

APPENDIX A: TRAUMA-INFORMED TEACHING TOOLBOX

A1 Equity-Centered Trauma-Informed Wheel of Practice

Phyllis Thompson and Heidi Marsh

Description: Re-envisioning trauma-informed principles as a wheel (See below) highlights three significant aspects of our practice: (1) that the principles are relational, not separate and discrete, (2) that equity is the lens that informs our understanding of each of the principles and has impact on our implementation of them, and (3) that healing happens in relationship.

Goals or Hopes: The graphic representation of Safety; Trustworthiness and Transparency; Peer Support; Collaboration and Mutuality; and Empowerment, Voice, and Choice as wheel, being held in place by Cultural, Historical, and Gender Issues as hub, provides a new framework for thinking through practice that acknowledges the critical value of an intersectional approach and reflects anti-oppressive practice at the heart of trauma-informed care. Our hope is that faculty, students, and staff might use this tool to collaborate to interrogate their own practice, to engage in discussion about the ways in which they center equity in their trauma-informed work, and to explore how, when using principle six as the lens for understanding the other principles, our practice changes as we cross population groups and intersecting identities. For instance, this wheel can be used at a departmental team-building retreat where break-out groups can think through the questions and raise their own in discussion (e.g. what does peer support look like between two full-time staff members versus between a staff member and student worker?). Alternatively, in a class on gender-based violence, faculty might examine the syllabus to ensure the listed resources are broad, recognizing that safety looks different

as we cross populations groups and people need different resources (e.g. not putting the police or University Compliance office as the only avenues for reporting options).

Trauma-Informed Principles Exemplified: Safety; Trustworthiness and Transparency; Peer Support; Collaboration and Mutuality; Empowerment, Voice, and Choice; and Cultural, Historical, and Gender Issues

Additional Information: The shift from line to wheel emphasizes the way the principles interact, build on, and fortify one another. The wheel not only models this relational nature of the principles but also what we know about trauma response and recovery as a nonlinear process. What one remembers, for instance, from a traumatic event may not present in chronological order or may contain gaps and missing pieces. While healing from trauma is possible, it is a misconception to believe that trauma happens and then is over. Like a circle that does not have a perceptible end point, neither does trauma response. And just as our trauma responses are ever-evolving, so should the ways we tend to and build relationships with our students and colleagues higher education settings. Understanding that an event that occurred in the past can have ongoing damaging physical and mental effects on someone in the present is critical to understanding the needs of those we work with. Lastly, the design of the wheel reminds us that healing happens in relationship. Re-positioning principle six from the end of the list to the inner circle is significant because it places Cultural, Historical, and Gender Issues, or intersectionality, not only at the center of the wheel but also of practice. Chapter 2 provides more details about an equity-centered trauma-informed approach, but we hope this visual representation provides you with practical information for moving from concepts, principles, and theory to your practice of them.



A2 Higher Education Trauma Resilience Assessment

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Instrument Description: The HETRA was created from the Organizational Trauma Resilience Assessment (OTRA), a rigorously validated measure,¹ through a collaborative process. The HETRA allows for individuals in all roles in higher education (e.g., students, faculty, staff, administrators) to express their perspectives and allows for assessment of strengths and weaknesses of the overall organizational culture with regard to the Substance Abuse and Mental Health Services Administration's (SAMHSA) trauma-informed and resilience-informed practices. See HETRA document below.

Goals or Hopes: The goal of the HETRA was to create a survey instrument to assess the degree to which a higher education institution is trauma-resilient as measured through the perception of students and employees (faculty, staff, etc.). Further, we are currently validating the HETRA in an effort to offer it as the survey of choice for higher education institutions. We hope that the HETRA will serve as a validated instrument for use among higher education institutions globally to measure organizational resilience.

Trauma-Informed Principles Exemplified: In addition to exemplifying all six SAMHSA TIC principles, the HETRA emphasizes resilience.

Additional Information: The HETRA is a new instrument that has only recently begun to be used in practice. We invite others to use it in exchange for sharing de-identified data that can inform our validation efforts. We ask that those who intend to use the HETRA communicate with the HETRA corresponding author² at all stages of planning, data collection, and interpretation, to ensure the most current version and interpretation are utilized. Because the psychometric properties and norms for the HETRA are not yet available, we recommend it be used with caution and that any reports or publications include a statement that results are tentative until the instrument is further validated.

¹ Brown et al. (in press).

² Email Andrea D Clements, PhD, for use at clements@etsu.edu.

Higher Education Trauma Resilience Assessment (HETRA)

The purpose of this instrument is to assess your organization's resilience—the degree to which your organization is a safe, stable, and nurturing environment. Please think of (insert institution name) as you answer these questions. You will be asked about employee (faculty, staff, etc.) and student perceptions. Please rate your perception of what you believe to be true even if the question is not asking specifically about you.

Rate each question using the following:

Strongly Disagree
Disagree
Unsure
Agree
Strongly Agree
Prefer not to Answer

Scoring of the HETRA: There are 50 items on the HETRA. All items are rated on a 5-point Likert scale ranging from 0 (strongly disagree) to 4 (strongly agree).

Subscale scores: Each item has a possible value from 0 to 4. To calculate subscale scores, total the ratings given on questions within that subscale. Divide that total by the number of items responded to on that subscale. This will yield a score from 0-4. Higher scores would indicate greater trauma resilience. This method of calculation will allow all subscales to be scored on the same scale so they can be compared to one another. If fewer than 80% of items are completed for any subscale, the subscale should not be used.

Total score: To calculate the total score, sum the subscale scores, which will yield a score from 0-20. Higher scores would indicate greater trauma resilience.

Higher Education Trauma Resilience Assessment

Dimension 1: Training and Sustaining Trauma-responsiveness in the Workplace	
1	There is ongoing training on how traumatic stress affects the brain and the body.
2	There is ongoing training on the relationship between past or current traumatic events and mental illness, substance abuse, and/or homelessness.
3	There is ongoing training on cultural differences in how people understand and respond to traumatic events.
4	There is ongoing training on how employees may be impacted by working with people who have experienced traumatic events.
5	Our organization provides tools and opportunities for employees to reflect on how personal experiences might influence their professional life.
6	There is ongoing training on crisis prevention techniques including de-escalation strategies.
7	There is ongoing training on how to establish and maintain healthy professional boundaries.
8	Continuing education is provided on ways to work competently with people who have experienced traumatic events.
9	Continuing education and support are provided to promote cultural sensitivity.
10	All employees are trained on the principles of trauma informed practices including the impact of toxic stress on the workforce.
11	Our organization demonstrates <u>commitment</u> to providing ongoing training for employees on trauma/toxic stress
12	Our organization demonstrates <u>commitment</u> to providing ongoing training for employees on organizational wellness/resiliency
13	Materials about trauma/toxic stress (what it is, how it impacts people, available treatment) are visible throughout the organization.
14	Our organization ensures there is <u>funding</u> to support ongoing training on trauma/toxic stress
15	Our organization ensures there is <u>funding</u> to support ongoing training on organizational wellness
16	Our organization ensures there is <u>funding</u> to maintain a safe physical environment.

