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Trauma Informed E-Newsletter: Sept. 2021 Quarter 1

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Trauma Informed

Monthly E-Newsletter on Trauma Informed Practices for Faculty & Staff

TITL: Trauma Informed Teaching & Learning

Dr. Janice Carello Recap: We had the great privilege to hear Dr. Carello personally during the fall faculty and staff development day. Her workshop on TITL, or trauma informed teaching and learning was a great opportunity to learn more about exactly what it means to be trauma informed and hands on ideas to incorporate on campus now. All of this edition of the newsletter is focused on her work.

Defining Trauma: "Traumatic events overwhelm the ordinary systems of care that give people a sense of control, connection, and meaning." (Herman, 1997). Types of Trauma: Acute Trauma/PTSD, Complex Trauma, Continuous Traumatic Stress. Trauma is not the same, or is not equal to feeling upset or uncomfortable.

Trauma Informed: Being trauma informed means shifting our focus and making learning accessible. Being trauma informed is a journey, not a destination. "Trauma-informed care is conceptualized as an organizational change process centered on principles intended to promote healing and reduce the risk of retraumatization for vulnerable individuals."
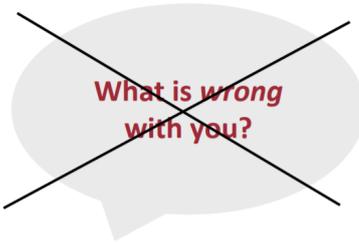

TRAUMA RESPONSE

(SAMHSA, 2014)
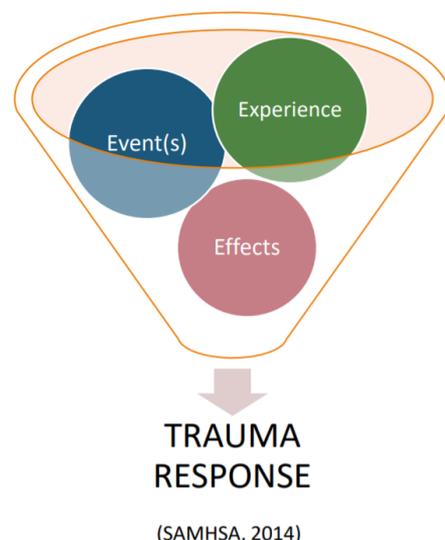
TRAUMA INFORMED INSIDE THIS ISSUE:

-Trauma Informed Teaching and Learning: TITL
-Trauma Response and Definitions
-Practical Classroom Tips for being trauma informed
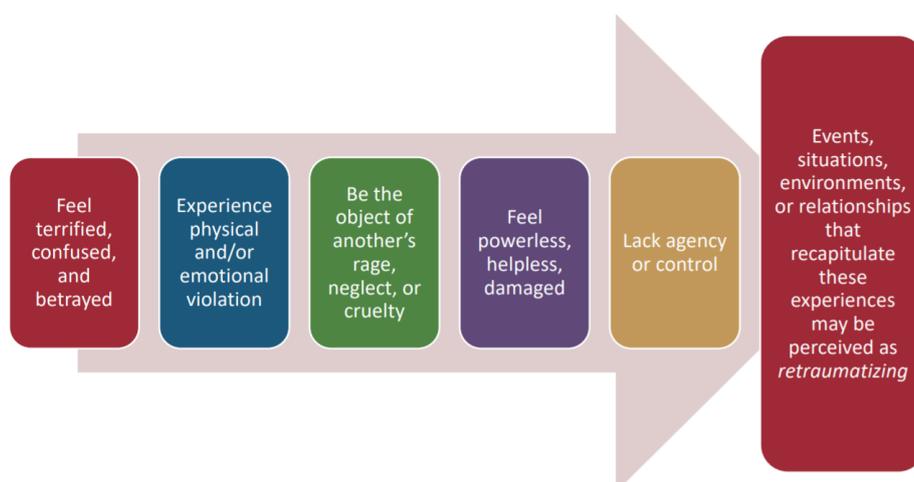
What Does Being Trauma Informed Look like in Higher Ed?

INDIVIDUAL

What is *wrong* with you?

INDIVIDUAL IN ENVIRONMENT

What has *happened* to you?

Examples:
- Providing referral information for campus and community resources such as counseling, health, and tutoring services
- Announcing community events
- Inviting guest speakers
- Introducing people, groups, forums (e.g., listservs, social networks)

Safety	Trustworthiness & Transparency	Support & Connection	Collaboration & Mutuality	Empowerment, Voice, & Choice	Social Justice	Resilience, Growth, & Change
Creating an environment that respects and accepts all individuals and helps them feel safe, including when they make 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.	Striving to be aware of and responsive to forms of privilege and power and respecting one another's diverse experiences and identities.	Recognizing strengths and resilience and providing feedback to help each other grow and change.

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

Examples:
- Allowing video participants to change screen name, use virtual background, or turn off camera during meetings
- Having seating options for bodies of various sizes and abilities
- Not requiring disclosure of personal trauma experiences
- Allowing multiple attempts
- Pointing out what was done well or is improving
- Using language that recognizes improvement is possible (e.g. "Remember to ...")

Examples:
- Responding promptly to email
- Applying policies consistently
- Avoiding all-or-nothing or zerotolerance policies
- Using evaluation rubrics
- Asking for and using correct name and pronouns •Addressing microaggressions •Integrating content from diverse sources
- Creating spaces where people can speak using non-academic dialects and writing conventions

Examples:
- Developing community guidelines together
- Integrating self-evaluation •Doing with vs doing for
- Striving for win/win solutions
- Building in choices where possible
- Allowing multiple attempts
- Providing opportunities for multiple modes of expression
- Providing feedback on progress as well as performance
- Soliciting feedback to improve current course/service delivery as well as future course/service delivery
- Practicing self-compassion