

Essential Trauma-Informed Online Teaching Tools

October 29th from 2:45pm-4:00pm AZ time

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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

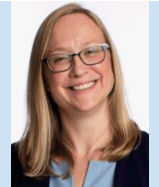
Source: Hooks, B. (1994). *Teaching to transgress: Education as the Practice of Freedom*. Routledge.

Your Facilitators



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AGENDA

1	Welcome, agenda, and introductions
2	Getting on the same page about trauma-informed education, trauma sensitive priorities
3	Category 1: Tools for Support & Connection
4	Category 2: Tools for Physical, Emotional, Social, & Academic Safety
5	Category 3: Tools for Empowerment, Voice, & Choice
6	Q&A
7	Wrap up, thank you, and additional resources

Sharing your ideas during this session

What comes to mind when you hear “trauma-informed”?

What do we mean by trauma-informed?

You may have heard other terms like:

- Trauma-aware
- **Trauma-sensitive**
- Trauma-responsive
- Compassionate teaching
- Compassionate pedagogy

In this session, we're going to keep it simple and focus on practical tools, as opposed to theory.

When we refer to “**trauma-informed**” here, we mean practices aimed at helping children **feel safe, be connected, get regulated and learn** (Alexander, 2019)

Source: Alexander, J. (2019). *Building trauma-sensitive schools: Your guide to creating safe, supportive learning environments for all students*. Paul H. Brookes Publishing, Company.

Trauma-Sensitive Schools

In Trauma Sensitive Schools, educators:

- **Realize** the impact of adverse childhood experiences on neurobiological development and attachment
- **Recognize** the impact trauma on learning and behavior
- **Respond** by building resilience and avoiding re-traumatization
- **Create a culture that prioritizes:**
 - **Safety** – ensuring physical and emotional safety
 - **Trustworthiness** – being dependable, reliable, and authentic; delivering results
 - **Choice** – prioritizing choice, choices and options for people who have had control taken away, make a big difference
 - **Collaboration** – maximizing collaboration
 - **Empowerment** – prioritizing voice, empowerment and skill-building

Sources: Substance Abuse and Mental Health Services Administration's *concept of trauma and guidance for a trauma-informed approach* <https://store.samhsa.gov/system/files/sma14-4884.pdf> & <https://www.azed.gov/improvement/trauma-sensitive>

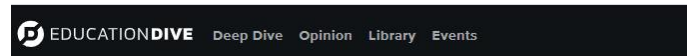
What You are Already Doing: Arizona Dept of Edu

Trauma-Informed care: Student voice and choice...

“That recognition of student voice and choice in physical activities during the pandemic could have positive, long-term effects on youth, said Keri Schoeff, Title IV-A safe, healthy and active student specialist at the Arizona Department of Education, which also issued guidance for physical education programs during the pandemic.

‘It’s our job as physical educators to teach students to be physically literate and that means to be physically active no matter what,’ Schoeff said. ‘It’s how we teach students to be fit throughout their lifetime.’”

Source: <https://www.educationdive.com/news/pe-classes-limit-contact-activities/585669/>