Dimension 2: Culture of Trust and Support

- 17 Employees feel safe bringing questions to people in leadership.
- 18 Students feel safe bringing questions to faculty
- 19 Students feel safe bringing questions to administrators
- 20 Employees feel supported by supervisors.
- 21 Students feel supported by organization employees.
- 22 There is open and transparent communication between leadership and employees.
- 23 There is open and transparent communication among employees.
- 24 There is open and transparent communication between employees and students.
- 25 There is open and transparent communication among students.
- 26 People in leadership positions listen to concerns respectfully, even if they disagree.
- 27 Employees are confident they can communicate issues to people in leadership positions without fear of retribution.
- 28 When conflict arises in the organization it is addressed effectively.
- 29 Employees feel emotionally safe while at work.

Dimension 3: Practices of Inclusivity, Safety, and Wellness

- 30 Our organization has **written policies and procedures** that address physical, mental, and emotional safety for **students**.
- 31 Our organization has **written policies and procedures** that address physical, mental, and emotional safety for **employees**.
- 32 There are routines, rituals, or traditions within our organization to help all people feel included.
- 33 Our organization regularly **evaluates** if **students feel safe and valued** in the organization.
- 34 Our organization regularly **evaluates** if **employees feel safe and valued** in the organization.

35	Our organization regularly <u>evaluates</u> if our practices <u>promote wellness</u> .
36	Our organization regularly integrates employee feedback into policies, practices, and procedures.
37	Our organization regularly integrates student feedback into policies, practices, and procedures.
38	Our organization promotes collaborative decision-making to reduce power differentials in employee to employee relationships whenever possible.
39	Our organization promotes the reduction of power differentials in faculty to student relationships whenever possible.
Dimension 4: Collaboration and Empowerment	
40	Employees have a voice in organizational decision-making. Not included
41	Our organization promotes collaboration between departments or units.
42	Our organization collaborates with outside organizations to give employees the benefit of shared expertise.
43	Our organization collaborates with outside organizations to give students the benefit of shared expertise.
44	Supervisors and employees work together to create shared expectations for job performance outcomes.
45	Employees use collaborative problem solving to address issues when they arise.
Dimension 5: Trauma-responsive Education	
46	Understanding how trauma may affect students is incorporated into this educational program.
47	Understanding how trauma may affect students' future interactions with others is incorporated into this educational program.
48	This organization offers resources to help students learn about traumatic stress and pathways to personal resilience.
49	This organization offers trauma-responsive resources for students to use in their future profession.
50	This organization provides students access to support for trauma related stress if needed.

A3 Self-Assessment Tools for Creating Trauma-Informed Learning and Work Environments

Janice Carello

Description: *Creating Trauma-Informed Learning Environments: Self-Assessment Questions for Educators* (see below) is designed for use by educators to help create more trauma-informed physical and virtual class environments. *Creating Trauma-Informed Work Environments for Faculty and Staff: Questions to Facilitate Self-Assessment* (see below) is a tool designed to facilitate assessment of non-classroom work environments within educational settings such as offices, programs, and departments. The trauma-informed principles presented in the tools have been adapted from the Substance Abuse and Mental Health Services Administration's (2014) *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. The questions in the tools have been adapted from Harris and Fallot's (2011) CCTIC Self-Assessment and Planning Protocol. Those interested could also use numeric ratings in addition to or instead of verbal responses to help identify specific areas of strength and areas for improvement. Additionally, numeric ratings could be used for comparison purposes from year to year. Alternative ratings systems could be used as well such as letter grades or Likert scale ratings. The assessments provide a limited number of questions and examples to help operationalize each principle. Questions can and should be added that help operationalize these trauma-informed principles in specific educational settings.

Goals or Hopes: These tools are meant to help those using them understand ways in which their individual and collective actions, behaviors, and values are already aligned with trauma-informed principles—in other words, what they are already doing that is trauma-informed. The tools are also meant to help facilitate self-reflection on and dialogue about ways in which faculty, staff, and students can work together to further the development of a trauma-informed climate in their learning and work environments. Since the emphasis is on strengths and growth, the workplace and classroom specific questions provide positive examples to help us catch ourselves and each other doing well instead of doing something “wrong.”

Trauma-Informed Principles Exemplified: Safety; Trustworthiness & Transparency; Support & Connection; Collaboration & Mutuality; Empowerment, Voice, & Choice; Cultural, Historical, & Gender Issues; Resilience, Growth & Change.

Additional Information: When I first started developing these tools in 2016, I emailed Roger Fallot to seek permission to adapt the CCTIC Self-Assessment and Planning Protocol that he developed with Maxine Harris. Dr. Fallot kindly

provided encouragement and feedback. At that time, I had only shared a classroom version of the adaptation, so he also shared his concern that I had neglected a very important aspect of trauma-informed care: that the setting must be responsive to the needs of staff as clients—or in this setting, educators and students. As he pointed out, since the focus of being trauma-informed is to change culture, it is important to pay equal attention to the needs of those who provide services so they do not feel burdened by the trauma-informed change process or like they are being unfairly tasked with completing the bulk of the work. I thanked him for his generous feedback and his blessing and reassured him that I was also working on adapting an assessment geared toward creating trauma-informed environments for faculty and staff. I have revised the tools many times since then, and will likely revise many times more. With each iteration, I keep in mind Dr. Fallot's feedback.

References

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- Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. <https://store.samhsa.gov/system/files/sma14-4884.pdf>

Creating Trauma-Informed Learning Environments: Self-Assessment Questions for Educators

PHYSICAL, EMOTIONAL, SOCIAL, AND ACADEMIC SAFETY

Key Question: To what extent do physical and virtual work settings help students feel safe, accepted, and respected, including feeling safe to make and learn from mistakes?

Classroom Specific Questions: To what extent

- Is the physical or virtual course environment accessible, comfortable, inviting, and easy to navigate?
- Do students feel safe in individual and group settings?
- Do you communicate using assertive, nonviolent communication methods?
- Are you attentive to signs of student distress?
- Do you understand signs of student distress in a trauma-informed way?
- Do students feel comfortable brining their course-related concerns, vulnerabilities, and emotional responses to you?
- Do you respond promptly and professionally to emails and questions posted in online forums?
- Do you refer to people by their correct name and pronouns?
- Are students provided low stakes opportunities to make and learn from mistakes prior to being evaluated?

TRUSTWORTHINESS & TRANSPARENCY

Key Question: To what extent do course policies and practices maximize trustworthiness and transparency by making expectations clear, ensuring consistency in practice, maintaining appropriate boundaries, and minimizing disappointment?

Classroom Specific Questions: To what extent

- Does the syllabus provide clear information about what will be done, by whom, by when, under what circumstances, at what cost, and for what purpose?
- Are professional boundaries maintained in physical and virtual course settings?
- Are dilemmas effectively handled between role clarity and accomplishing multiple tasks (e.g., navigating working on a research project with a student or serving as both advisor and course instructor)?
- Are clear expectations communicated regarding the completion, submission, and evaluation of course activities and assignments?
- Are course expectations reasonable?
- Is unnecessary disappointment avoided?

SUPPORT & CONNECTION

Key Question: To what extent are students linked with appropriate peer and professional resources to help them succeed academically, personally, and professionally?

Classroom Specific Questions:

- Do you integrate regular individual check-ins with students?
- Do you post or have on hand referral information for campus, community, peer, and professional resources, such as counseling, health, and tutoring services or providers?
- Are you available to provide support during office hours, before/after class, or through some other means?
- Do you facilitate peer activities that help students connect with their peers and provide mutual support?
- Do you provide information on relevant campus or community groups and organizations?

COLLABORATION & MUTUALITY

Key Question: To what extent do educators and students act as allies rather than as adversaries and make opportunities to share power and decision-making?

