Session 1: Creating a Common Language

JANICE CARELLO, PHD, LMSW

Our Time Together

Four Sessions

- **Session 1: Creating a Common Language 11:30-12:45**
- Session 2: Creating Connection 1:00-2:00
- Session 3: Creating a Trauma-Informed Learning Environment 2:15-3:15
- Session 4: Creating Time for Reflection 3:30-4:30

Mostly didactic with informal polls and chat participation

Ask questions & share comments as we go

Slides & workbook will be shared

What brings us here?

Trauma &
Trauma-
Informed
Care (TIC)
Basics

True or False?

Trauma-Informed Care (TIC) was developed as an alternative to medical models of practice.
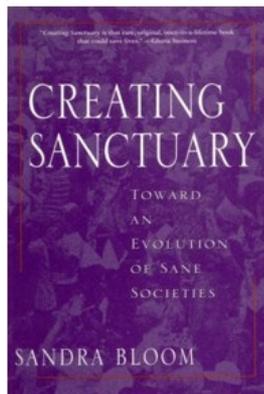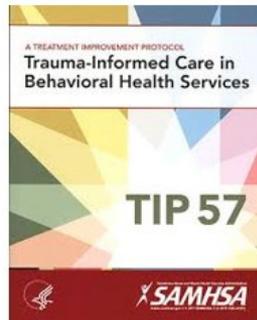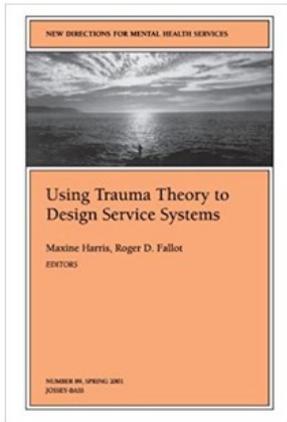
True or False?

Interventions such as prolonged exposure, EMDR, trauma-focused CBT, and mindfulness are examples of Trauma-Informed Care.

Trauma-Informed ≠ Trauma Specific
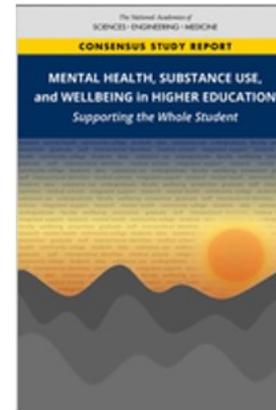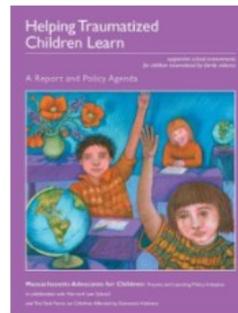
Trauma-Informed

"an organizational change process centered on principles intended to promote healing and reduce the risk of retraumatization for vulnerable individuals." (Bowen & Murshid, 2016, p. 223)

Trauma-Specific
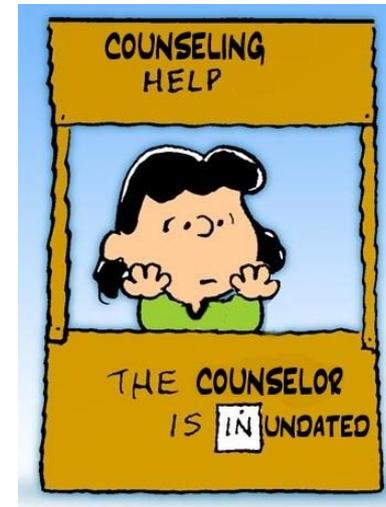
Treating specific symptoms or syndromes related to traumatic experiences (e.g., EMDR, trauma-focused CBT, prolonged exposure, mindfulness)

Trauma-Informed Colleges & Universities

Trauma-Informed Teaching & Learning

Today's focus

True or False?

There's a checklist for becoming trauma-informed.

Harris & Fallot's Principles of TIC

1. Safety
2. Trustworthiness
3. Choice
4. Collaboration
5. Empowerment

Feminist Trauma Theory

Non-life threatening stressors may be considered traumatic

Disability Theory

Views the environment as a problem rather than the individual

Betrayal Trauma Theory

Emphasizes individual & institutional roles in perpetuating harm and promoting healing

Characteristics of Abusive Relationships

Betrayal occurs at the hands of a trusted caregiver or supporter

Boundaries are violated & reimposed at the whim of the authority figure

Secret information & relationships are maintained and even encouraged

The voice of those less powerful is unheard, denied, or even invalidated

Those in a subordinate position feel powerless to alter or leave the relationship

Reality is reconstructed to represent values and beliefs of those in power

Events are reinterpreted and renamed to protect those in power

(Harris & Fallot, 2001, p. 9)

Safety

Trustworthiness and Transparency

Peer support

Collaboration and mutuality

Empowerment, voice and choice

Cultural, Historical, and Gender Issues

SAMHSA's Guiding Principles of TIC

(SAMHSA 2014)

Trauma-Informed Teaching & Learning Principles

Safety	Trustworthiness & Transparency	Support & Connection	Collaboration & Mutuality	Empowerment, Voice & Choice	Diversity, Equity & Inclusion	Resilience, Growth & Change
Creating an environment that feels safe enough to take risks and learn from mistakes.	Making expectations clear, ensuring consistency in practice, maintaining appropriate boundaries, and minimizing disappointment.	Connecting with appropriate peer and professional resources to support academic, personal, and professional success.	Acting as allies rather than as adversaries and creating opportunities to share power and make decisions.	Building in opportunities to make choices, be heard, build skills, and develop confidence and competence.	Respecting diverse experiences, perspectives, and identities and cultivating a sense of belonging.	Recognizing strengths and resilience and providing feedback to help each other grow and change.

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

https://traumainformedteaching.blog/resources/

Thompson & Marsh (2022)

Fig. 2.1 Trauma-informed principles as wheel of practice

Imad (2022)

1. Work to ensure your students' emotional, cognitive, physical, and interpersonal safety.
2. Foster trustworthiness and transparency through connection and communication among students.
3. Intentionally facilitate peer support and mutual self-help in your courses.
4. Promote collaboration and mutuality by sharing power and decision-making with your students.
5. Empower voice and choice by identifying and helping build on student strengths.
6. Empower your students to self-regulate by teaching them about the biology of learning.
7. Impart to your students the importance of having a sense of purpose.
8. Pay attention to cultural, historical, and gender issues.

Stages of becoming Trauma-Informed

Trauma Aware	Trauma Sensitive	Trauma Responsive	Trauma Informed
• Have become aware of how prevalent trauma is and have begun to consider how it might impact their clientele and their staff.	• Have begun to explore and build consensus around TI principles, consider the implications of adopting the principles, and prepare for change.	• Have begun to change their culture to highlight the role of trauma. • At all levels, staff have begun re-thinking organizational routines and infrastructure.	• Have made trauma-responsive practices the norm. • Work with other partners to strengthen collaboration around being trauma informed.

Some terms you may have heard

Trauma-Informed
Trauma-Aware
Trauma-Sensitive
Trauma-Responsive
Healing-Centered
Compassionate Teaching

Shared Assumptions

Realize	the widespread prevalence and impact of trauma
Recognize	signs and symptoms of trauma
Respond	by integrating knowledge about trauma into policies and practices
Resist	re-traumatization and promote resilience & growth

(adapted from SAMHSA, 2014)

Shifting Focus

INDIVIDUAL

What is *wrong* with you?

Trauma as disorder or impairment

INDIVIDUAL IN ENVIRONMENT

What has *happened* to you?

Trauma as injury or obstacle

(Bloom & Sreedhar, 2008; Harris & Fallot, 2001)

True or False?

Trauma is an event that is life-threating.

Defining *trauma*
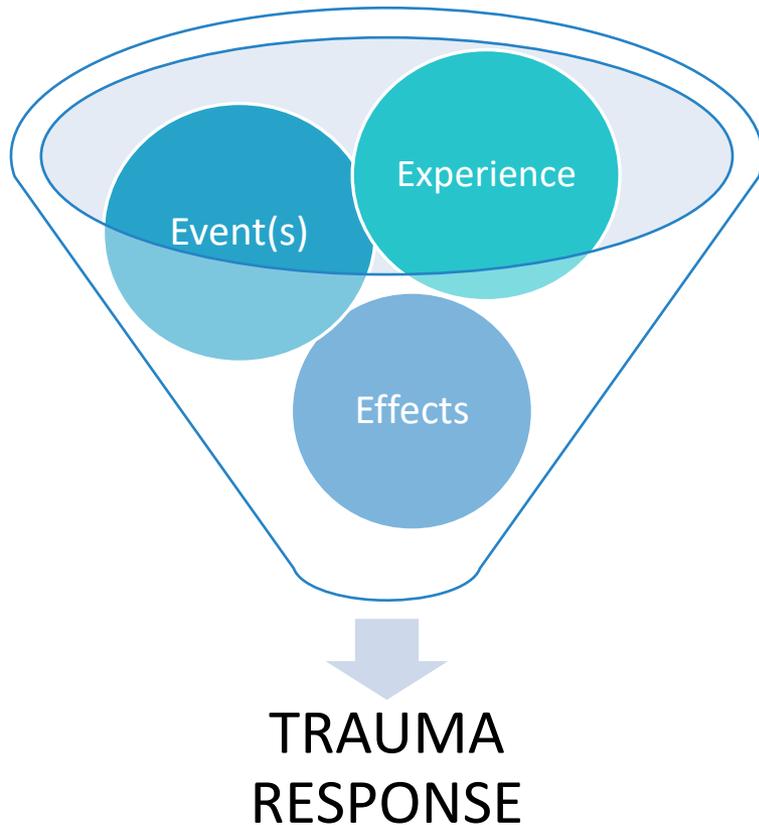
TRAUMA
RESPONSE

(SAMHSA, 2014)

"Traumatic events overwhelm the ordinary systems of care that give people a sense of control, connection, and meaning."

