

## Principles for Trauma-Informed Teaching and Learning

<b>PHYSICAL, EMOTIONAL, SOCIAL, AND ACADEMIC SAFETY</b>	<p>Efforts are made to ensure the physical and emotional safety of students in all traditional, virtual, and field settings, including feeling safe in individual and group interpersonal interactions and feeling safe to make and learn from mistakes.</p> <p><i>For example: 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 discussing sensitive topics</i></p>
<b>TRUSTWORTHINESS AND TRANSPARENCY</b>	<p>Trust and transparency are enhanced by making expectations clear, by ensuring consistency in practice, by maintaining appropriate boundaries, and by minimizing disappointment.</p> <p><i>For example: articulating clear policies and implementing them consistently; providing detailed assignment sheets and grading rubrics; responding promptly to email</i></p>
<b>SUPPORT AND CONNECTION</b>	<p>Students are connected with appropriate peer and professional resources to help them succeed academically, personally, and professionally.</p> <p><i>For example: 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</i></p>
<b>INCLUSIVENESS AND SHARED PURPOSE</b>	<p>Instructors act as allies rather than adversaries of student success.</p> <p><i>For example: aligning assignments with course learning objectives; weighting grades to emphasize learning objectives rather than individual instructor preferences; implementing policies and practices that foster success rather than “weed out” weak students; using grading schemes that reward success rather than punish failure</i></p>
<b>COLLABORATION AND MUTUALITY</b>	<p>Opportunities exist to share power and decision-making.</p> <p><i>For example: involving students in creating or revising policies, assignments, and grading rubrics; integrating student self-evaluation; doing with rather than doing for students (e.g. editing their papers for them rather than helping them identify and correct their own errors); facilitating student-led discussions and activities</i></p>
<b>EMPOWERMENT, VOICE, AND CHOICE</b>	<p>Students are viewed as knowledge creators and experts of their own experiences; as such, they are empowered to make choices and to develop confidence and competence.</p> <p><i>For example: building in choices where possible (e.g. seating, lighting, readings, topics, font style, paper format, presentation mode); integrating authentic assignments; implementing reasonable attendance and late work policies; facilitating small group and online discussion so students have multiple opportunities and modes to speak</i></p>
<b>CULTURAL, HISTORICAL, AND GENDER ISSUES</b>	<p>Policies and practices are responsive to issues of diversity and oppression.</p> <p><i>For example: asking for and using preferred names and pronouns; being aware of personal and disciplinary biases and how they may impact teaching and learning (e.g. privileging or disparaging particular dialects, writing styles, or research methods)</i></p>
<b>RESILIENCE, GROWTH, AND CHANGE</b>	<p>All course members recognize each other’s strengths and resilience, and they provide feedback to help each other grow and change.</p> <p><i>For example: providing both formative and summative assessments; pointing out what students do well; assigning multiple drafts; holding one-on-one conferences; facilitating peer feedback; posting midterm grades; soliciting feedback from students and using it to improve course delivery in the current course rather than just in future courses</i></p>

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(Adapted from Carello & Butler, 2015; Fallot & Harris, 2009; SAMHSA, 2014; St. Andrews, 2013)