Classroom Specific Questions: To what extent

- Do you and your students perceive each other as allies?
- Is student accountability handled in a way that conveys “What’s happened to the student?” versus “What’s wrong with the student?”
- Do students provide input on course content?
- Do students have a role in evaluating their learning?
- Are student learning preferences and needs given substantial weight?
- Do learning experiences cultivate a model of doing “with” rather than “to” or “for” students?
- Do you prioritize learning outcomes over rule obedience?

EMPOWERMENT, VOICE, & CHOICE

Key Question: To what extent are students encouraged to make choices, to speak up, and to develop confidence and competence in their knowledge and skills?

Classroom Specific Questions: To what extent

- Do students get clear, consistent, and appropriate messages about their rights and responsibilities?
- Do students have choices about course content, activities, and assignments?
- Do you communicate a conviction that students are the ultimate expert on their learning?
- Do you provide multiple modes and opportunities for students to speak?
- Do you remove or reduce negative consequences for exercising particular choices? (e.g., by implementing flexible attendance and late work policies)
- Do students have opportunity to negotiate an alternative assignment that meets the course objectives?

CULTURAL, HISTORICAL, & GENDER ISSUES

Key Question: To what extent are policies and practices responsive to issues of privilege and oppression and support a diverse, equitable, and inclusive community?

Classroom Specific Questions: To what extent

- Do you integrate course content that has been created by and that represents people with diverse identities and perspectives?
- Are course policies and practices responsive to and respectful of students' diverse experiences and identities (e.g., using progressive stacking during discussion, employing alternative grading methods)? To which experiences and identities are they responsive?
- Do you address stereotypes and biases in the learning environment (e.g., using correct pronouns, addressing microaggressions)? Which stereotypes and biases are addressed?
- Are you aware of personal and disciplinary biases and how they may impact learning (e.g., privileging or disparaging particular dialects, writing styles, research methods, or ways of knowing)?
- Do opportunities exist to for students to communicate using non-academic dialects and writing conventions?
- Are course spaces, materials, and activities accessible?

RESILIENCE, GROWTH, & CHANGE

Key Question: To what extent do policies and practices emphasize strengths and facilitate resilience, growth, and change?

Classroom Specific Questions: To what extent

- Do you recognize each student's strengths and resilience?
- Do you build in opportunities for students to demonstrate improvement?
- Do learning and feedback emphasize student growth more than student deficits?
- Do you communicate a sense of realistic optimism about students' capacity to reach their goals?
- Are students helped to understand and reflect upon their own and others' growth and change processes?

Creating Trauma-Informed Work Environments for Faculty and Staff: Questions to Facilitate Self-Assessment

PHYSICAL, EMOTIONAL, SOCIAL, AND ACADEMIC SAFETY

Key Question: To what extent do physical and virtual work settings help faculty and staff feel safe, accepted, and respected, including feeling safe to make and learn from mistakes?

Workplace Specific Questions: To what extent

- Is the physical or virtual work environment safe and welcoming (e.g., accessible restrooms, clear signage, sufficient space, adequate privacy, inviting décor)?
- Do faculty and staff feel safe in individual and group settings?
- Are faculty and staff given clear information and instructions about tasks, policies, and procedures?
- Do faculty and staff respond promptly and professionally to email and other forms of communication?
- Do you refer to people by their correct name and pronouns?
- Do faculty and staff feel safe to make and learn from mistakes?
- Do faculty and staff feel comfortable bringing their work-related concerns, vulnerabilities, and emotional responses to meetings or to a supervisor or mentor?
- Do faculty and staff model assertive, non-violent communication?

TRUSTWORTHINESS & TRANSPARENCY

Key Question: To what extent do policies and practices maximize trustworthiness and transparency by making expectations clear, ensuring consistency in practice, maintaining appropriate boundaries, and minimizing disappointment?

Workplace Specific Questions: To what extent

- Do faculty and staff have a clear understanding of one another's work and role?
- Do faculty and staff make their expectations of one another clear?
- Are expectations consistent and fair for all faculty and staff?
- Can faculty and staff count on each other to follow through with responsibilities?
- Do faculty and staff maintain effective boundaries?
- Do leaders and supervisors make rationales for policy and practice changes clear?
- Are changed plans announced, explained, and consistently followed through?
- Is unnecessary disappointment avoided?
- Can leaders and supervisors be trusted to listen respectfully to supervisees' concerns—even if they do not agree with some of the possible implications?

SUPPORT & CONNECTION

Key Question: To what extent are faculty and staff linked with appropriate peer and professional resources to help them succeed academically, personally, and professionally?

Workplace Specific Questions: To what extent

- Do faculty and staff have on hand referral information for campus, community, peer, and professional resources?
- Are wellness resources available (e.g., though health care benefits or employee assistance programs)?
- Are leaders and supervisors available to provide support during office hours or through some other means?
- Is self-care encouraged and supported with policy, practice, and resources?
- Is professional development encouraged and supported with policy, practice, and resources?
- Is formal or informal mentoring made available?

COLLABORATION & MUTUALITY

Key Question: To what extent do faculty and staff act as allies rather than as adversaries and make opportunities to share power and decision-making?

Workplace Specific Questions: To what extent

- Do faculty and staff perceive themselves as allies?
- Do faculty and staff understand the role that they play, the importance of this role, and the impact they have in this role?
- Is there appropriate attention to accountability and shared responsibility?
- Do work experiences cultivate a model of doing “with” rather than doing “to” or “for” others?
- Are faculty and staff accountability handled in a way that conveys “What’s happened to you?” rather than “What’s wrong with you?”
- Are faculty and staff encouraged to provide suggestions, feedback, and ideas?
- Do leaders and supervisors communicate that all opinions are valued even if they are not always implemented?

EMPOWERMENT, VOICE, & CHOICE

Key Question: To what extent are faculty and staff encouraged to make choices, to speak up, and to develop confidence and competence in their knowledge and skills?

Workplace Specific Questions: To what extent

- Do faculty and staff get a clear and appropriate message about their rights and responsibilities?
- Is there a balance of autonomy and clear guidelines in performing job duties?
- Can faculty and staff can make choices about how they meet job requirements?
- Are faculty and staff given the opportunity to have meaningful input into factors affecting their work (e.g., office décor, schedule, flex time, pedagogical or methodological approaches)?
- Do all faculty and staff receive training related to trauma, including the impact of workplace stressors?

CULTURAL, HISTORICAL, & GENDER ISSUES

Key Question: To what extent are policies and practices responsive to issues of privilege and oppression and support a diverse, equitable, and inclusive community?

Workplace Specific Questions: To what extent

- Are efforts made to recruit and retain diverse teams, diverse leadership, and a diverse workforce?
- Is pay equity promoted?
- Are stereotypes and biases addressed in the work environment (e.g., using correct pronouns, addressing microaggressions)? Which stereotypes and biases are addressed?
- Are policies and practices responsive to and respectful of faculty and staff's diverse experiences and identities? To which experiences and identities are they responsive?
- Are faculty and staff aware of personal, disciplinary, or cultural biases and how they may impact the work environment (e.g., privileging or disparaging particular dialects, writing styles, or research methods)?
- Are holidays of all cultures acknowledged?
- Are efforts made to ensure work spaces, materials, and activities are accessible?

RESILIENCE, GROWTH, & CHANGE

Key Question: To what extent do policies and practices emphasize strengths and facilitate resilience, growth, and change?