(Herman, 1997)

Types of Trauma

(adapted from Kira et al, 2013; SAMHSA, 2014)

Acute Trauma, PTSD

- Survival traumas
- When a traumatic event happened once and stopped
- e.g., rape, car accident, natural disaster

Complex Trauma

- Personal identity & attachment traumas
- When a traumatic event happened several times in the past and stopped
- e.g., abuse, combat, trafficking, torture

Continuous Traumatic Stress

- Collective identity traumas
- When a traumatic event happened, continued to happen, and did not stop
- e.g., racism, sexism, ableism, transphobia, poverty

Remember

Trauma

$$\neq$$

Upset or Discomfort

PTSD symptoms

Post-Traumatic Stress Disorder (PTSD)
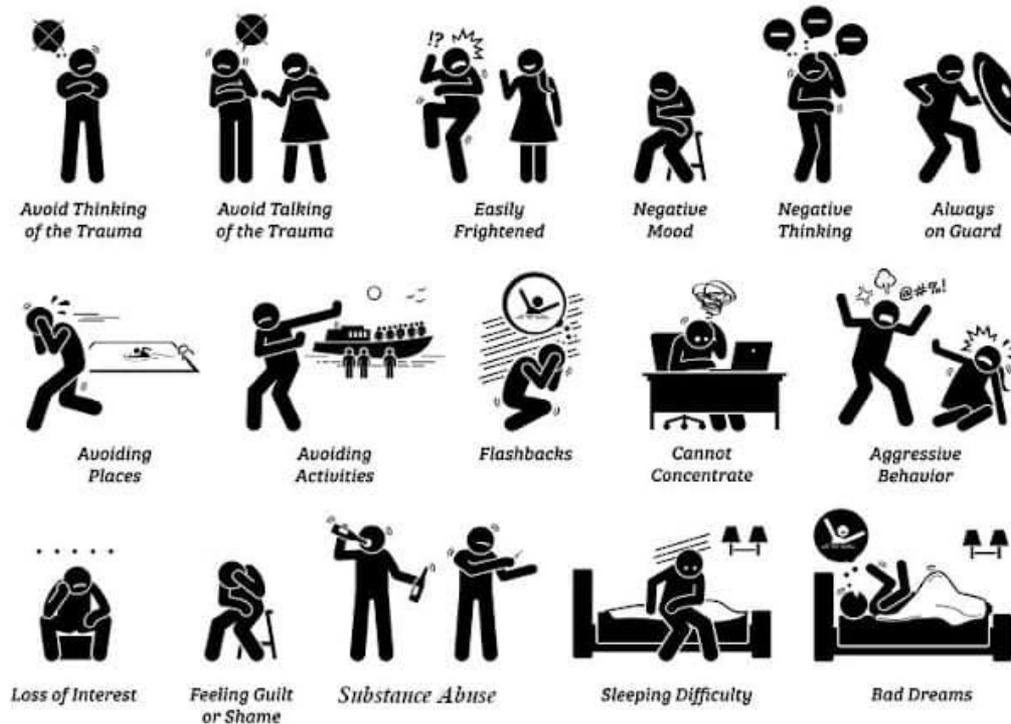
Complex PTSD symptoms

Emotion Regulation: persistent sadness, suicidality, anger

Consciousness: forgetting traumatic events, feeling detached

Self-Perception: helplessness, shame, guilt

Distorted Perceptions of Perpetrator: preoccupation with perpetrator or revenge

Relationships: isolation, distrust, search for a rescuer

System of Meaning: loss of faith, sense of hopelessness or despair

Limitations of a PTSD-oriented framework

Overlooks symptoms as attempts to cope

Overlooks non-PTSD symptoms or responses (e.g. depression, anxiety, substance abuse, self-harm, parenting difficulties)

Overlooks policies, procedures & environments that lead to symptoms

May parallel trauma-specific treatment which risks positioning educators as therapists and focusing only on student crisis & trauma

To experience trauma is also to

Feel terrified, confused, and betrayed → Experience physical and/or emotional violation → Be the object of another's rage, neglect, or cruelty → Feel powerless, helpless, damaged → Lack agency or control → Events, situations, environments, or relationships that recapitulate these experiences may be perceived as *retraumatizing*

(Adapted from Butler, Critelli, Rinfrette, 2011)

Retraumatization

SORE SPOTS   OBSTACLES
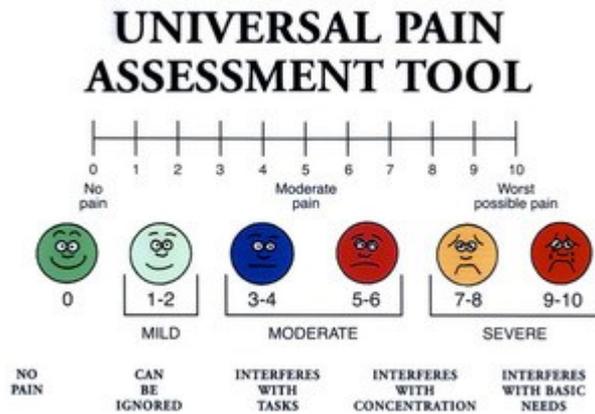
True or False?

Content such as sensitive topics can be retraumatizing.

Retraumatization is often about conflict

Threatening

Abusive

Oppressive

Neglectful

Abandoning

Unfair or disproportionate punishment

Learning & recovery are often about connection

"When this event happened I asked for an extension from two of my professors. One of them said absolutely, no problem. The other professor I had addressed how I was, if I was receiving services, reported the incident and asked that I receive follow up from [school] services. The last thing she addressed was that I could have an extension for longer than I asked for and told me to call her if I needed further assistance. That meant a lot more to me than I could have guessed it would."

True or False?

All forms of trauma result in posttraumatic growth.

Resilience

The ability to recover quickly and return to the level of functioning that was present before an adverse experience occurred

Stress-Related Growth

The perception or experience of benefitting from coping with a **stressful** event

Results in a higher level of functioning than one had prior to the **stressful** event

Posttraumatic Growth

The perception or experience of benefitting from coping with a **traumatic** event

Results in a higher level of functioning than one had prior to the **traumatic** event

SRG happens in response to non-traumatic situations and is not the same as PTG

(Kira et al, 2013)

Type I Traumas (Acute)

- Survival traumas
- When a traumatic event happened once and stopped (e.g., car accident)
- **Positively associated with PTG**

Type II Traumas (Complex)

- Personal identity & attachment traumas
- When a traumatic event happened several times in the past and stopped (e.g., physical and sexual abuse)
- **Not associated with PTG**

Type III Traumas (Continuous)

- Collective identity traumas
- When a traumatic event happened, continued to happen, and did not stop (e.g., discrimination and racism)
- **Negatively associated with PTG**

True or False?

The majority of college students have experienced potentially traumatic events.

Trauma prevalence rates

66-94%	68-89%	13 million	> millions
college students report lifetime exposure to one or more potentially traumatic events	general population have experienced at least one potentially traumatic event	Americans experienced PTSD in 2020	trauma survivors develop sub-syndromal symptoms or other disorders

(Boals et at., 2020; Cusack et al., 2019; U.S. Dept of Veterans Affairs, 2023)

Risks of Direct Trauma Exposure on College Students

PTSD	Depression	Substance abuse
Adjustment problems	Lower GPA	Dropout

(Arguette & Edeman, 2019; Bride, 2007; DeBerard et al., 2004; Duncan, 2000; Kallsen, et al., 2020)

Thriving
"I got this."

Surviving
"Something isn't right."

Struggling
"I can't keep this up."

In Crisis
"I can't survive this."

Thriving	Surviving	Struggling	In Crisis
Calm and steady with minor mood fluctuations	Nervousness, sadness, increased mood fluctuations	Persistent fear, panic, anxiety, anger, pervasive sadness, hopelessness	Disabling distress and loss of function
Able to take things in stride	Inconsistent performance	Exhaustion	Panic attacks
Consistent performance	More easily overwhelmed or irritated	Poor performance and difficulty making decisions or concentrating	Nightmares or flashbacks
Able to take feedback and to adjust to changes of plans	Increased need for control and difficulty adjusting to changes	Avoiding interaction with coworkers, family, and friends	Unable to fall or stay asleep
Able to focus	Trouble sleeping or eating	Fatigue, aches and pains	Intrusive thoughts
Able to communicate effectively	Activities and relationships you used to enjoy seem less interesting or even stressful	Restless, disturbed sleep	Thoughts of self-harm or suicide
Normal sleep patterns and appetite	Muscle tension, low energy, headaches	Self-medicating with substances, food, or other numbing activities	Easily enraged or aggressive
			Careless mistakes an inability to focus
			Feeling numb, lost, or out of control
			Withdrawl from relationships
			Dependence on substances, food, or other numbing activities to cope

Adapted from: Watson, P., Gist, R., Taylor, V. Evlander, E., Leto, F., Martin, R., Vaught, D., Nash, W.P.,Westphal, R., & Litz, B. (2013). Stress First Aid for Firefighters and Emergency Services Personnel. National Fallen Firefighters Foundation.

What are signs students are stressed?

Distressed Behaviors

- Marked decline in performance
- Excessive absences or tardiness
- Marked change in appearance or behavior
- Non-responsive to communication
- Disruptive behavior
- Exaggerated emotional response
- Depressed mood
- Confusion

True or False?

The majority of people who work in colleges and universities have experienced potentially traumatic events.

Teaching during Crisis

Amanda Bittner
@amandabittner

Professoring during COVID is basically just responding with "Yes, no problem, just take care of yourself" over and over and over again while triaging your own household & asking for extensions for your own work repeatedly & wondering when you yourself get to come up for air.

