all members of the class, including between peers and the instructor and students?  
**Example actions:** Create student-led discussion forums or student-facilitated webcam discussions to share perspectives. Use polls to invite feedback. Discuss grading rubrics and update together. |
Examples

● “Good Point. I Agree.”: Challenging Students to Create “Thoughtful Contributions” in Class by Sara Bartlett
● Sharing power with students by seeking their input on a grading rubric by Matthea Marquart & Elise Verdooner
● Fostering a Spirit of Collaboration by Sharing Power with Students About Course Decisions by Matthea Marquart, Katherine Seibel, Nicole Wong, and Nykchasia S. Scott (paywall), based on Fostering a spirit of collaboration with Social Work Students during the COVID-19 Pandemic by Matthea Marquart, Katherine Seibel, and Nicole Wong (open access)
## Trauma-Informed Teaching - Cont.

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<tr>
<td><strong>Empowerment, Voice, and Choice:</strong> Build in choices where possible. Remind each other that it is okay to “take a break.”; Recognize and emphasize students’ strengths, encourage students to speak up, build confidence and competence, and provide students with choices within assignments and during class time.</td>
<td>• 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</td>
<td>• <strong>Example questions to ask yourself:</strong> How can I build in universal design for learning principles within my course, including multiple options for students to express what they have learned? • <strong>Example actions:</strong> Poll students e.g. about when/how long to schedule breaks, whether to extend discussions. Give students options for weekly readings. Use chat emojis to celebrate good points.</td>
</tr>
</tbody>
</table>
Examples

- Using Polls to Guide Class Check-in Time by Katherine A. Segal
- Concept Mapping: Bringing Universal Design for Learning to the Adobe Connect Classroom by Sara E. Terrana
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| **Cultural, Historical, & Gender Contexts:**  
Respect one another’s diverse experiences and identities;  
Prioritize equity and inclusiveness, respect students’ diverse experiences and identities, and address biases, microaggressions, abilism, and other issues of privilege and oppression. | • 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. |  
**Example questions to ask yourself:** Have I explored my own power and identities as an instructor? Do my course policies recognize that online classroom demographics tend to be more diverse?  
**Example actions:** Accommodate students with different time zones, local weather/news events, ages, economic status, caregiving/professional experience, experiences of racism and other -isms. |
Examples

Anti-racist pedagogical considerations and strategies for synchronous online courses: Download
Anti-Racist and Anti-Oppressive Practice

• A hallmark feature of the social work profession is its commitment to social justice and human rights perspectives
  • Our Code of Ethics: Social workers are sensitive to cultural & ethnic diversity and strive to end discrimination, oppression, poverty, & other forms of social injustice.

• Anti-racist practice is acknowledging and acting against pervasive and long-standing anti-Black racism in American daily life.
  • Anti-racists actively practice opposing and dismantling social, cultural and structural instances of racism. An anti-racist is someone who supports an anti-racist policy through their actions or expressing anti-racist ideas. (Kendi, 2019)

• Anti-oppressive practice (AOP) as a form of practice which addresses social divisions and structural inequalities in the work that is done with people
  • AOP aims to provide sensitive services by responding to people’s needs regardless of their social status. AOP embodies person-centered philosophy. (Morgaine & Capous-Desyllas, 2020)
  • There are five key concepts of AOP (Dalrymple & Burke, 2006; Danso, 2009): (1) Engaging in critical self-reflection, (2) Assessing participants’ experience of oppression, (3) Empowering participants, (4) Working in partnership, & (5) Maintaining minimal intervention
Integrated Trauma-Informed & Anti-Oppressive Practices in our Teaching

- Prioritizing self-care in social work learning and practice, attending to secondary and vicarious trauma
- Discussing origins of trauma, including historical and intergenerational trauma
- Framing trauma within a contextual understanding (e.g., cultural, historical, gender, etc.) respecting one another’s diverse experiences and identities
- Addressing microaggressions in the classroom by naming and addressing what was said to promote an inclusive learning environment and social work practice; the group can decide how to move forward in a reparative way
- Providing empowerment by discussing resistance to trauma, noting and teaching resilience
- Teaching community-based trauma, such as natural disasters, war, and school shootings
- Integrating cultural frameworks, such as starting first to learn about the client’s culture and using the cultural formation interview in diagnosis
- Aiming for 60% authors who have been historically and currently marginalized, valuing lived experience and community knowledge
- Using open access materials to maximize access and inclusion
- Providing reminders for trauma content with affective prompts (e.g., “Coming up we will be discussing some material that could be distressing, please use your own self-care tools that support you in the moment. Let’s support each other in community as a collective holding this trauma.”)
- Fostering relational practices in the classroom, environments in which all students have shared ownership of the dialogic process

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| **Resilience, Growth, & Change:** Recognize our individual and collective strength and resilience; Create practices, policies, and feedback that make space to grow from mistakes/differing opinions. | • 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                                                      | • **Example questions to ask yourself:** How can I convey optimism about students’ ability to be successful? How can I help students identify and reflect on their own and collective resilience?  
• **Example actions:** Use warm and strengths-based language in emails, announcements, slides, chat. Scaffold assignments. Point out successes/what was done well. |
Examples

- **KWL Charts: How to Implement this Teaching Technique in the Adobe Connect Online Classroom** by Sara E. Terrana
- **Dimensions of Self Care: Exploring Clinical Issues for Social Workers in an Online Classroom** by Allison R. Ross & Ana R. Grullón V.
- **Chair Yoga in the Online Classroom** by Murali Nair & Katherine A. Segal
- **Using Layouts to Facilitate Guided Mindfulness, Meditation, and Yoga in Adobe Connect Classrooms** by Carly E. D. King
# Social Work Educators’ Opportunities During COVID-19: A Roadmap for Trauma-Informed Teaching During Crisis

Laurel Iverson Hitchcock, Johanna Creswell Baez, Melanie Sage, Matthea Marquart, Kaitlyn Lewis, and Nancy J. Smyth

Table 1. Selected strategies for designing a course for teaching in crisis.