Workplace Specific Questions: To what extent

- Are each faculty and staff member's strengths and resilience recognized?
- Does performance feedback emphasize growth more than deficits?
- Are faculty and staff helped to understand and reflect upon their own and others' growth and change processes?
- Are faculty and staff offered development, training, or other opportunities to build skills and abilities and to pursue career goals?
- Is a sense of realistic optimism conveyed about each faculty and staff member's capacity to reach their goals?

A4 Creating Brave Space

William J. Koehler

Activity Description: Students are assigned three readings prior to class: “Integration Idea – Trust II: BRAVING” (Brown, 2019), “Creating Brave Spaces within and through Student-Faculty Pedagogical Partnerships” (Cook-Sather, 2016), and “From Safe Spaces to Brave Spaces a New Way to Frame Dialogue Around Diversity and Social Justice” (Arao & Clemens, 2013). Readings are reviewed and discussed in class.

In class, the instructor first asks students to generate a word list associated with “safe discussion” (e.g., boring, comfortable, unthreatened) and then with “unsafe discussion” (e.g., dangerous, disrespectful, offensive). With students’ assistance, the instructor places each word in both lists along a continuum from safe to dangerous.

The instructor then prompts students to consider where a “brave space” would be along this continuum. More words are generated associated with “brave space” (e.g., uncomfortable but safe, not boring, engaging, etc.). Guidelines for “brave space” are developed using collaboration.

Students are then placed into groups. Each group is arbitrarily assigned to represent a position on a controversial topic (e.g., Does reverse racism exist? Is euthanasia humane?) without revealing their personal opinion on the matter. The instructor facilitates a debate-style discussion utilizing the guidelines for “brave space” (Brown, 2019)

Goals or Hopes: A goal of this teaching tool is to establish student trust and confidence in the student-faculty pedagogical process of meaningful dialog. Another goal is to assist students with differentiating between what is uncomfortable in a growth-producing way versus what is unproductive. The third goal of this activity is to allow students to practice articulating their thoughts in an environment that is scaffolding them to success. The hope is that students feel empowered to engage in thoughtful interaction with concepts presented in the course.

Trauma-informed Principles Exemplified: Trustworthiness, Collaboration, Empowerment

Additional Information: So far, I’ve used Creating Brave Space in a face-to-face undergraduate BSW Human Diversity course and in a face-to-face graduate MSW Psychopathology course. The BSW course was small—12 students from a broad range of intersections of diversity including age, SES, race, ethnicity, sexual orientation and gender. The MSW course was slightly larger—17 students with less diverse representation across gender, age, SES, race, and ethnicity. The BSW class was more easily engaged in the activity but required more guidance as far as interpretation and application of the

reading material. The MSW class demonstrated more mastery of the material but seemed to struggle to stay within the “brave space” interaction style. Where the BSW students seemed to feel safe and emboldened to speak within the structure, the MSW students became preoccupied with how to stay within the “rules.” Both classes provided positive feedback regarding the exercise, however, and stated they felt it was translatable to other parts of their lives where difficult conversations arose.

References

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A5 First Day of Class Introductions: Trans Inclusion in Teaching

Lars Stoltzfus

Activity Description: For students and faculty alike, the first session of a given class is charged with excitement, anxiety, Zoom difficulties, or fear in the first few minutes as the instructor settles in to see how their roster aligns with the students actually in attendance. In place of the traditional roll call method of introductions—where an instructor calls out names and makes real-time adjustments based on student feedback—this trauma-informed way of doing introductions prevents instances of outing a transgender student due to a discrepancy in their legal name and their actual name. It also avoids placing a student in the uncomfortable position of correcting the person in power—the instructor—when misgendered, outed, or called by the wrong name.

This activity requires passing out index cards to students (if in person) or creating a quiz or short essay assignment in one's virtual course management system (if online). Ask students to answer the following questions:

- What is the name you go by, and how do you pronounce it?
- What is your student ID?
- What are your pronouns?
- What are your reasons for taking this course?
- Is there anything else you would like me to know as we begin our semester (e.g., you work a 40-h week, you don't like correcting someone if they misgender you, you hate chemistry, etc.)?

With the student ID, an instructor can compare a student's actual name with their name on the roster or in the course management system, make adjustments, and practice pronunciation. The instructor can easily access these index cards or quiz results in subsequent class meetings to see student information. This short survey also creates an opportunity for students to disclose additional information—like their pronouns or concerns regarding a course—without feeling forced into sharing via a class discussion. This style of doing introductions does take a bit more time on the instructor's part. However, the co-constitution of a course environment valuing respect and self-determination has positive ripple effects throughout the semester.

After turning in their surveys, introductions can be verbalized in several ways depending on class size and subject. Shuffling the cards and asking each student to read a small section of the syllabus or asking students to share something they hope to learn during the semester, for instance, allows instructors and students alike to connect names with faces. These simple introductions can be used in an online class as well. Virtual courses may have the additional affordance of students being able to input their own names (and perhaps pronouns) on a video call or the drawback of needing an IT Department to change one's

name within a course management system. Providing information about navigating these systems *before* the semester begins encourages students to submit an introductory comment in a thread or speak up on Zoom because they know the name that will be displayed is the name they actually use.

Goals or Hopes: The goal here is to create a classroom environment where students do not have to contend with hypervigilance accompanying the trauma of being outed, deadnamed, and/or misgendered during roll call introductions. The unease of knowing one's classmates suddenly know information they would *never* otherwise know may create an environment of distrust in one's classmates and instructors. Doing introductions via this short survey hopefully creates a more inclusive and thoughtful course environment. By respecting student identities and providing confidentiality through this discreet survey, students will feel respected and safe. This, in turn, generates a feeling of trust and increased engagement as students implicitly and explicitly understand that the course instructor values student autonomy and self-presentation.

Trauma-Informed Principles Exemplified: Transgender students routinely experience being outed as transgender through traditional methods of classroom introductions as their legal name—and, sometimes, the assumed gender accompanying such a name—is what is on the roster, and thus what they must answer to in order to be counted. By handling introductions differently, students will not experience the jarring dissonance of being forcibly outed to a group of peers they do not know in an already stressful situation. This activity creates a sense of safety and trust as students know the instructor will respect them. It also creates a sense of empowerment as students have control over their own bodily narrative in a classroom.

Additional information: I initially began doing this to protect the confidentiality and bodily integrity of my transgender students. It soon became apparent, though, that this activity benefits cisgender students as well: international students who are weary (and wary) of instructors mangling their names know they will not have to provide an “American” name in order to feel a sense of belonging in the course, students who go by a nickname or middle name can clearly state how they should be addressed, and students who may have other concerns can let me know on the very first day of class without fear of judgment or guilt. It has resulted in better holistic environments as I learn more about my students right away, and they learn that their identities will be respected and protected.

A6 The Basket: Setting the Stage for Learning

Phyllis Thompson

Activity Description: We know that students are sometimes triggered by the day's reading assignment, lecture, or video clip. When this occurs, students spend all their available energy and mental resources managing the stressor rather than participating in the learning happening in the room. The student may have difficulty focusing, be unable to concentrate, lose the ability to form and articulate ideas, or experience physical ailments such as headache, dizziness, or stomachache. This is dysregulation, and it compromises learning. The basket provides a bridge from the dysregulation the student is experiencing back to regulation, empowering them to pause, re-regulate, and re-set the stage for learning.