12:55 PM · Mar 14, 2022 · Twitter Web App

Typical stages as a disaster unfolds

(Doherty, 2007)

Pre-disaster
- Fear, uncertainty; anger or guilt
- *Why didn't I buy more supplies?*

Impact
- Disbelief, shock, concern for safety of self & loved ones
- *How will we survive this?*

Heroic
- Grateful, supportive, high energy, low efficiency
- *I'm so grateful for everyone's efforts!*

Honeymoon
- Adjusting, optimistic, bonding
- *Go, Team!*

Disillusion
- Tired, irritable as stress continues, need encouragement
- *WHY is everyone chewing so LOUDLY?*

Reconstruction
- Recovering, rebuilding
- *What do we need to keep moving forward?*

Top Signs You're Too Stressed

You find yourself looking for any reason to call in sick and stay in bed all day.

You dread opening your email.

You consider caffeine part of a balanced diet.

You think you will go insane if people don't stop chewing so loudly.

You always assume the worst.

You feel worse when you try to relax.

Risks of Indirect Trauma Exposure

Secondary Traumatic Stress (STS)

- Short-term exposure
- PTSD symptoms
- AKA Compassion Fatigue

Vicarious Trauma (VT)

- Long-term exposure
- C-PTSD symptoms

Burnout (BO)

- Accumulation of job stress
- Long-term impact

Countertransference (CT)

- Overidentify with or try to meet needs through client/student

Common Signs of Secondary Traumatic Stress, Vicarious Trauma, & Burnout

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

Preoccupation with one or more students

Excessive interest in or fascination with details of student's trauma

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)

Moral Injury

Moral Injury
- Lasting social, emotional, behavioral, & spiritual impacts of committing, failing to prevent, or witnessing moral harm

Collective Moral Injury
- Lasting impacts on a community when authorities commit moral harm

Moral Traps
- When caught between pressure to act and inability to meet demands of care due to systemic conditions

(Cohen Lissman, 2023; Barbot, 2020; Hannah et al., 2022; Litz, 2009; Shay, 2014)

True or False?

Trauma can impact teaching and learning.

Impact on learning and behavior

Survival Mode: Flight/Fight/Freeze

Frontal lobe (Prefrontal cortex) goes offline
Limbic system / mind and lower brain functions take over

Learning/
Thinking
Brain
(Prefrontal
Cortex)

Limbic System
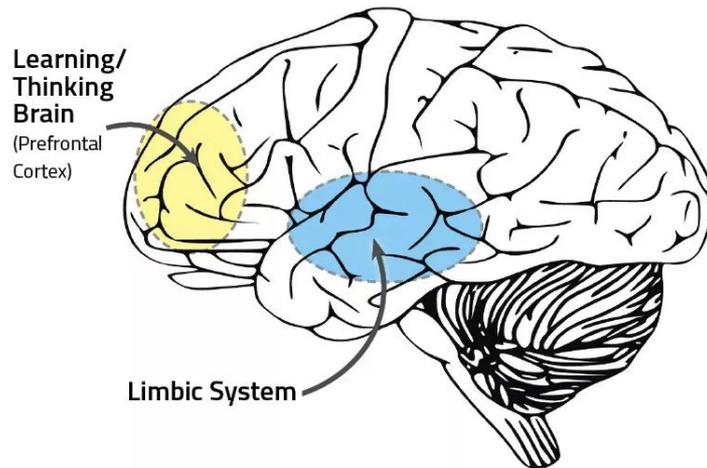
Impaired

- Memory
- Speech
- Thinking
- Judgement
- Information processing

(Groner et al., n.d.)

Window of Tolerance

Hyperaroused State
- Fight/flight response
- Emotional reactivity
- Sweaty palms, increased heart rate
- Difficulty concentrating
- Panic, rage
- Hyper-vigilance

I perceive threat

Optimal Level of Functioning
- Present, Calm and Safe
- Can think and respond clearly
- Engaged and alert

I am safe

Hypoaroused State
- Freeze response
- Lethargic, low energy
- Numb, Lack of emotions
- Little to no physical movement
- Zoning out, dissociation
- Shut down

Nothing I do makes a difference

Impact on Emotion Regulation

Embodied Equity

NIKI ELLIOT (2021, 2022)

STEVEN PORGES (2017)

Reason
(Learning)

Relate
(Belonging)

Regulate
(Safety)
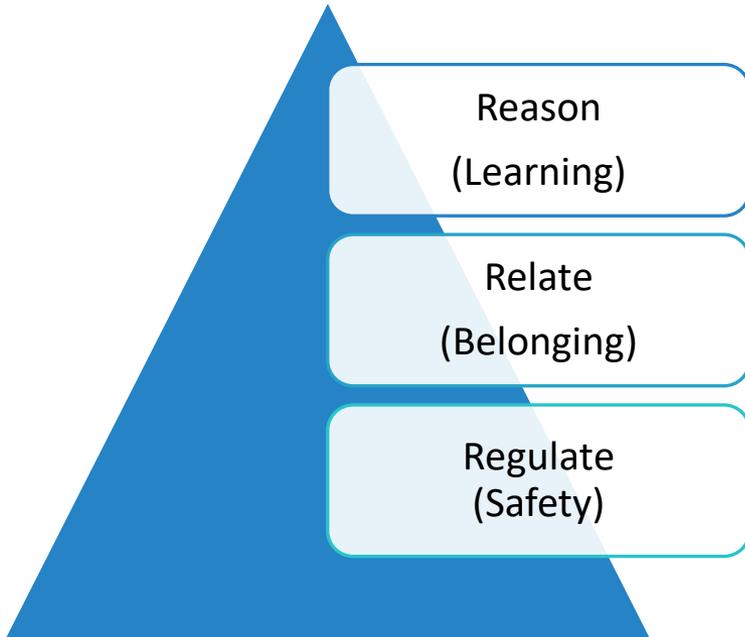
We cannot just avoid causing harm; we must also actively cue safety and reduce defenses.

Changing Our Culture & Climate

(Re)establishing a sense of control, connection, and meaning

Making Higher Education Accessible

Compassion Satisfaction
(Stamm, 2010, p. 12)

"Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society."

PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)

Compassion Satisfaction and Fatigue
(ProQOL) Version 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1=Never	2=Rarely	3=Sometimes	4=Often	5=Very Often

_____ 1. I am happy.
_____ 2. I am preoccupied with more than one person I [help].
_____ 3. I get satisfaction from being able to [help] people.
_____ 4. I feel connected to others.
_____ 5. I jump or am startled by unexpected sounds.
_____ 6. I feel invigorated after working with those I [help].
_____ 7. I find it difficult to separate my personal life from my life as a [helper].
_____ 8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
_____ 9. I think that I might have been affected by the traumatic stress of those I [help].
_____ 10. I feel trapped by my job as a [helper].
_____ 11. Because of my [helping], I have felt "on edge" about various things.
_____ 12. I like my work as a [helper].
_____ 13. I feel depressed because of the traumatic experiences of the people I [help].
_____ 14. I feel as though I am experiencing the trauma of someone I have [helped].
_____ 15. I have beliefs that sustain me.
_____ 16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
_____ 17. I am the person I always wanted to be.
_____ 18. My work makes me feel satisfied.
_____ 19. I feel worn out because of my work as a [helper].
_____ 20. I have happy thoughts and feelings about those I [help] and how I could help them.
_____ 21. I feel overwhelmed because my case [work] load seems endless.
_____ 22. I believe I can make a difference through my work.
_____ 23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].
_____ 24. I am proud of what I can do to [help].
_____ 25. As a result of my [helping], I have intrusive, frightening thoughts.
_____ 26. I feel "bogged down" by the system.
_____ 27. I have thoughts that I am a "success" as a [helper].
_____ 28. I can't recall important parts of my work with trauma victims.
_____ 29. I am a very caring person.
_____ 30. I am happy that I chose to do this work.

True or False?

You are already doing things that are congruent with trauma-informed principles.

Safety

How do you create an environment that feels safe enough to take risks and learn from mistakes?

Examples:

- Using correct name and pronouns

- Ensuring a clear means of egress in physical and virtual spaces

- Scaffolding assignments to reduce overwhelm

- Building in practice attempts (e.g., multiple quiz attempts, drafts, revise & resubmit)

- Not requiring disclosure of personal health information or trauma history

Trustworthiness & Transparency

How do you make expectations clear, ensure consistency in practice, maintain appropriate boundaries, and minimize disappointment?

Examples:

- Responding consistently to email

- Avoiding all-or-nothing or zero-tolerance policies (e.g., attendance, late work)

- Adopting flexible policies that do not require personal information or documentation (e.g., late days)

- Explicitly stating expectations (e.g., detailed instructions, rubrics)

Support & Connection

How do you connect people with appropriate resources to help them succeed academically, personally, and professionally?

Examples:

- Providing referral information for campus and community resources such as counseling, health, and tutoring services

- Building in peer-review opportunities

- Introducing people, groups, forums (e.g., listservs, social networks, guest speakers)

- Announcing community events

Collaboration & Mutuality

How do you invite input, share power, and perceive you as an ally rather than an adversary?

Examples:

- Developing community guidelines or comfort agreements together

- Pointing out patterns of errors and sharing resources so individuals can identify and learn to correct themselves vs doing work for them

- Integrating self-evaluation

- Creating regular informal opportunities for students to give and receive feedback (e.g., check-ins)

Empowerment, Voice, & Choice

How do you build in opportunities to make choices, be heard, build skills, and develop confidence and competence?

Examples:

- Building in choices where possible (e.g., readings, discussion prompt, topic, format)

- Providing opportunities for multiple modes of expression

- Recording highest grade attempt

- Assignments integrating self-reflection

- Opportunities to use professional but informal/conversational language

Diversity, Equity & Inclusion

How do you acknowledge and respect diverse experiences, perspectives, and identities and cultivate a sense of belonging?

Examples:

- Integrating content from diverse sources and perspectives

- Addressing stereotypes, biases, microaggressions, & misinformation

- Creating spaces where students can speak using non-academic dialects and writing conventions

- Inviting students to integrate their perspectives and experiences

- Creating ADA accessible content (e.g., headings, tables, font, color & contrast, alt text)

Resilience, Growth & Change

How do you recognize strengths and resilience and provide feedback that helps people grow and change?

