

## EXAMPLES OF TRAUMA-INFORMED TEACHING AND LEARNING IN COLLEGE CLASSROOMS

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<https://traumainformedteaching.blog/resources/>

Creating an environment that respects and accepts all individuals and helps them feel safe enough to take risks and learn from mistakes.

### Safety

*Examples: integrating low-stakes assignments that provide opportunity to receive feedback and learn from mistakes prior to evaluation; adopting an authoritative teaching style; modeling assertive, non-violent communication skills; providing content warnings prior to viewing or discussing sensitive material*

### Trustworthiness & Transparency

Making expectations clear, ensuring consistency in practice, maintaining appropriate boundaries, and minimizing disappointment.

### Support & Connection

*Examples: articulating clear policies and implementing them consistently; providing detailed assignment sheets and grading rubrics; responding promptly to email; avoiding all-or-nothing or zero-tolerance policies that are difficult to enforce consistently; creating class routines or rituals*

### Collaboration & Mutuality

Connecting with appropriate peer and professional resources to support academic, personal, and professional success.

*Examples: providing referral information for campus and community resources such as counseling, health, and tutoring services; announcing campus and community events; facilitating peer groups and peer workshops; inviting guest speakers*

### Empowerment, Voice, & Choice

Acting as allies rather than as adversaries and creating opportunities to share power and make decisions.

*Examples: weighting grades to emphasize learning objectives more than individual instructor preferences; implementing policies and practices that foster success rather than “weed out” weak students; involving students in creating or revising policies, assignments, and grading; doing with rather than doing for students (e.g., editing papers for students); facilitating student-led discussions and activities*

Building in opportunities to make choices, be heard, build skills, and develop confidence and competence.

### Diversity, Equity, & Inclusion

*Examples: building in choices where possible (e.g., seating, lighting, readings, paper format); integrating authentic assignments and active learning; implementing realistic attendance policies; allotting late days students can use to submit work past the due date without question and without penalty; facilitating large and small group discussion so students have multiple opportunities and modes to speak*

Striving to be aware of and responsive to issues of privilege and power and respecting one another’s diverse experiences, perspectives, and identities.

*Examples: using correct pronouns; addressing microaggressions; being aware of personal and disciplinary biases and their impact teaching and learning (e.g., privileging or disparaging certain dialects, writing styles, or research methods); integrating content from diverse sources and perspectives; employing alternative grading methods*

Recognizing strengths and resilience and providing feedback to help each other grow and change.

### Resilience, Growth, & Change

*Examples: providing both formative and summative assessments; pointing out what was done well; assigning multiple drafts; rewarding success rather than punishing failure; soliciting feedback from students to improve the current course; conveying optimism*

(Principles adapted from [Fallot & Harris, 2009](#); [SAMHSA, 2014](#))

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