My basket is lavender, located just inside the entrance to the class, and filled with individual activities students can pick up as they walk in the door, such as crayons and coloring pages, pipe cleaners, yarn, string, beads, glitter, glue sticks, shaping dough, rubbing stones, lavender and other essential oils. The practice of coloring, creating shapes with colorful pipe cleaners, or shaping dough is calming and invites us to be mindful of how we are feeling, to recognize when we are tense or anxious, to acknowledge how these feelings affect our thinking, how long they last, and that they are not constant but probably come and go.

Goals and Hopes: My goal in positioning the basket prominently at the entrance to the classroom is to welcome students as they are, to center rather than conceal how we are showing up to our lives, and to promote mindfulness practices that help us self-regulate. My hope is that the activities in the basket invite students to pause long enough to take stock, be mindful, breathe, and re-regulate.

Trauma-Informed Principles Exemplified: Safety, Trustworthiness, Peer support, Empowerment, Choice

Additional Information: I introduce the basket on the first day of class with an activity. Sometimes, I use the teacup activity that invites students to reflect on whether their proverbial teacup is overflowing with warm tea and honey or a toxic liquid. We talk about what "tea and honey" means for each of us and use this as a warm-up activity for creating a list of comfort agreements that will guide classroom our practice for the semester and list of supports students need from me as instructor. As a reminder of what it means to each of us to fill our cups with tea and honey, I provide teacup coloring pages in the basket, and the basket is thereafter available every class period of the semester. I have found that my lavender basket helps me create safety by acknowledging that

there is pain in the room. Because the basket becomes a daily part of our self-care practice in the course, is part of our collective narrative, is consistent, and is not a discrete learning activity in one unit that we then neglect or forget for the remainder of the semester, it helps build trust. Because it normalizes the practice of pausing, it becomes part of our peer support system, empowers us, and gives us concrete tools we can use to re-set and re-regulate. For the student who learns best when they fidget the most, it provides activities. For the student who needs to keep hands busy to keep mind focused, it provides options. For the student who wants to hold space for how they are feeling in their body, emotions, or mind about the conversation taking place, it provides some tools to slow down for that reflection while also staying present for the class. Setting the stage for learning means being intentional about fostering comfort and care while being willing to allow crisis in the door. During crisis, it is critical to cultivate a classroom environment that holds space for uncertainty, fear, pain, and anxiety while also introducing mindfulness practices that invite and guide us back to self-regulation.

A7 Moment of Action

Kelly Smith and Hans Bernier

Activity Description: Each class session begins with a Moment of Action that serves a broader positive social impact to encourage student participation with a trauma-informed lens. These actions are optional, with attempts to develop opportunities related to the course curriculum and the school or students' geographical location, while often drawing connections to recent events. The instructor introduces the Moment of Action and the rationale for sharing it by making connections to current affairs, disciplinary Codes of Ethics, and the course materials.

This practice provides an easy and predictable access point at the beginning of every class. Time is built in for reflection, creating opportunities for students to share their perspectives on the Moment of Action before transitioning into the coursework. Constructing connections with students through the Moment of Action is viable in a traditional setting and is especially meaningful when developing community in a virtual environment.

Goals or Hopes: The goal for the Moment of Action as an opening activity is to build student resilience and collaboration during uncertain times. The Moment of Action welcomes students into class and establishes a platform for empowerment during destabilizing circumstances, such as those caused by the COVID-19 pandemic and necessary resurgence of civil unrest due to anti-Black racism. This activity acknowledges some of the many ways to collaborate within education to share our collective voice on important and relevant issues. Students may also bring a Moment of Action to the class community by sharing resources with the instructor before class.

Trauma-Informed Principles Exemplified: The Moment of Action enacts many trauma-informed principles. The Moment of Action is a trauma-informed practice that increases student resilience with its flexibility to meet specific student needs while also offering a sense of predictability at the start of each class session. The Moment of Action creates openings that acknowledge and recognize individual strengths and experiences while centering on collaboration and mutuality. The Moment of Action generates opportunities for problem-solving and inclusion in decision-making, thereby leveling power differences between the instructors and students. The collaborative nature of these activities and the chance to suggest Moments of Action further help students trust their perspectives matter to the class community. Peer support is also present in the Moment of Action, initiating space for students to build healing relationships with one another based on social work's principles and

values. Finally, students are empowered to choose whether or not to engage with each Moment of Action.

Additional Information: We used Moments of Action to open each class session in the virtual summer intensive course we taught for master's level students at Columbia University's School of Social Work. Students positively reviewed the Moment of Action practice throughout formal and informal course feedback. Some Moment of Action examples we utilized included connections to voter information and registration, shared opportunities to sign online petitions for various social justice campaigns, and review proper capitalization practices for writing names of racial and cultural groups. We also used hashtags and social media to thank and support public figures facing racist and misogynistic attacks and shared documentary clips hoping students might view the films later.

These actions culminated in our final Moment of Action of the course. Students wrote emails to themselves sharing congratulations and recognition of accomplishments, reminding themselves why they began their MSW degrees, listing a goal they hope to achieve soon, including a piece of advice for their future selves. Students were encouraged to draft these emails and "schedule send" the messages to themselves for arrival during their graduation week.

A8 No Questions Asked Late Days Policy

Janice Carello

Policy Description and Wording: This no questions asked late day policy has been the most popular policy change I have made. I have used several versions of the policy which is adapted from a policy in a graduate course I took from Dr. Ariel M. Aloe (2012) who extended students seven late days. Example 1 below is a version that extends unlimited late days. I currently use this version in my graduate-level courses where the emphasis is on professional communication. Example 2 below is a version that limits the number of late days. This example specifies five; more or fewer could be extended depending on the type and length of the course. I have used several versions of this second example in the past and find it works well in courses with students or assignments that benefit from firmer deadlines, for example in undergraduate courses or with assignments with time-sensitive deadlines. No matter which version I use, I also find that most students still submit their work on time.

Example 1: Each student has unlimited late days that may be used without any consequence to the assignment grade. To use late days: notify me by email at least 30 min before the assignment is due. Late days start immediately after the due date and run for 24 h. If you do not notify me in advance (or as soon as possible if circumstances did not permit prior notification) the assignment will be graded as late. Late assignments cannot earn a grade higher than B.

Example 2: Each student has a total of 5 late days that may be used on major assignments without any consequence to the assignment grade. Late days cannot be used on Check-Ins or Forums. To use late days: notify me by email at least 30 min before the assignment is due. Late days start immediately after the due date and run for 24 h. If more than 5 late days are accumulated, or if you do not notify me in advance, the assignment will be graded as late. Late assignments cannot receive a grade higher than B.

Goals or Hopes: A late days policy acknowledges that life happens and that all of us need an extended deadline occasionally. With this policy, there are no questions asked: students are empowered to assert their right to these days without explanation. Some instructors and students prefer limiting the number of late days helps provide needed structure and accountability. For me, the emphasis is on encouraging students to contact me rather than avoid me when they need extra time. Since implementing late days policies over the past decade, I have literally eliminated conflict with students over deadlines

and late work grades. I have also eliminated my stress in dealing with late work.