Examples:

- Pointing out what was done well or is improving

- Using language that recognizes improvement is possible (e.g., "Remember to …")

- Building in assignments that integrate reflection on strengths of self and others

- Emphasizing learning rather than rule obedience
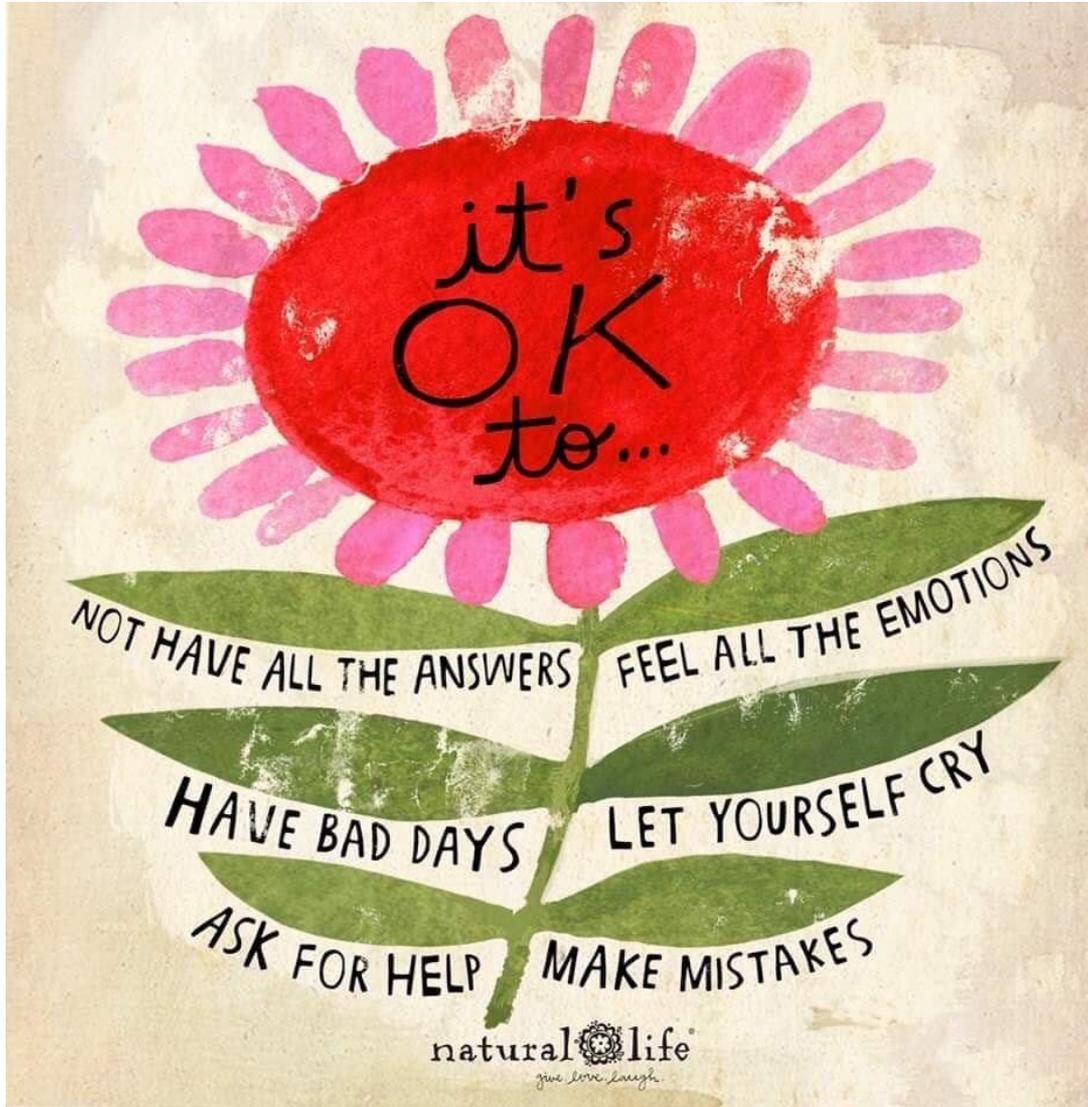
Strategies

What else can we do to (re)establish a sense of control, connection, and meaning?

Be Predictable

Strive to keep well-organized

Post weekly announcements, overviews, or summaries

Limit changes and document all changes in writing

Avoid surprises

Respond promptly to emails and questions posted in online forums

Focus on 1-2 objectives rather than all of them

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

Develop no questions asked late policies

Be Flexible

Foster Connection

RITUALS

TEMPERATURE TAKING

ter very esting

Complete ONE of the following sentence starters about your course experiences in the past two weeks:

- ◦ I've learned…
- ◦ I was surprised…
- ◦ I hope…
- ◦ I liked…
- ◦ I would like…
- ◦ I'm still confused about…
- ◦ I'm feeling…
- ◦ I…

Have contact info on hand for campus & community resources

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

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.

Share Resources

DUTY

- Practices and activities that individuals can commit to and engage in to reduce stress, increase resilience, and enhance their overall well-being.

- Trauma-specific

RIGHT

- Policies and practices that institutions can commit to and engage in to reduce stress, increase resilience, and enhance the overall well-being of their faculty, staff, students and the institution.

- Trauma-informed

Practice Self-Care

The Starfish Story

One day an older person was walking along the shore and noticed a child hurriedly picking up and gently throwing things into the ocean.

Approaching the child, the older person asked, "What are you doing?"

The child looked up and replied, "Throwing starfish into the ocean. The surf is up and the tide is going out. If I don't throw them back, they'll die."

The older person laughed and said, "But there are miles and miles of beach and hundreds of starfish. You can't possibly make a difference!"

After listening politely, the child picked up another starfish, threw it into the ocean, and said, "It made a difference to that one!"

--Adapted from "The Star Thrower"
by Loren C. Eiseley

Remember: You make a difference

Questions or comments?

What is one takeaway from this session?

Coming Up Next

SESSION 2: CREATING CONNECTION 1:00-2:00
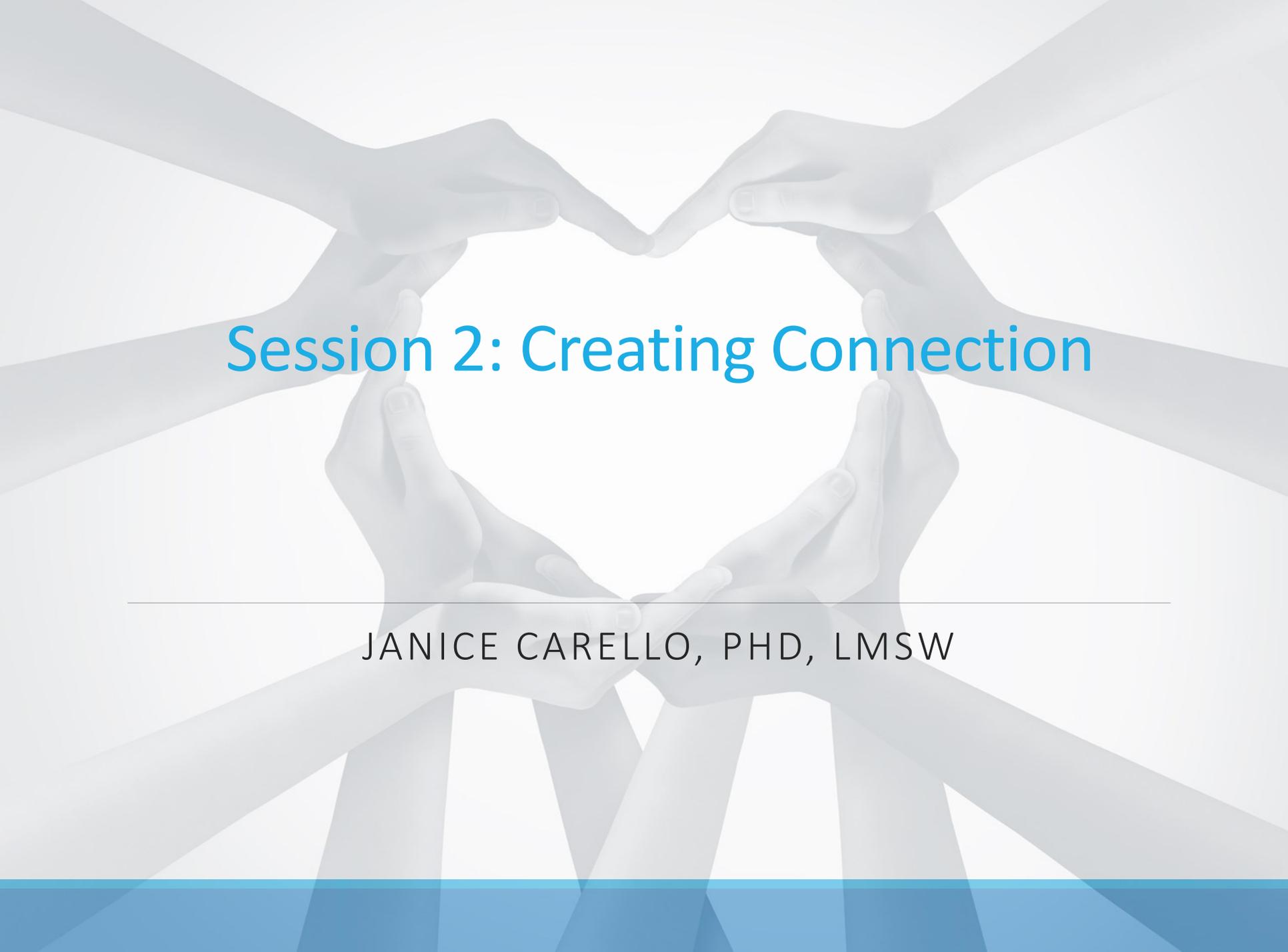
Session 2: Creating Connection