Higher Ed K-12 Technology Policy Curriculum Online Learning

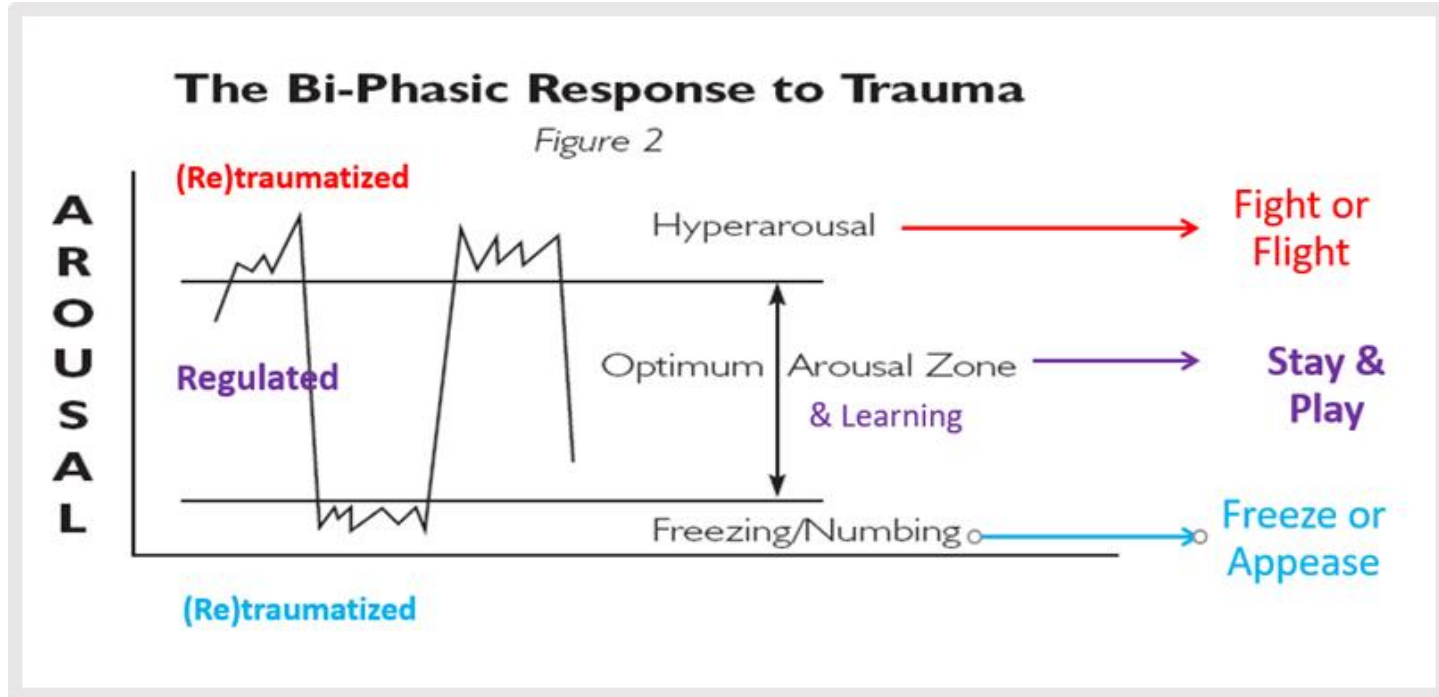
PE adapts for social distancing and virtual learning

Officials emphasize trauma-informed practices, equity, inclusion and accessibility in physical education and activity during the pandemic.



Flickr: Department of Education

Making Space for Emotion Regulation



(Adapted from Schupp, 2004)

Recognize Signs of Stress

- What are signs your students are stressed?



You can't get out of bed or look for reasons to stay there all day.



You dread opening your email.



You think you will go insane unless people stop chewing so loud.



You consider caffeine a part of a balanced diet.



You feel worse when you try to relax.

- What are signs you are stressed?

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
<p>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.</p>	<p>Trust and transparency are enhanced by making course expectations clear, ensuring consistency in practice, and maintaining appropriate boundaries.</p>	<p>All class members are connected with appropriate peer and professional resources to help them succeed academically, personally, and professionally.</p>	<p>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, & make decisions.</p>	<p>All class members emphasize strengths and resilience over deficiencies and pathology; they empower one another to make choices and to develop confidence and competence.</p>	<p>All class members strive to be responsive to historical, cultural, and gender contexts in order to respect one another's diverse experiences and identities.</p>	<p>All class members recognize each other's strengths and resilience, and they provide feedback to help each other grow and change.</p>

Adapted from: Carello, J. (2019). *Examples of trauma-informed teaching and learning in college classrooms*. Retrieved from <https://traumainformedteachingblog.files.wordpress.com/2019/08/examples-of-titl-in-college-classrooms-7.2019-color.pdf>

Trauma Sensitive Priorities for the Online Classroom

- **Predictability:** Use consistent routines
- **Flexibility:** Provide choices where it is possible
- **Connection and Warmth:** Focus on compassion
- **Focus on Relationship:** Get to know your students
- **Empowerment:** Give students voice and choice

Sources: <https://www.kqed.org/mindshift/55679/four-core-priorities-for-trauma-informed-distance-learning> & <https://inservice.ascd.org/5-essential-trauma-informed-priorities-for-remote-learning/>