Trauma-Informed Principles Exemplified: Safety, Trustworthiness, Collaboration, Resilience

Additional Information: Sometimes students do choose to share the reason they are using late days, and the reason is not always crisis or illness. During a summer session I was teaching, for example, one student shared that the late days policy helped them engage in self-care and spend some much-needed time with their child. They explained it had been such a beautiful summer evening, and they had been so busy with responsibilities, that they chose to stay outside and enjoy the time with their child that evening for as long as they could instead of coming inside early and rushing to finish their homework. They wanted me to know that the late days policy afforded them space to make that choice that without fear of guilt or penalty. The assignment was completed thoughtfully and thoroughly and submitted the next day.

Reference

Aloe, A. M. (2012, Fall). *CEP 524 Experimental design in educational research* [Course Syllabus]. University at Buffalo.

A9 The Revise and Resubmit

Elizabeth Kleinfeld

Policy Wording: If you turn in work that is complete but is not of passing quality, you will receive a revise and resubmit request (R&R). A R&R request includes detailed comments from me about the kinds of revisions that need to be made to bring a piece to passing quality and a suggested deadline for submission of the revision. If the resubmitted work is of passing quality, you will get full credit for the assignment; if the resubmitted work is not of passing quality, you will receive another R&R. If you choose not to resubmit it, you will get no credit for the assignment. You can (and should) consult me and/or a Writing Center consultant during your revision process. You can also negotiate a different deadline if the one I've suggested isn't feasible for you.

Goals or Hopes: This policy allows me to intervene and support any student who is sincerely attempting to do the work but isn't able to achieve all of the outcomes of the assignment in the timeframe indicated in the syllabus. Often students need more time because of stress, work, neurodiversity, or any number of other factors. The timelines I construct for assignments are based on my estimation of what is reasonable; the policy acknowledges that there is a lot happening in students' lives that I am unaware of and so did not account for in my timelines. The policy also allows students to submit work that is not of passing quality without fear of judgment because I share that I receive revise and resubmit requests on almost all the article manuscripts I send out, so R&R is a normal part of the writing process.

Trauma-Informed Principles Exemplified: safety, trustworthiness, attention to gender/race/other issues

Additional Information: This policy normalizes failure as part of any learning process and allows me to position myself as a supportive coach rather than a penalizing judge. The policy is an example of labor-based grading that incorporates equity practices into the writing classroom. This means that there is no option for partial credit; students who do work of passing quality earn full credit regardless of how many R&Rs they get on a particular assignment.

A10 Trigger Warning

Molly Wolf

Policy Wording: *Trigger Warning* *Please Note: In this course you are learning about very difficult topics. In some instances, the course material may be sensitive or emotionally provocative, and may trigger a response that you weren't expecting or that becomes overwhelming.

- **In Class:** This material is emotionally difficult. It may trigger memories or feelings for you. Remember that you are not trapped in our classroom. If you need to, it's totally okay to just get up and leave the room. I promise you, no one is paying attention to you, and if they are, they will just think you need to pee. (But please come back when you are feeling up to it, so I don't worry.)
- **At Home: Try to do the readings and homework assignments during the day** whenever possible, and leave yourself enough time to wind down before bed without having this on your mind.
- **At Home: Take your time with the assignments.** When you need to stop because it is getting too emotionally difficult, allow yourself the opportunity to stop. Honor the messages your mind and body are giving you by listening to them.
- **At Home:** Should this course material be problematic, students are encouraged to reach out to campus resources or their personal therapist as they may be helpful in dealing with such concerns.
- **Please Know:** that while we are reading about issues (such as trauma), the larger truth is that **survivors of trauma can and do heal** from trauma. They go on to lead beautiful, meaningful lives. They get married, they have children, they have great jobs, etc. **The trauma is just a chapter in their story, and with great social workers like you, it is not the end of their story. Their story's not over yet, and neither is yours.**

Goals or Hopes: This policy acknowledges that the material taught in this class is emotionally difficult and may elicit strong emotions, feelings, or memories. As such, this material may 'trigger' a response from students that could a) make them feel disempowered (such as when they are surprised by triggering material), or b) flood them with emotion to the point that learning cannot occur. Using a trigger warning normalizes the fact that triggers occur for everyone and that feelings about material and triggers are okay/valid, the disruption to learning can be minimized, and the student's emotional and mental health can be safeguarded.

Trauma-Informed Principles Exemplified: Safety, Trustworthiness, Choice, Empowerment, Resilience

Additional Information: When I am teaching emotionally difficult material, which often happens in classes that deal with trauma, I always give a speech in the very beginning of seated classes that acknowledges triggering material. I remind the class participants that it is okay to get up and leave the class whenever they need to. We discuss the policy at the beginning of class as well. This policy uses compassion (by acknowledging the students' feelings, and the emotional difficulty of the material) as well as humor (by advising that it is okay to leave the room when things get hard, because we will just think they need to use the restroom).

When I am teaching courses online (asynchronously), I have the students sign this policy to acknowledge that they have read it. For both online and seated courses, I have the students write down three concrete ways they will handle “triggers” during completion of homework assignments (such as by walking away, reading a book, talking to a friend, etc.), and ask them to use that written “cheat sheet” of coping mechanisms whenever they are feeling triggered by the material. This entire ‘trigger warning’ policy has been very popular with students. Some have mentioned they have asked other professors to use trigger warnings in their classes as well. Students have also posted on social media about how grateful they are to have taken a class with a professor who puts this much effort into caring about students’ emotional states during the learning of potentially traumatic material.

All Panels and Pain: Teaching with Comics During Times of Trauma

Danielle Peloquin

Assignment Description: Comics are more than just entertainment; they are primary sources that document the social issues, events, and trauma from the period in which they were created. Based upon your understanding of comic authors and artists as witnesses, create a character sketch that has personally experienced or witnessed the experience of a traumatic social event (COVID-19, Black Lives Matter protests, school shootings, reaction to political elections, etc.). The character sketch could represent your understanding and response to the event or be in contrast to your own experience. Character sketches might include:

1. Physical description including:
 - a. Clothes
 - b. Mannerisms
 - c. Physical features
 - d. Language
 - e. Associated colors
2. Experience with and response to the social event including:
 - a. Perspective of the event
 - b. Interpretation of the event
 - c. Immediate and lasting impact of event on the character
 - d. Response to the event
3. Relationship and interactions with other people/characters:
 - a. Relationship with “hero” in comic
 - b. Growth in comparison to static characters
 - c. Emotional connection to hero, friends, and enemies
 - d. Extent to which relationships and interactions have changed since event
4. Dynamic character arc including:
 - a. Socio-economic background
 - b. Inciting incident
 - c. Motivation
 - d. Challenges
 - e. Climax
 - f. Where they are now (physically, emotionally, and socially)

Goals or Hopes: Since their birth in the 1960s, underground comixs resisted resistance. Fortunately, recent comics and graphic novels in the mainstream have drawn on this truth-telling legacy to focus on emotionally fraught social issues. These texts provide educators a way not only to engage students but also establish courageous conversations about community, health, wellness and their intersections with race, class, and sexual identity. By teaching comics and graphic novels that are grounded in these social topics, educators can foster higher-level thinking while maintaining an academic atmosphere that is nurturing and inclusive. Additionally, the creativity of comics and graphic novels lends itself to expressive projects and assignments that generate space for students to safely process their grief and anger.

Trauma-informed Principles Exemplified: Safety, Trustworthiness, Collaboration, Resilience

Additional Information: Besides being posed as electives, comics have always skirted the academic arena as literary outcasts that were unworthy of being granted admittance into academia. One of the reasons for this neglect is that comics and graphic novels have been the voice of the marginalized and disenfranchised for decades. Representations of the personal and cultural casualties brought on by oppressive and institutionalized racism, classism, anti-Semitism, nationalism, xenophobia, and homophobia have long been included within the paneled pages of comics and graphic novels. While these issues are front of mind for students and these stories the ones that frame their experience, prescriptive classroom discussions and rigid instructional strategies often keep such “matters” and possibly deep learning at arm’s length.