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Changing Our Culture & Climate

(Re)establishing a sense of control, connection, and meaning

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Changing our culture and climate means changing how we relate and communicate

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

Window of Tolerance

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- Fight/flight response
- Emotional reactivity
- Sweaty palms, increased heart rate
- Difficulty concentrating
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Nothing I do makes a difference

Impact on Emotion Regulation

Greet People with a Smile

Ask Open-Ended Questions

CLOSED QUESTIONS

Elicit *Yes*, *No*, or *I don't know*

Imply judgment

- ***Did*** *you study?*

- *You want to graduate,* ***don't you****?*

- *You used AI,* ***didn't you****?*

OPEN-ENDED QUESTIONS
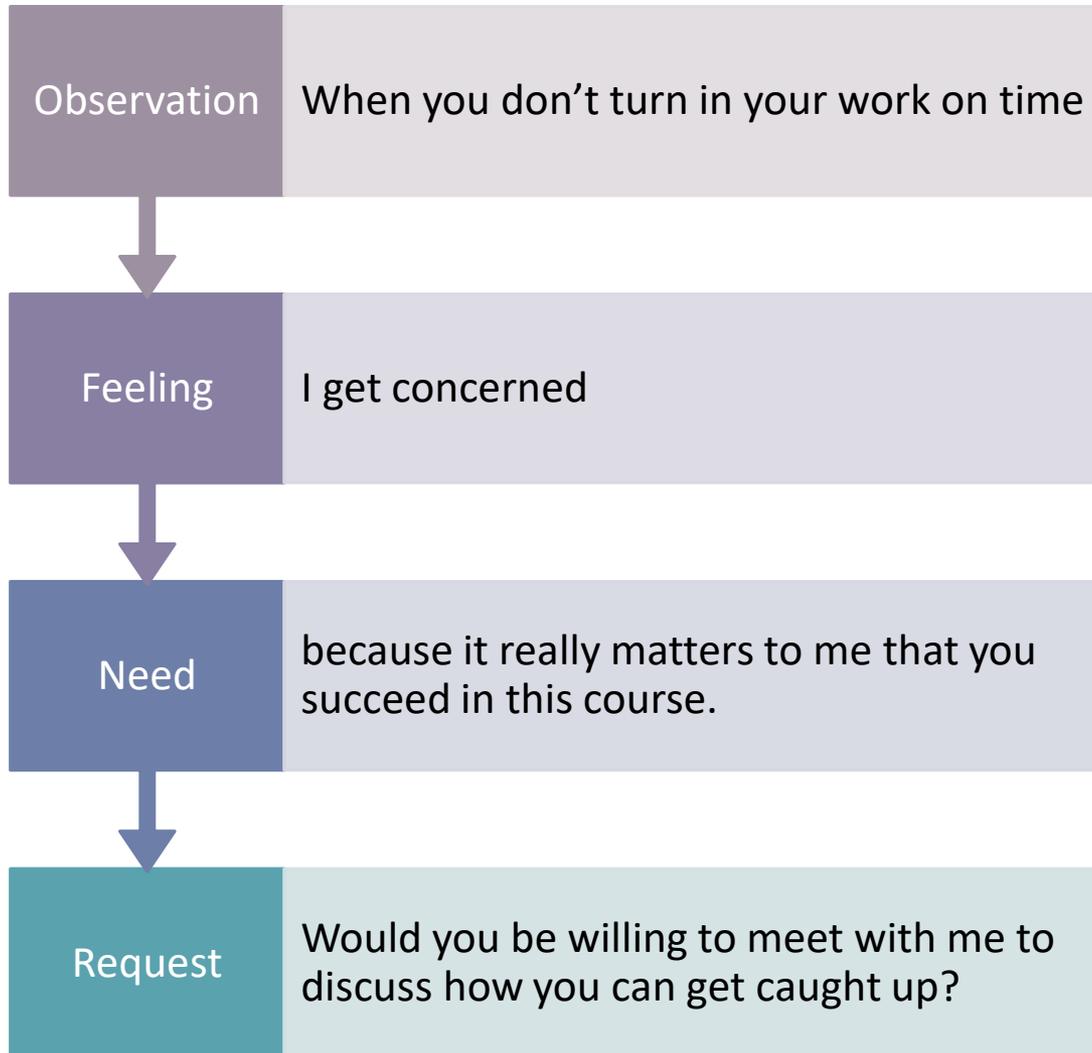
Elicit details & conversation

Convey curiosity

- ***How*** *is studying going for you?*

- ***What*** *are your goals?*

- ***Tell me more*** *about the process and resources you used for completing this assignment.*

Practice Nonviolent Communication (NVC)

(Rosenberg, 2003, 2005)

Observation	When ___ happens
Feeling	I feel ___
Need	because ___ really matters to me.
Request	Would you be willing to ___?

NVC Process

Observation	When you don't turn in your work on time
Feeling	I get concerned
Need	because it really matters to me that you succeed in this course.
Request	Would you be willing to meet with me to discuss how you can get caught up?
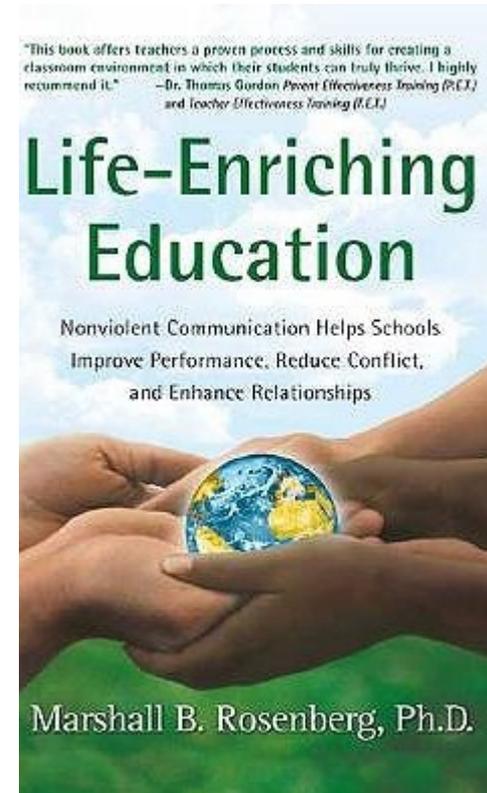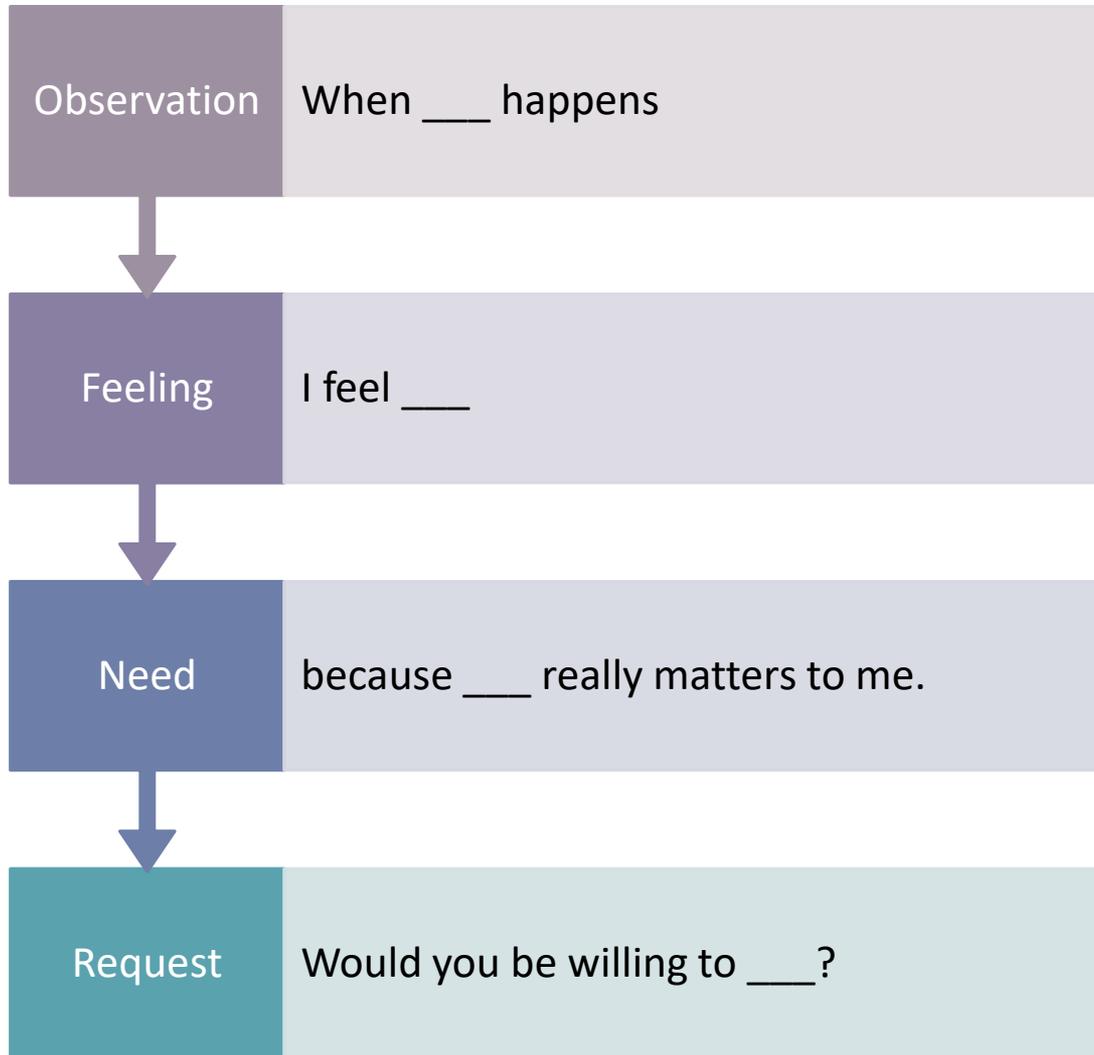
Example: Making a Request

Observation	Thank you for your email.
Need	Your wellbeing and your success in this course are important to me.
Feeling	I'm relieved to hear you are feeling better now and would be happy to chat about how to get caught up.