<table>
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<tr>
<th>Teaching Practices</th>
<th>Trauma-Informed Strategies</th>
<th>Technology-Mediated Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing the Syllabus  - goal is to provide structure</td>
<td>Provide clear and consistent directions within syllabus</td>
<td>Weekly modules that include reading and assignments</td>
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<tr>
<td>for the course before and after the crisis</td>
<td>Develop a weekly course agenda that follows a predictable pattern</td>
<td>Provide information about technology support and other educational resources</td>
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<tr>
<td>Making Course Content Choices - goal is to offer</td>
<td>Provide options for student to select different types of assignments to complete</td>
<td>Deliver content in multiple modes (article, podcast and video)</td>
</tr>
<tr>
<td>students choices in how they consume content and</td>
<td>(i.e. individual or group work)</td>
<td>Offer choice with assignments or “cafeteria-style” assignments</td>
</tr>
<tr>
<td>demonstrate mastery</td>
<td>Offer extra credit</td>
<td>Provide clear information on how to contact the instructor</td>
</tr>
<tr>
<td>Setting the Tone in the Course - goal is to provide</td>
<td>Create a compassionate culture within the class</td>
<td>Develop ground rules for class discussions in partnership with students</td>
</tr>
<tr>
<td>clarity about class norms</td>
<td>Discuss how group norms should work in the class</td>
<td>Acknowledge the crisis</td>
</tr>
<tr>
<td>Creating Instructional Spaces - goal is to help students</td>
<td>Recognize that students will have unique distractions during a virtual class</td>
<td>Include sample weekly schedules for completing independent work</td>
</tr>
<tr>
<td>understand when, where and how to show up for class</td>
<td>Use purposeful self-disclosure to model for students</td>
<td>Start each class with a grounding exercise</td>
</tr>
<tr>
<td>Grading and Giving Feedback - goal is to provide</td>
<td>Recognize that student learning is developmental</td>
<td>Provide and use detailed rubrics</td>
</tr>
<tr>
<td>feedback with care and flexibility</td>
<td>Provide formative feedback</td>
<td>Focus on how a student has improved over time</td>
</tr>
<tr>
<td>Closing the Course - goal is to acknowledge that</td>
<td>Provide brave space for students to share their hopes and concerns for the future</td>
<td>Divide large assignments into smaller parts for submission</td>
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<tr>
<td>end of course is another transition</td>
<td></td>
<td>throughout the term</td>
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<tr>
<td></td>
<td></td>
<td>Incorporate a closing ritual for the end of the course</td>
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</tbody>
</table>


Awarded Best Conceptual Article in 2021 by Journal of Social Work Education
Further Examples: Grading Strategies

- **Be predictable:** Build off of your college/university policies. Create policies that are clear and implement them consistently. Avoid surprises & disappointment. *(trustworthiness & transparency)*
- **Be flexible:** Consider strategies that reduce stress and emphasize learning, e.g. reducing the number of assignments or readings, making some assignments optional or complete/incomplete, dropping lowest scores, using self-care coupons, or general extensions. *(collaboration and mutuality)*
- **Help students prioritize:** If everything is important, nothing is important. Let students know what is most essential to read, do, remember, revise, etc. *(trustworthiness & transparency)*
- **Give formative feedback:** Strategies such as assignment scaffolding and regular check-ins help improve learning and reduce stress for students and instructors *(resilience, growth, and change)*
Let us know in the chat, to help yourself process this session & to learn from each other:

What’s your key takeaway from this session?
Thank you!!!
And we invite you to connect

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Assistant Dean, Online Education; Adjunct Senior Lecturer
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University of Colorado at Colorado Springs
https://www.linkedin.com/in/johanna-creswell-baez/
Shout out to New Trauma-Informed Books!

● *Bandwidth Recovery* by Cia Verschelden
● *Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education* by Tuitt, Haynes, & Stewart (Eds.)
● *Incorporating Diversity and Inclusion Into Trauma-Informed Social Work* by Laura Quiros
● *Equity-Centered Trauma-Informed Education* by Alex Shevrin Venet
● *What Happened to You? Conversations on Trauma, Resilience, and Healing* by Oprah Winfrey & Bruce Perry
● *Trauma and Human Rights* by Butler, Critelli, & Carello (Eds.)
● *Lessons from the Pandemic: Trauma-Informed Approaches to Crisis, College, Change* by Carello & Thompson (Eds.)
● *Trauma-Informed Pedagogies: A Guide for Responding to Crisis and Inequality in Higher Education* by Thompson & Carello (Eds.)
Web Resources (Linked)

- Trauma-Informed Teaching & Learning Blog
- Recovery with Equity: A Roadmap for Higher Education after the Pandemic
- Campaign for Trauma-Informed Policy and Practice (CTIPP)
- National Trauma Campaign
- PACEs Connection Network
- PACEs in Higher Education
- Adolescent Provider Toolkit—Trauma and Resilience
- Trauma and Learning Policy Initiative
References


CSSW resources & webinar series: https://bit.ly/CSSW_WebinarSeries_TransitioningOnline