Historically, educators have believed the stigma that follows comics and graphic novels as being academically inadequate. This is due in part to the fact that comics were perceived to be low culture and, literally and figuratively, disposable. For decades, scholars discounted comics as escapism created by Jewish authors and artists during the height of twentieth century antisemitism. Currently, academics use the popularity and widespread consumption of comics as evidence of its utilitarian purpose which is deemed to be at odds with scholarly texts. Subsequently, most educators do not feel comfortable teaching with this medium because they are unfamiliar with its construction, history, and literary or social merit. Due to the current social and academic upheaval, this is the quintessential time to start investigating creative instructional strategies that combine academic acumen with emotional intelligence. Comics and graphic novels provide educators an opportunity for deep learning and critical thinking practices while engaging students in the issues that are front and center in their lives.

A12 Partner Exams

Kimberly L. Hardner, DSW, LSW

Activity Description: Partner exams can be a useful trauma-informed tool to implement in the classroom, both in the face-to-face setting and online. Partner exams provide students with the option of taking exams either individually or with a partner and can be used with any type of exam questions including multiple choice, matching, short-answer, and essay questions. Students can select their own partner or can ask the instructor to assign them a partner for the exam. In order to take the exam with a partner, students should notify the instructor of their intention to take the partner exam and identify their partner one week prior to the exam so that the instructor can match other students who are interested. Exams are graded individually, so each student submits their own exam and their answers/responses do not need to match those of their partner.

Goals or Hopes: When traditional exams are given, students are expected not to talk and to keep their eyes on their own papers. These rules are then enforced by a watchful instructor to ensure no one cheats, yet for some students this setting might be a trauma trigger. Providing the option to take exams with a partner can serve as a means to enhance physical and emotional safety so that students can focus on the task at hand, demonstrating their level of understanding of course concepts. Being transparent about the ways in which partner exams demonstrate the principles of trauma-informed care in the classroom setting can serve as a way to enhance trustworthiness between students and the instructor. Partner exams promote peer support and collaboration by allowing students to talk through scenarios and engage in problem-solving and deductive reasoning with a peer, modeling the recognition in trauma-informed care that one is not alone and that shared decision-making can be empowering. Further empowerment occurs by offering students choices and opportunities to use their voice.

Trauma-Informed Principles Exemplified: Safety, Trustworthiness, Peer Support, Collaboration, and Empowerment, Choice and Voice

Additional Information: Practical considerations for the use of partner exams include finding an appropriate physical setting for face-to-face students to take the exam, being flexible with the number of partners, and being more lenient with the time of the exam for online students. The first time I utilized the practice of partner exams, 28 out of my 30 students selected the partner option. I was able to use our regularly-scheduled classroom for the 28 students and found a quiet space just across the hall for the two students who chose to take the exam individually so that I could still be available if they had any questions during the exam. In another class, I had 15 of out of 22 students select

the partner exam option, so that required one group of 3 students who took the exam together since there was an odd number. For this exam, I scheduled space in the library where there was an area for students who chose to take the exam individually right next to small study rooms where the partners took their exam.

One helpful tip for the implementation of partner exams in online classes is to give students leniency as to when the exam needs to be taken, enhancing student choice. Although the online classes I taught during the pandemic were synchronous, I provided students with a 24-h period to take the exam. Once the students began the exam, they had 1 h and 15 min to complete it, just as they would in the face-to-face classroom. Students who chose the partner exam utilized Zoom to take the exam synchronously with their partner.

Feedback on partner exams from students demonstrated how helpful this practice is in promoting student choice and the importance of peer support and collaboration. Students shared that having a partner reduced stress and anxiety about the exam and allowed them to talk through differences they came across in their responses, to further explore content and topics within the exam, and to enhance their understanding and application of course content. This feedback verified my belief in the importance of providing student with choices, opportunities to collaborate, and a safe space when it comes to exams.

Reviewing exams during the subsequent class time, I also observed students to be more engaged in the large group discussion than they had been in the past. Though test scores between students who chose the partner exam versus those who chose to take the exam individually are similar, overall test scores were on average 2–3 percentage points higher than before I started providing the option of partner exams.

A13 Best Practices for Online Content Design

Christine M. Rine

Description: Course structure guidelines for online content that incorporate components of Universal Design for Learning and Trauma-Informed teaching practices are exemplified in Quality Matters (QM) standards (QM, n.d.). I have found these standards helpful as they suggest that learners are provided with:

1. A clear starting point and expectations.
2. Clarity between objectives, content, and assignments.
3. Multiple, varied, and sequenced assignments with criteria and rubrics.
4. A variety of current instructional materials that are cited and clearly connected to objectives.
5. Clear requirements for learner-learner and learner-instructor communication and assignments that promote active learning and interaction.
6. Technology tools that support objectives, engagement, and active learning with information on data privacy and protections.
7. Clear information, instructions, and access for technology support and accessibility policies and services.
8. Easy to navigate online course components that facilitate readability and accessible text, images, files, documents, websites, and multimedia items accompanied by accessibility statements.

Using the first standard as an example, we can delineate a clear course starting point and expectations by alerting learners to

1. Where and how to start our course.
2. How to access course components.
3. The purpose and structure of our course.
4. Communication expectations.
5. Policies they are expected to follow.
6. Requisite computer/digital literacy skills.
7. Prerequisite knowledge/skills to be successful.

To illustrate what these might look like in practice, I can use ‘Where and how to start our course’ as an example. To ensure that students clearly understand where and how to start, I make their landing page upon log-in a personalized announcement with ‘Welcome’ and ‘Start Here’ in large font and in a color that stands out from other LMS content. This message can be personalized by student name reading “Welcome Jane Doe” as an option in our LMS, thus adding to a sense of engagement and individuation.

The content that follows under ‘Start Here’ is clearly presented in numbered organization where I list what to know and do in the first week

of the course followed by pertinent information such as an overview of the course website and how to access various course components (i.e. content by week; course resources; syllabus; materials that support assignment completion; where to submit assignments; how to communicate with me and their course colleagues; and, how to view grades and assignment feedback). I also highlight first week of class attendance expectations by asking students to complete a self-introduction video in reply to my instructor introduction video. This gives online students an opportunity to virtually meet and reply to their course colleagues and me and promotes engagement through learner-learner and instructor-learner communication.

This approach to starting our course acclimates students to the course design and expectations while establishing a positive tone; all of which goes a long way to put students at ease from the very first day of class. I believe that using these best practices for online content design not only benefits our students but also advances my professional development and ability to foster supportive learning environments as an instructor. Frankly, the better organized my course is from the beginning, the fewer student questions, concerns, and issues arise throughout. Additionally, managing as much course content as possible in the online LMS platform keeps me on track with the overall progression of the class as well as smaller elements such as grading, feedback, common areas of student confusion, and alerts me to students who need individual attention to succeed.