Example: Showing Appreciation
(leave out request)

Use "I" Statements

JUDGMENT

1. You made me mad
2. You ignored the directions
3. You need to attend office hours
4. This doesn't make sense
5. You're wrong

OBSERVATION

1. I felt angry
2. I don't see the required elements
3. ?
4. ?
5. ?

Make Requests vs Demands

DEMANDS

- Emphasize obedience
- Must comply or rebel
- Implies wrongdoing if do not comply
- Discouraging

REQUESTS

- Emphasize autonomy
- Must collaborate
- Takes responsibility for one's own needs
- Empowering

Express Needs

🛹	Leave out "you"
👍	Be positive
✔	Be specific
✖	State what to do vs what not to do
✏	Give concrete examples

"You must cite properly."

"I need to see all of the references cited in APA format to assign a passing grade."

"Students cannot turn in late work."

"To assign full credit, I need work to be submitted by the due date."

"Fix your citations."

?

Give Feedback vs Advice

ADVICE

An opinion or suggestion for what to do.

- "You should have cited at least three sources."
- "You should visit a tutor."

FEEDBACK

Information about progress toward a goal:
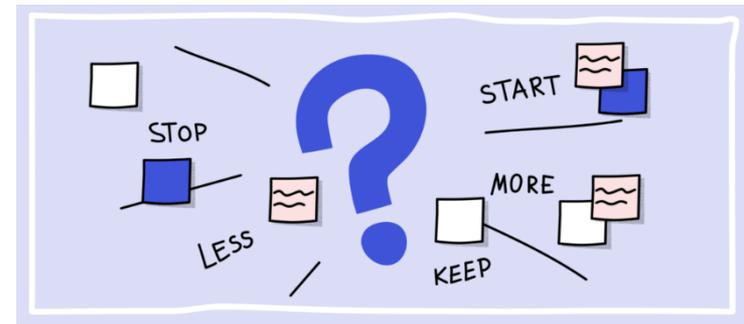
- "You have not yet cited the required number of sources."
- "Tutoring services are available, if you're interested."

Practice Scenario:
A student confides they're having personal issues and are uncertain they can successfully finish their courses this semester.

GIVE ADVICE

An opinion or suggestion for what to do.

GIVE FEEDBACK

Information about progress toward a goal:
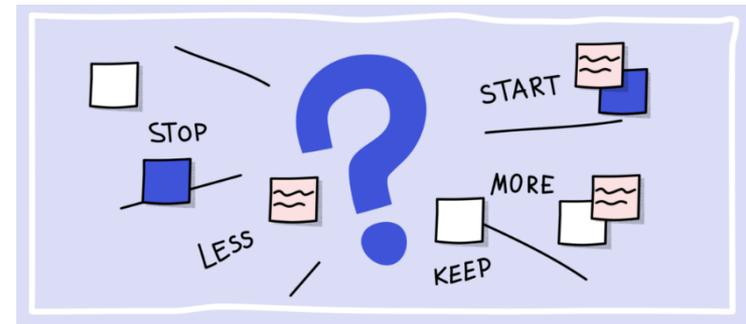
Validate

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

I can certainly understand your wanting to take fewer courses if possible. I've reviewed your transcript and do not see any courses that would be eligible for transfer.

I imagine this is not the response you were hoping for. I am sorry I am unable to grant your request.

Let me know if I can be of further assistance.

Scenario: A student shares in an angry voice or while crying:

"Why did the professor give me such a bad grade on the test? I never got this bad of a grade before. This will mess up my course grade and my GPA and my scholarship. Then what am I going to do?"

Lead with Empathy

Which of the following demonstrate empathizing with the student?

1. "You should study more next time."

2. "Don't worry, you're passing the course."

3. "I'm sorry you failed the test."

4. "How did you fail the test if you studied?"

5. "Technically, a D is passing."

6. "It sounds like you're really disappointed with your grade."

1. Advising
2. Consoling
3. Sympathizing
4. Interrogating
5. Correcting
6. Empathizing

1. "You should study more next time."
2. "Don't worry, you're passing the course."
3. "I'm sorry you failed the test."
4. "How did you fail the test if you studied?"
5. "Technically, a D is passing."
6. "It sounds like you're really disappointed with your grade."

How do we know if empathy is working?

- Release of tension

- Flow of words halts

Try 3 magic words:
"Help me understand."

Use Positive Self-Talk: Thoughts like "I can handle this" will typically have a more helpful impact on your own feelings and behavior than "I can't deal with this."

Focus on Feelings: People sometimes have a hard time naming their feelings. Saying something like "That sounds scary" or "Tell me what that feels like" does not mean you agree with their perception but demonstrates that you understand and empathize with what's happening to them.

Avoid Power Struggles: Challenging or exercising authority over a person can escalate negative behaviors. Bring their focus back to working together to solve the problem at hand. "What do you think might be the next best step?"

Set Limits: Offer respectful choices and consequences. Be clear, speak simply, and offer the positive choice first. "Would you like to take a 5-minute break or schedule another meeting?"

Recognize Personal Limits: Sometimes the most helpful thing to do is to let someone else handle the problem. "Who can help with this?" "What referral can I make?"

De-escalate

(adapted from Dufresne, 2003)

Scenario: You are two weeks behind in completing a task and say to yourself in in an angry voice or while crying:

"How did I get so far behind again? I've never gotten this far behind before. I'm never going to be able to keep up…"

Practice Self-Compassion

Which of the following demonstrate self-compassion?

1. "You should grade 5 papers a day next time."

2. "Don't worry, you're tenured."

3. "I'm sorry you're so far behind."

4. "How did I get this far behind again?!"

5. "Technically, it's only been 2 ½ weeks."

6. "It sounds like you're feeling really overwhelmed with grading."

1. Advising
2. Consoling
3. Sympathizing
4. Interrogating
5. Correcting
6. Self-compassion

1. "You should grade 5 papers a day next time."
2. "Don't worry, you're tenured."
3. "I'm sorry you're so far behind."
4. "How did I get this far behind again?!"
5. "Technically, it's only been 2 ½ weeks."
6. "It sounds like you're feeling really overwhelmed with grading."

How do we know if self-compassion is working?

- Release of tension

- Flow of negative self-talk halts

Scenarios

Scenario:

A student shares they have major anxiety and struggle with live or recorded presentations.

Which are more TI responses?

1. Exempt student from all presentations

2. Tell the student they will get a failing grade if they don't do the presentation

3. Tell student about your struggles with anxiety and how you overcame them

4. Ask the student what you can do as their teacher to help support their participation

5. Create flexible pathways for all students to participate (e.g., practice sessions, camera off, showing slides vs face, adjusting privacy settings, modeling imperfection)

6. Other responses?

Scenario:

A student sends a very long email in which they share a lot of details about a very difficult personal issue and requests an assignment extension.

Which are more TI responses?

1. Tell the student you will grant the extension and ignore the rest of the email

2. Grant the extension and respond in depth to all of the details the student has shared

3. Thank the student for letting you know what's going on and grant the extension

4. Let the student know you cannot grant the extension and point to other ways the student can be successful in the course

5. Empathize with the student and remind them about the flexible late work policies & help-seeking resources

6. Other responses?

Scenario:

A student makes an inappropriate comment in an online forum.

Which are more TI responses?

1. Ignore it.

2. Delete the post and email the individual student to say inappropriate comments like that are not permitted.

3. Reply to the post: "It sounds like you don't yet understand the impact of this kind of comment. What are others' thoughts?"

4. Reply to the post: "Comments like this are very common, and when they come up it can be a great opportunity for learning. Let's talk about how this relates to what we've been studying."

5. Contact forum participants: "I just wanted to check in with you about the comment that was posted. Talking about issues like this can be difficult for some. How are you doing?"

6. Other responses?

Scenario:

A student confides they are anxious about upcoming assignment on a sensitive topic.

Which are more TI responses?

1. Excuse the student from the assignment

2. Meet with the student regularly to discuss their ongoing personal struggles

3. Tell the student they should consult a counselor

4. Ask the student what you can do as their instructor to support their participation

5. Share resources for navigating distress with students (e.g., tips for titrating exposure, links to grounding exercises, counseling center contact info)

6. Other responses?

A student asks you to provide advance warning for any class content, discussions, or activities about a specific topic.
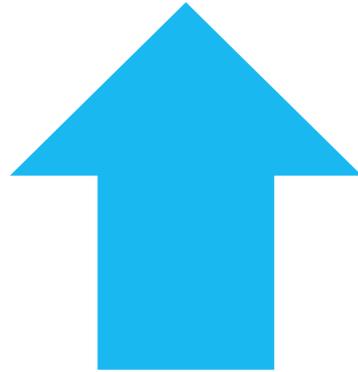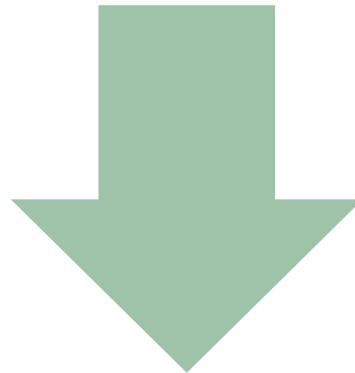
More TI Responses?
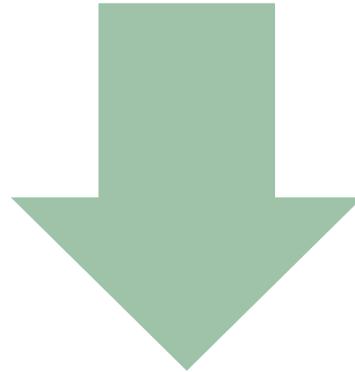
Less TI Responses?

