













# Trauma-Informed Teaching and Learning

Kindness    Courage    Curiosity    Consistency

Principles	Best Practice
 <b>Physical, Psychological, and Academic Safety</b>	<ul style="list-style-type: none"> <li>• Encourage learning from mistakes</li> <li>• Use abundant low-stakes formative assessments</li> <li>• Co-create rules for confidentiality and discussion</li> </ul>
 <b>Understand Your Students</b>	<ul style="list-style-type: none"> <li>• Be familiar with student demographics</li> <li>• Understand unique needs of student population</li> <li>• Be aware of how students cue their trauma</li> <li>• Cultivate cultural competence</li> </ul>
 <b>Clarity of Expectations</b>	<ul style="list-style-type: none"> <li>• State clear learning objectives and outcomes</li> <li>• Provide clear directions and steps for assignments</li> <li>• Use rubrics to clarify grading criteria and standards</li> </ul>
 <b>Inclusivity and Collaboration</b>	<ul style="list-style-type: none"> <li>• Emphasize shared purpose of instructor and students</li> <li>• Create lessons that require group problem-solving</li> <li>• Share personal experiences with course content in ways that help students see relevance and human side of topics of inquiry</li> </ul>
 <b>Empower Students</b>	<ul style="list-style-type: none"> <li>• Offer student choice in topics of inquiry and debate</li> <li>• Offer student choice in pacing and deadlines</li> <li>• Validate student work and academic achievements</li> <li>• Leverage student experience and expertise to advance lessons and content mastery</li> </ul>
 <b>Appropriate Boundaries and Assignments</b>	<ul style="list-style-type: none"> <li>• Create assignments that are unlikely to cause re-traumatization or secondary trauma</li> <li>• Offer student choice of topic when requiring reflection papers or projects on traumatic subjects</li> <li>• Respect limits of one's expertise and assign work within the scope of your capacity to competently follow through with what emerges</li> </ul>
 <b>Cultivate Cultural Competency</b>	<ul style="list-style-type: none"> <li>• Be a life-long learner of the diversity and complexity of humanity</li> <li>• Invite students to share their unique culture</li> <li>• Invite students to share and explore their cultural heritage</li> </ul>
 <b>Resilience</b>	<ul style="list-style-type: none"> <li>• Scaffold lessons on difficult content and praise incremental growth</li> <li>• Acknowledge the assets students bring to their learning</li> <li>• Encourage students to take risks and learn from mistakes</li> </ul>
 <b>Mentoring and Engagement</b>	<ul style="list-style-type: none"> <li>• Be attentive and responsive in discussions and debate</li> <li>• Role model academic integrity, intellectual curiosity, and fairness</li> <li>• Guide inquires and individual personal reflections</li> <li>• Be proactive when you sense someone is especially troubled</li> </ul>
 <b>Resources</b>	<ul style="list-style-type: none"> <li>• Inform students about support services on and off campus</li> <li>• Encourage students to consult with friends, family, spiritual directors</li> </ul>

Adapted from: Berke, D. & Ghabour, R. "Trauma-Informed Educational Practices in Higher Education." Webinar. 1-29-20. National Council on Family Relations; and Carello, J. "Principles for Trauma-Informed Teaching and Learning." University of Buffalo, New York. 2013. <https://socialwork.buffalo.edu/content/dam/socialwork/home/teaching-resources/3-4-Principles-TITL-Carello.pdf>