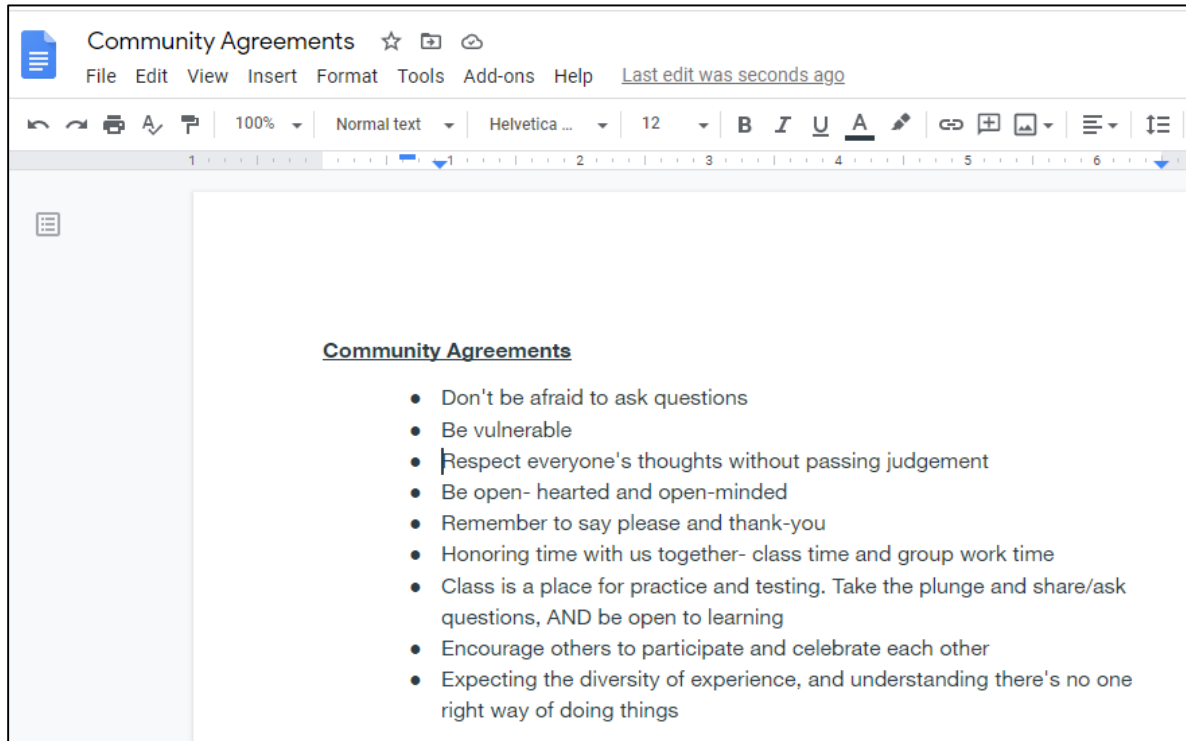
Support & Connection

*How do you connect with students and build a relationship?
How do help students connect with resources to succeed academically, personally, and professionally?*

Examples:

- Develop community guidelines together
- Start each meeting with connection
- Conduct regular check-ins with students to help determine how students are doing
- Provide referral information when supports are needed (e.g., guidance counselor, attendance teacher).

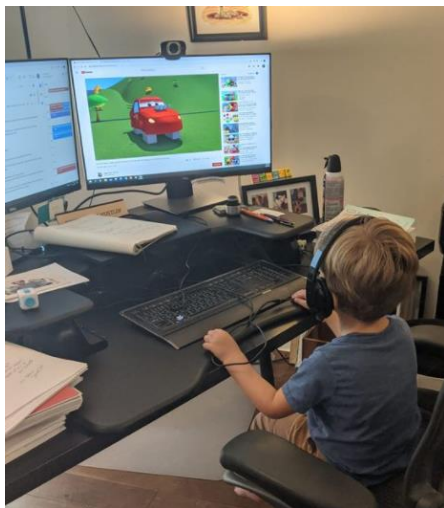
Connection: Create Community Agreements



Establish your classroom norms and refer back to them when reminders are needed

Connection: Build Community Throughout

- Webcam dance parties or lip sync before or after class, including special holiday themed events
- Fun videos during breaks
- Sharing pictures during the beginning of class, fun landing image or quote
- Playlist of songs played before each class: <http://tinyurl.com/InstitutePlaylist> or <https://sptfy.com/1fsy>



Lobby Lip Sync Battle – Columbia’s Fight Song

Roar, Lion, Roar!

-written by Corey Ford (CC '23)



Lyrics:

Roar, Lion, Roar

And wake the echoes of the Hudson Valley!

Fight on to victory evermore

While the sons of Knickerbocker rally 'round

Columbia! Columbia!

Shouting her name forever!

Roar, Lion, Roar!

For Alma Mater on the Hudson Shore!