Goals: Best practices for structuring online content is an important consideration for those of us teaching with any distance learning components. This ranges from completely asynchronous online courses to in-person courses augmented by online content such as that contained in Learning Management Systems (LMS). I have found that students can easily become overwhelmed, stressed, and anxious when online content is confusing, difficult to navigate, and poorly organized. These initial impressions can set a persistent negative tone that can lead to poor engagement and learner outcomes. The aim of these practices is to enhance teaching and learning through student-centered design, content, and support that is both useful and suitable for learners with diverse strengths and abilities.

Trauma-Informed Principles Exemplified: Safety; Trustworthiness & Transparency; Support & Connection; Collaboration & Mutuality; Empowerment, Voice, & Choice; Resilience, Growth, & Change.

Additional Information: QM is a nationally recognized program for training and certification to assure quality courses across educational levels and delivery

modalities. More information about what they offer, along with specific strategies to adapt courses to these standards, can be accessed at <https://www.qualitymatters.org/>.

Reference

Quality Matters. (n.d.). *Helping you deliver on your online promise*. <https://www.qualitymatters.org/>

APPENDIX B: QUESTIONS FOR REFLECTION AND DISCUSSION

Finally, we close the book with questions that provide readers an opportunity to reflect on their own lived experience as they engage with each of the chapters or discuss insights and ideas with others. We anticipate these questions could be used as a guide for writing one's own personal narrative, for classroom use, or book club discussions.

Narrative Questions for Personal Reflection

Telling our story is the first step to healing from trauma. The questions below are designed for personal reflection to elicit a narrative about your experiences during crisis and guide you on the path to telling your own story, to healing.

- How has the recent crisis affected your teaching and learning? What adjustments have you had to make?
- How have your relationships with your students and colleagues been affected by this crisis?
- What has been the most distressing or challenging part of teaching and learning during crisis?
- What policies and practices did not work very well during the crisis, and what did you learn from these disappointments?
- What policies and practices did work well, and what did you learn from these successes?
- What policies and practices that you put in place might you keep in the future?
- Looking back, what do you think and feel about your teaching and learning experiences during crisis?
- What losses, if any, are you still grieving?
- What accomplishments, if any, are you celebrating?

- What questions do you still have about teaching and learning in times of crisis?
- What have you learned about yourself as a person and as an educator?
- What things might you do differently in your courses in coming semesters? What help might you need to do this?
- Are there things you would like to see others do differently in coming semesters? What help might they need to do this?
- What else might you want others to know about teaching and learning in times of crisis?

Questions for Discussion

The questions below are designed for group discussion to promote reflection, foster conversation, and build community and could be used in classroom or book club discussions.

- How do we support our students (colleagues) without coddling them or acting like their therapist?
- How do we decrease the workload and build in more flexibility without decreasing rigor?
- What are ways to support students and colleagues who are having difficulty and perhaps not showing up or responding?
- In what values work can we engage to mitigate stereotype threat, stigma, and shaming; affirm students' and colleagues' own stories, and increase student resilience in the face of crisis and inequality?
- In what ways are our current policies and practices congruent with a trauma-informed and equity-centered approach to teaching and learning? How might we bolster these?
- In what ways are our current policies and practices *incongruent* with a trauma-informed and equity-centered approach to teaching and learning? How might we realign these without shaming ourselves or others?
- What experiences have instructors brought with them to the classroom and what do we have in place for them to address their own stress/trauma so that they are emotionally and intellectually ready and available to work with students and colleagues?
- What supports outside of the classroom do we have in place for our students so that they are emotionally and intellectually ready and available when they walk into the classroom?
- How do we recognize and affirm our own, our students', and our colleagues' resilience and strengths?
- What does self-care mean to us? What is our process for healing and recovery as educators?

APPENDIX C: RESOURCES

Books

Lessons from the Pandemic: Trauma-Informed Approaches to Crisis, College, Change

Janice Carello & Phyllis Thompson (Eds.)

Incorporating Diversity and Inclusion into Trauma-Informed Social Work

Laura Quiros

Equity-Centered Trauma-Informed Education

Alex Shevrin Venet

Bandwidth Recovery

Cia Verschelden

Transformative Approaches to Social Justice Education: Equity and Access in the College Classroom

Nana Osei-Kofi, Bradley Boovy, and Kali Furman

Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education

Frank Tuitt, Chayla Haynes, & Saran Stewart (Eds.)

What Happened to You?: Conversations on Trauma, Resilience, and Healing

Oprah Winfrey & Bruce Perry

Helping Skills for working with College Students: Applying Counseling Theory to Student Affairs Practice

Monica Galloway Burke, Jill Duba Sauerheber, Aaraon W. Hughey, and Karl Laves

Indigenous and Decolonizing Studies in Education: Mapping the Long View

Linda Tuhiwai Smith, Eve Tuck, K. Wayne Yang (Eds.)

Trauma and Human Rights: Integrating Approaches to Addressing Human Suffering

Lisa D. Butler, Filomena M. Critelli, and Janice Carello

Web Resources

Colleges and Universities for Resilience (CURE) Listserv
cure@listserv.etsu.edu

To join the CURE listserv, contact Dr. Wallace E. Dixon at
dixonw@mail.etsu.edu

University at Buffalo School of Social Work Self-Care Starter Kit
<http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

Trauma-Informed Oregon's Trauma-Informed Resources Page
<https://traumainformedoregon.org/resources/>

Janice Carello's Trauma-Informed Teaching & Learning Blog
<https://traumainformedteaching.blog/>

Organizations

ETSU Ballard Health Strong BRAIN Institute
<https://www.etsu.edu/institute/strong-brain/>

Campaign for Trauma-Informed Policy and Practice (CTIPP)
<https://www.ctipp.org/>

National Trauma Campaign
<https://traumacampaign.org/>

The Institute for Trauma, Adversity, and Resilience in Higher Education
<https://www.massbay.edu/trauma>

FSU Student Resilience Project
<https://strong.fsu.edu/>

Academic Resilience Consortium
<https://academicresilience.org/>

Institute on Trauma and Trauma-Informed Care
<http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care.html>

PACEs in Higher Education
<https://www.pacesconnection.com/g/aces-in-higher-education>

Community Services

Call 211 to get referrals for local community services or visit the 211 website (211.org) for more info.

Networks such as Psychology Today, Good Therapy, and Therapy Tribe provide assistance for finding therapists, teletherapy, treatment centers, and support groups nationwide.

Crisis Services

National Hope Line
 Call or text 877-235-4525
<https://www.hopeline-nc.org/>

Crisis Text Line
 Text HOME to 741,741
<https://www.crisistextline.org/>

Samaritans
 Call or text 877-870-4889
<https://samaritanshope.org/our-services/24-7-helpline/>

Lifeline Chat
 Call 800-273-8255 or use chat services on website
<https://suicidepreventionlifeline.org/chat/>

IMAlive
 Click on Chat Now button on website
<https://www.imalive.org/>

Trans Lifeline Hotline

Call 877-565-8860

<https://translifeline.org/>

The Trevor Project

Call 866-488-7386, text START to 678-678, or use chat services on website

<https://www.thetrevorproject.org/get-help/>

Veterans Crisis Line

Call 800-273-8255 (press 1) or Text 838,255

<https://www.veteranscrisisline.net/>

NAMI HelpLine

Call 800-950-NAMI (6264), text NAMI to 741-741, or use chat services on website

<https://www.nami.org/help>

SAMHSA's National Helpline

Call 800-662-4357 (HELP)

<https://www.samhsa.gov/find-help/national-helpline>

Disaster Distress Helpline

Call or text 800-985-5990

<https://www.samhsa.gov/find-help/disaster-distress-helpline>

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