Additional Scenarios?
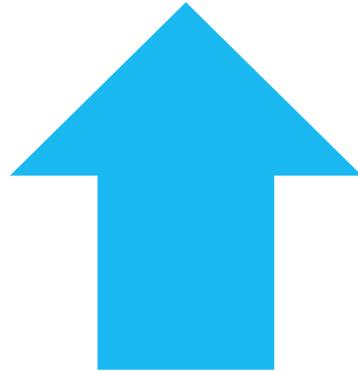
More TI Responses?
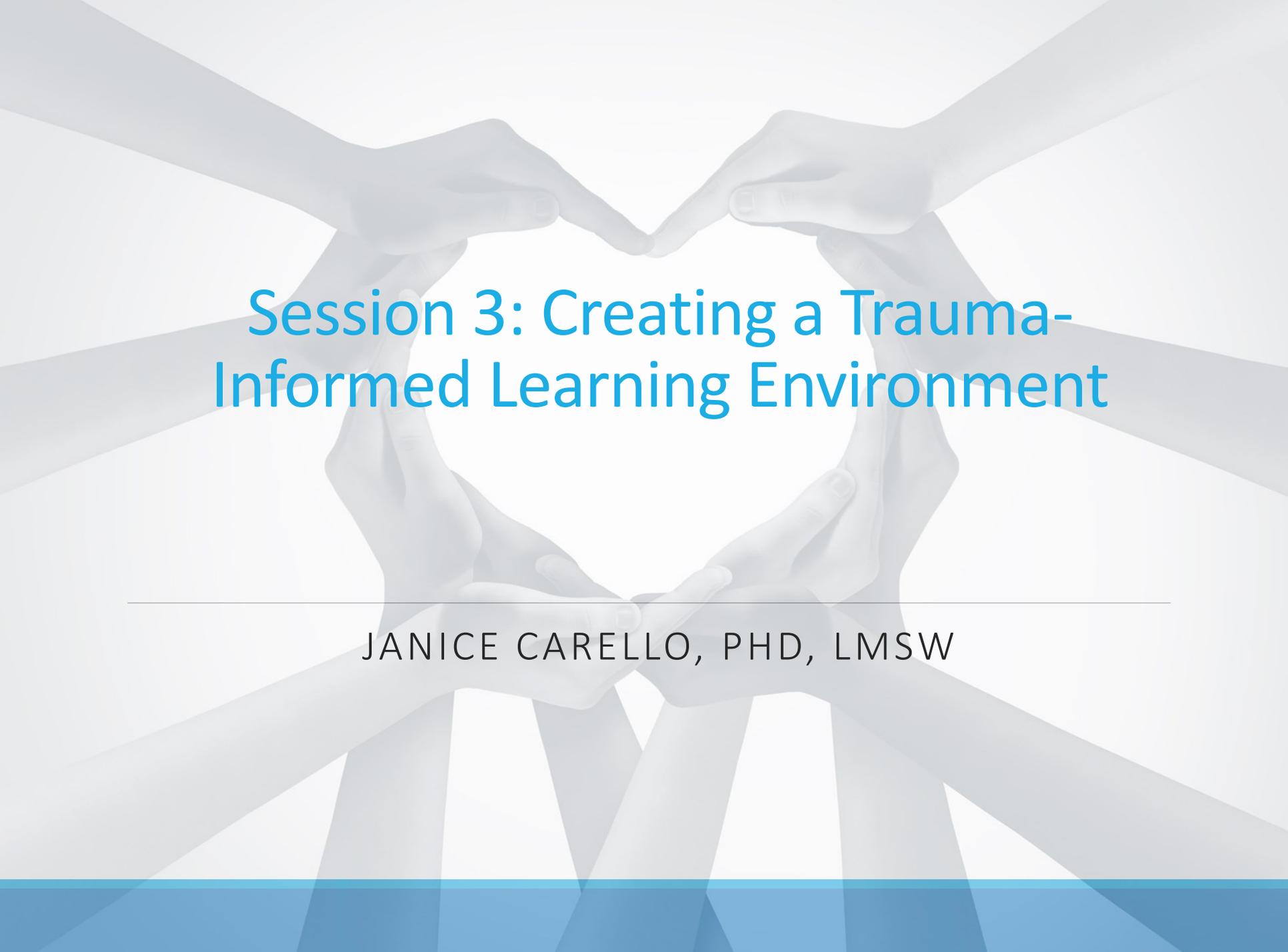
Less TI Responses?

Questions or comments?

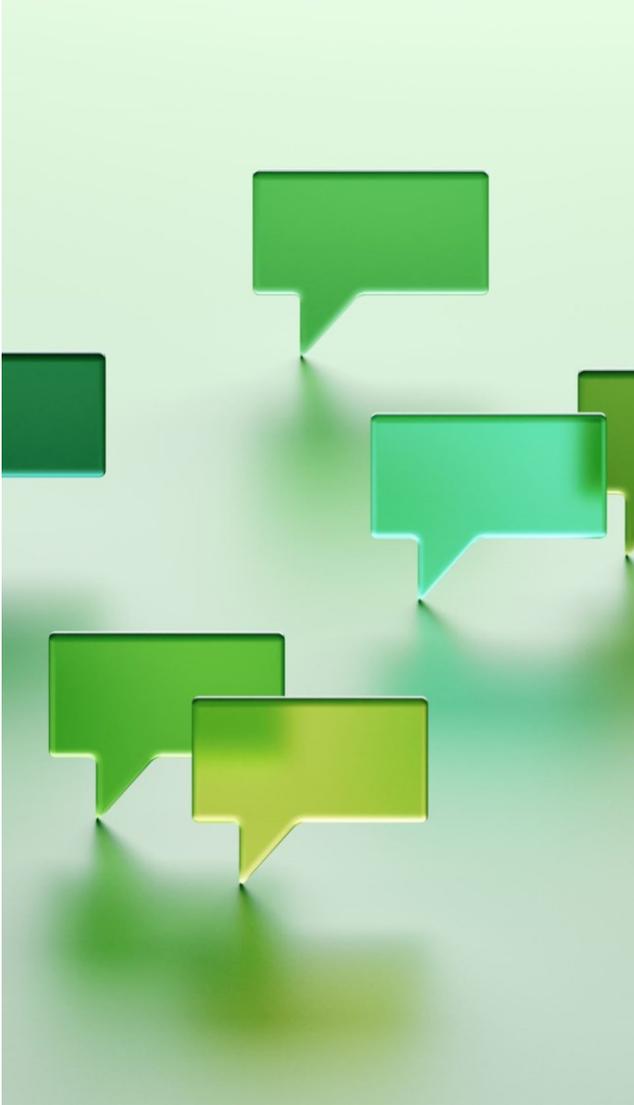# What is one takeaway from this session?

Coming Up Next

SESSION 3: CREATING A TRAUMA-INFORMED
LEARNING ENVIRONMENT 2:15-3:15

Our Time Together

Four Sessions

- Session 1: Creating a Common Language 11:30-12:45
- Session 2: Creating Connection 1:00-2:00
- **Session 3: Creating a Trauma-Informed Learning Environment 2:15-3:15**
- Session 4: Creating Time for Reflection 3:30-4:30

Didactic with opportunities to participate and practice

Ask questions & share comments as we go

Slides will be shared

YOU'RE INVITED!

How eager would you be to attend this party?

Party Time!

May 13

Please bring a dish to pass!
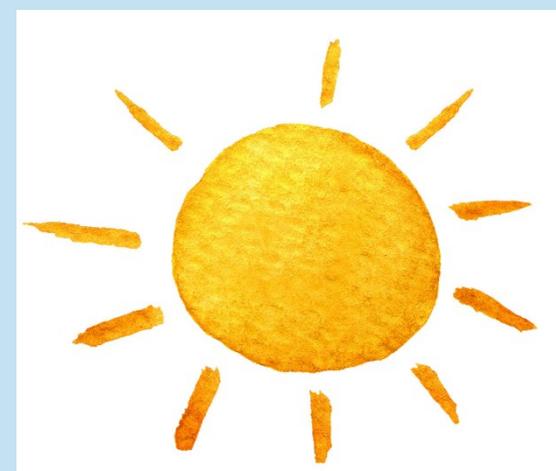
You're Invited!

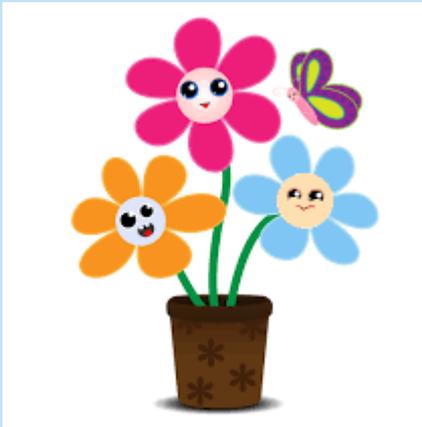**For:** End of Semester celebration

Date: May 13

Time: 3 pm

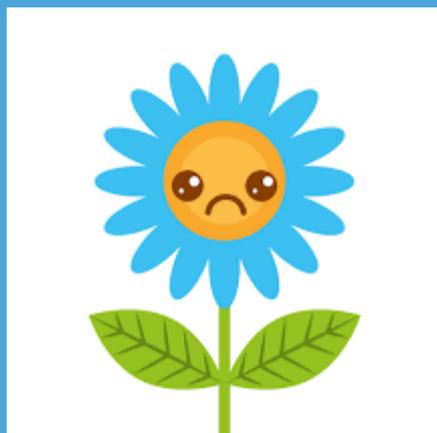**Place:** Conference Room

Use the link below by May 10 to RSVP and to sign up to bring food, drink, or party supplies.

Contact Devon with questions.

Party reminder:
Don't be late!

The door is locked promptly at 7 pm and you will never be invited again if you are late.

Did you read the invitation?