<https://youtu.be/gVsXseZJPg0>

Support: Start Each Class with a Check-in

- Start each class with a moment of connection- **bring the warmth as we are making up for the digital divide**
- **Create a ritual of checking-in (could be quick!)**
 - Provide a number on a scale of 1-10 on how you are doing
 - Provide an adjective to describe how you feel today
 - Do you have anything to tell me? This can be about school or life.
 - Use digital tools, such as google forms to have a quick survey and talk about how people are doing



Source: <https://jenniferfindley.com/free-daily-check-in-google-forms-distance-learning/>

How are you feeling today?

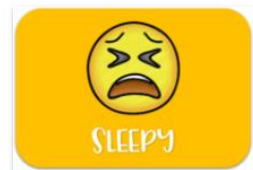
I am ready to work!



I am happy!



I am sleepy.



Example Idea: 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

Empowerment, voice and choice

Physical, Emotional, Social, & Academic Safety

How do you create an atmosphere that is respectful of the need for safety, respect, and acceptance, including feeling safe to make and learn from mistakes?

Examples:

- Providing a calm, steady presence
- Not requiring personal disclosure
- Emphasizing learning over rule obedience
- Praising progress
- Keeping it simple

Prioritize Self-Care



Sleep, exercise,
have fun



Set healthy boundaries,
including reasonable
work hours



Take breaks,
including breaks
from technology



Don't let the perfect be
the enemy of the good



Connect with
supportive family,
friends, and
colleagues



Ask for help

Address Signs of Vicarious Trauma & Burnout

Persistent or excessive anger, guilt, or helplessness in relation to students' past or current suffering

Preoccupation with one or more students

Excessive interest in or fascination with details of student suffering

Rescue fantasies

Symptoms such as headaches, sleeplessness, intrusive imagery, emotional numbing, difficulty trusting others

Feeling like nothing you do makes a difference

(adapted from Neumann & Gamble, 1995)

Be Predictable



Strive to keep your courses well-organized



Post weekly announcements, module overviews, or summaries



Develop course rituals and routines



Avoid surprises



Respond promptly to emails and questions

Be Flexible



Focus on 1-2 objectives rather than all of them



Adapt class activities that might be affected by stress such as tests and presentations



Develop no questions asked late policies

Validate & De-escalate

Avoid using scolding, sarcastic, or defensive language that may trigger emotional defenses. When this happens, people put energy into protecting themselves and power struggles can escalate.

😊 I can see you are feeling...

😊 I can certainly understand...

😊 I know this isn't what you were hoping to hear...

😊 Thanks for telling me...

😊 I'm sorry I am unable to...

😡 You shouldn't feel...

😡 You should know better...

😡 If you hadn't...

😡 You need to...

😡 Why can't you just...

When All Else Fails, Use the 3 Magic Words



"Help me understand."

Empowerment, Voice, & Choice

How do you empower students and colleagues to make choices, advocate for themselves, and develop confidence and competence in their knowledge and skills?

Examples:

- Building in choices where possible (e.g. readings, topics, font, presentation mode)
- Making space for 1:1 conversations
- Allowing multiple attempts
- Soliciting questions, concerns, and complaints
- Remind each other that it is okay to “take a break.”

Example Idea: Breakout Choice

 **Mrs. Stanford**
@Ms_B_Stanford

What's better than student choice? Students loved picking their own activities and breakout rooms during class today. This was a great way to wind down after our morning of MAP testing! @BryanD205

CHOOSE WHAT YOU WOULD LIKE TO DO!

Click the number of the breakout room you would like to join to access the directions.

01	BREAKOUT ROOM #1 QUIET ROOM! You can work on Khan Academy or other homework for your classes.	02	BREAKOUT ROOM #2 READ ALOUD! You will listen to the read aloud book we started on Monday.
03	BREAKOUT ROOM #3 INTERACTIVE ROOM! Kahoots and Quizlet Room!	04	BREAKOUT ROOM #4 TEACHER ROOM! You will work with Mrs. Stanford on math related questions.

12:35 PM · Oct 1, 2020 · Twitter Web App

https://twitter.com/Ms_B_Stanford/status/1311706288708087808

Example: Webcam



1) Texting or taking handwritten notes?



2) Listening deeply or napping?



3) Not paying attention or trying to listen & avoid distracting webcam images?



4) Paying close attention or reading on-screen email?