It clearly says that if you signed up for the party, you must bring a dish to pass that serves at least 30 people. The dish must not be stored in plastic. Plastic will not be tolerated. Neither will nuts, sugar, dairy, gluten, meat, shellfish, food dyes, preservatives, or alcohol. You will be asked to leave if you bring a dish without prior approval.

How come you never come to my parties anymore?!

You must come. Do you have any idea how much time I spent planning and how much money I spent on decorations since no one else offered to help?! If you don't come, then others will think they don't have to come either. Then what will I do? Cancel? Ugh, why do I even bother with these parties?

Changing Our Culture & Climate

(Re)establishing a sense of control, connection, and meaning

Safety	Trustworthiness & Transparency	Support & Connection	Collaboration & Mutuality	Empowerment, Voice & Choice	Diversity, Equity & Inclusion	Resilience, Growth & Change
Creating an environment that feels safe enough to take risks and learn from mistakes.	Making expectations clear, ensuring consistency in practice, maintaining appropriate boundaries, and minimizing disappointment.	Connecting with appropriate peer and professional resources to support academic, personal, and professional success.	Acting as allies rather than as adversaries and creating opportunities to share power and make decisions.	Building in opportunities to make choices, be heard, build skills, and develop confidence and competence.	Respecting diverse experiences, perspectives, and identities and cultivating a sense of belonging.	Recognizing strengths and resilience and providing feedback to help each other grow and change.

Changing our culture and climate means changing how we relate and communicate

Window of Tolerance

Directive

Hyperaroused State
- Fight/flight response
- Emotional reactivity
- Sweaty palms, increased heart rate
- Difficulty concentrating
- Panic, rage
- Hyper-vigilance

I perceive threat

Optimal Level of Functioning
- Present, Calm and Safe
- Can think and respond clearly
- Engaged and alert

Connective

I am safe

Hypoaroused State
- Freeze response
- Lethargic, low energy
- Numb, Lack of emotions
- Little to no physical movement
- Zoning out, dissociation
- Shut down

Permissive

Nothing I do makes a difference

Authority Styles and Emotion Regulation

Directive

High expectations

Strict rules, punishes rule breakers

Rigid boundaries

Never shares

Aggressive communication

Power over

"Because I said so"

Connective

High expectations

Clear standards, holds accountable

Flexible boundaries

Shares appropriately

Assertive communication

Power with

"Let's talk about it"

Permissive

Low expectations

Few rules, accepting

Porous boundaries

Over shares

Passive-aggressive communication

Avoid conflict

"Whatever"

Authority Style Characteristics

Which authority style(s) were modeled for you in college?

Which authority style(s) do you rely upon as a college educator?

Which authority style(s) do students rely upon?

Directive

- I'm mad at you

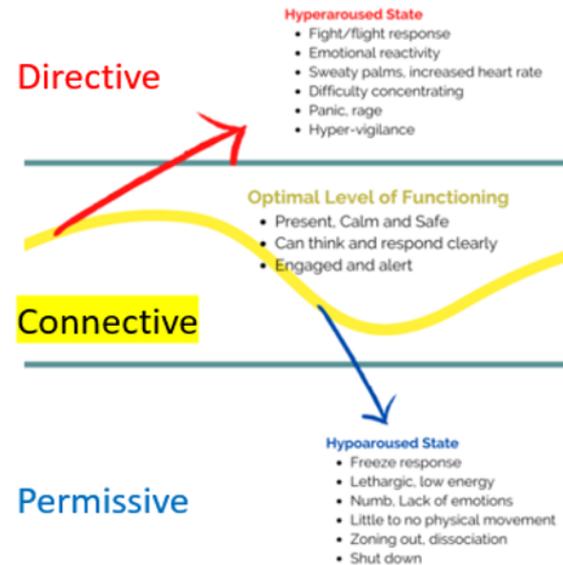**Connective**

- I see, hear, & value you

Permissive

- Don't be mad at me

Adapting Our Style(s)

"I know Professor Carello wants us to learn how to self-manage, but I wish she would tell us what to do."

Window of Tolerance

Directive

Hyperaroused State
- Fight/flight response
- Emotional reactivity
- Sweaty palms, increased heart rate
- Difficulty concentrating
- Panic, rage
- Hyper-vigilance

Optimal Level of Functioning
- Present, Calm and Safe
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Connective

Permissive

Hypoaroused State
- Freeze response
- Lethargic, low energy
- Numb, Lack of emotions
- Little to no physical movement
- Zoning out, dissociation
- Shut down

Authority Styles Assessment Activity

Page 1 of handout

Authority Styles Assessment for Faculty

Box A: Authority Style Characteristics

Directive
- High expectations
- Clear rules, punish rule breakers
- Rigid boundaries
- Aggressive communication
- Power over
- "Because I said so"

Connective
- High expectations
- Clear standards, hold accountable
- Flexible boundaries
- Assertive communication
- Power with
- "Let's talk about it"

Permissive
- Low expectations
- Few rules, accepting
- Porous boundaries
- Passive-aggressive communication
- Avoid conflict
- "Whatever"

Box B: Trauma-Informed Teaching & Learning (TITL) Congruence

0	10
Fight, flight, freeze, appease mode	Emotionally & intellectually present
Defensive, threatened	Engaged, connected
Attending to survival	Attentive to learning & growth
Not at all congruent with TITL	Completely congruent with TITL

Box C: Trauma-Informed Teaching & Learning (TITL) Principles

Safety	Trustworthiness & Transparency	Support & Connection	Collaboration & Mutuality	Empowerment, Voice, & Choice	Diversity, Equity, & Inclusion	Resilience, Growth, & Change
Creating an environment that feels safe enough to take risks and learn from mistakes.	Making expectations clear, ensuring consistency in practice, maintaining appropriate boundaries, and minimizing disappointment.	Connecting with appropriate peer and professional resources to support academic, personal, and professional success.	Acting as allies rather than as adversaries and creating opportunities to share power and make decisions.	Building in opportunities to make choices, be heard, build skills, and develop confidence and competence.	Respecting diverse experiences, perspectives, and identities and cultivating a sense of belonging.	Recognizing strengths and resilience and providing feedback to help each other grow and change.

Policy & Practice Appraisal

❖ Which authority style does each example below best illustrate? (see Box A)

❖ On a scale of 0 (not at all) to 10 (completely), to what extent is each example is congruent with TITL? (see Box B)

❖ Which TITL principles, if any, are most relevant to each example? (see Box C).

Table 1: Teaching Practice Examples

	Policy or Practice Example	Authority Style	TITL Congruence	TITL Principles
1	Starting class with a mindfulness activity			
2	Providing content warnings			
3	Integrating content with high shock value			
4	Exempting a student from an assignment or policy due to current crisis or trauma history			
5	Cold calling on students during class sessions			
6	Granting students permission to record class sessions			
7	Giving an incomplete to a student who struggled all semester			
8	Requiring students to include details of their personal trauma history in a graded assignment			
9	Requiring documentation for student absences			
10	Returning work with negative feedback only			

Notes:

Policy & Practice Appraisal

Page 2 of handout

Practice 1: Communication

	Example	Authority Style	TITL Congruence	TITL Principles
1	Giving out your personal cell phone number to students			
2	Refusing to respond to emails that are not formatted as directed in the syllabus			
3	Responding consistently to all student emails within 24-48 hours			

Practice 2: Attendance

	Example	Authority Style	TITL Congruence	TITL Principles
1	"Attendance is not mandatory and will not be taken."			
2	"Please notify me as soon as possible if you must miss class. If you miss more than 3 classes, we will set up an appointment to discuss your course progress to help ensure your success."			
3	"Students who have more than 3 unexcused absences will automatically fail the course."			

Practice 3: Late Work

	Example	Authority Style	TITL Congruence	TITL Principles
1	Implementing a revise and resubmit policy that requires students to track changes			
2	Failing an otherwise A paper because it was late			
3	Changing a student's late work grade because they complain loudly even though it was graded according to your policy			

Practice 4: Grading

	Example	Authority Style	TITL Congruence	TITL Principles
1	Giving all students a passing grade no matter what because there's a pandemic			
2	Having students grade themselves on an assignment			
3	Giving one student a failing grade due to grammatical errors but allowing another student an opportunity to revise and resubmit			

Any surprises?

Which examples were easiest to agree upon?

Which examples were hardest to agree upon?

Discussion

What is one takeaway from this session?

Resources

Web Resources

- [SU Stress-Aware/Trauma-Informed Teaching](#)

- [Trauma-Informed Teaching Toolbox](#)

- [Cultivating Trauma-Informed Spaces in Education: Promising Practices Manual](#)

- [Institute for Trauma, Adversity, & Resilience in Higher Education](#)

- [Colleges and Universities for Resilience (CURE) Listserv](#)

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

- [PACEs in Higher Education](#)

- [Trauma-Informed Teaching & Learning Blog](#)

Books

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

- *Trauma-Informed Pedagogies: A Guide for Responding to Crisis and Inequality in Higher Education* by Thompson & Carello (Eds.)

- *Cultivating Trauma-Informed Practice in Student Affairs* by Tricial R. Shalka

- *Bandwidth Recovery* by Cia Verschelden

- *Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education* by Tuitt, Haynes, & Stewart (Eds.)

- *Indigenous and Decolonizing Studies in Education: Mapping the Long View* by Linda Tuhiwai Smith, Eve Tuck, K. Wayne Yang (Eds.)

- *What Happened to You?: Conversations on Trauma, Resilience, and Healing* by Oprah Winfrey & Bruce Perry

- *Trauma and human rights: Integrating approaches to address human suffering* by Butler, Critelli, Carello (Eds.)

Self-Care Resources

- Self-Care Starter Kit

- Self-Care in the Digital Age

- Self-Care for Educators

- *Set Boundaries, Find Peace: A Guide to Reclaiming Yourself*

- *What about you? A workbook for those who work with others*

- Professional Quality of Life (ProQOL) Measure

Questions or comments?

Let's connect!

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Blog: traumainformedteaching.blog

FB: @traumainformedteachers

ResearchGate Profile

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