<https://er.educause.edu/blogs/2020/9/dear-professors-dont-let-student-webcams-trick-you>

Check-in: How might you adapt one of these tools to your classroom?

Trauma-Informed Teaching

Download One-pagers Here:

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

Physical, Emotional, Social, & Academic Respect	<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
Trustworthiness & Transparency	<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
Support & Connection	<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.

<https://doi.org/10.7916/d8-gc9d-na95>
(during a global health crisis)

Trauma-Informed Teaching and Learning Examples

 **COLUMBIA**
SCHOOL OF SOCIAL WORK
Make waves. Move mountains. Change lives.

Physical, Emotional, Social, & Academic Respect	<p>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.</p> <p>Examples: <i>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</i></p>
Trustworthiness & Transparency	<p>Trust and transparency are enhanced by making course expectations clear, ensuring consistency in practice, and maintaining appropriate boundaries.</p> <p>Examples: <i>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</i></p>
Support & Connection	<p>All class members are connected with appropriate peer and professional resources to help them succeed academically, personally, and professionally.</p> <p>Examples: <i>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</i></p>

<https://doi.org/10.7916/d8-4fh7-zm92>
(anytime!)

Q&A, and Additional Resources

Article: [Trauma-Informed Online Teaching: Essential for the Coming Academic Year](#), *The New Social Worker*

Recordings & resources: [Webinar series to support faculty who are new to teaching online](#)

One-pager: [Trauma-Informed Teaching and Learning Online: Principles & Practices During a Global Health Crisis](#)

Blog post with one example of implementing trauma-informed teaching: [Fostering a spirit of collaboration with Social Work Students during the COVID-19 Pandemic](#)

Webinar slides & link to recording: [Trauma-informed teaching & learning \(TITL\) online](#)

Recorded presentation: [Trauma-Informed Teaching & Learning in Times of Crisis](#)

Upcoming book: Carello, J. & Thompson, P. (Eds.) *Lessons from the Pandemic: Trauma-Informed Approaches to College, Crisis, Change*.

Books

- [*Bandwidth Recovery*](#) by Cia Verschelden
- [*Trauma and Human Rights*](#) by Butler, Critelli, Carello
- [*Mindset*](#) by Carol Dweck
- [*Nonviolent Communication*](#) by Marshall Rosenberg
- [*I Hear You*](#) by Michael S. Sorensen
- [*Discipline with Dignity*](#) by Curwin, Mendler, & Mendler
- [*Attachment Theory and the Teacher-Student Relationship*](#) by Philip Riley
- Forthcoming: [*Lessons from the Pandemic: Trauma-Informed Approaches to College, Crisis, Change*](#) by Thompson & Carello

Self-Care Resources & Psychological First Aid

- [Self-Care Starter Kit](#)
- [Self-Care in the Digital Age](#)
- [Self-Care for Educators](#)
- [Professional Quality of Life \(ProQOL\) Measure](#)
- [Psychological First Aid for Schools \(PFA-S\)](#)
- [Psychological First Aid Listen, Protect, Connect \(PFA-LPC\)](#)

Help-Seeking Resources

- **211:** Call 211 to get referrals for local community services or visit the [211 website](#) for more info.
- **Therapist Finder:** Psychology Today hosts a [therapy finder database](#) where you can find detailed listings of mental health professionals in your area.
- **Crisis:** The [National Hope Line](#) provides free 24/7 confidential crisis support in the US: call or text 1-877-235-4525. The [Crisis Text Line](#) provides free 24/7 crisis support in the US: text HOME to 741741.

Racial Equity

- [Why #BlackLivesMatter in Your Classroom Too](#)
- [Dear White Anthropology Grad Students](#)
- [Microaggressions in the Classroom](#)
- [Like death by a thousand cuts': How microaggressions play a traumatic part in everyday racism](#)
- [Talking about Race](#)
- [21-Day Racial Equity Challenge](#)

LGBTQ Awareness & Allyship

- [The Trevor Project](#)
- [Safe Zone Project](#)
- [Venture Out](#)
- [GLAAD](#)
- [GLSEN](#)
- [PFLAG](#)
- [Straight for Equality](#)

K-12 and Other Resources

- [Adolescent Provider Toolkit—Trauma and Resilience](#)
- [Trauma and Learning Policy Initiative](#)
- [ACEs Connection Network](#)
- [ACEs in Higher Education](#)

Thank you!

- **All of you for attending!**
- Aanya Rispoli
- Linda Grobman, *New Social Worker* magazine