

Trauma-informed Framework Structures for students and for me

Safety: Physical and Emotional

Structures for students:

» **Physical**

- ◊ Examples:
 - ◊ Easily accessible exits
 - ◊ Natural light
 - ◊ Structure/predictable routines
 - ◊ Write out/explain class expectations (say it, write it, use visual is available)
 - ◊ Other physical spaces (science lab, etc)

» **Emotional**

- ◊ Examples:
 - ◊ Greet students by name
 - ◊ Sense of belonging, all perspectives welcome and encouraged
 - ◊ Mental health check-ins (“How are you today? I noticed...”)/self-reflections
 - ◊ Opening survey: What challenges are you currently facing? How can I best support you this term?

What structures do you have in place for yourself or could you put in place for yourself (personally and professionally)?

Trustworthiness and Transparency: *Between professor and student*

Structures for students:

» Examples:

- ◊ Follow through on what you say
 - ◊ Reiterate your availability to students
 - ◊ Communication is critical
 - ◊ Connect to personal experiences/get to know students
 - ◊ Seek ways to support students who are anxious or struggle to engage
- (During peer discussion: “Johnny, I love what you were just saying about.....please share that with the class when we come back together.”)

Ideas/structures for me:

Peer Support: *Student to Student*

Structures for students:

» Examples:

- ◊ Community culture
- ◊ Power of “We”

	<ul style="list-style-type: none"> ◊ Groups (buddies, small groups, intentional, etc) ◊ Repeat expectations many, many times! Have them check in with peers, what are they still missing? ◊ Outline expectations for group work ◊ Whole group activities for self-awareness, self-regulation (i.e. mindfulness) <p>Ideas/structures for me:</p>
<p>Empowerment, Voice, and Choice: <i>Engagement, participation, expression of knowledge and skillsets developed</i></p>	<p>Structures for students:</p> <ul style="list-style-type: none"> » Examples: <ul style="list-style-type: none"> ◊ Acknowledge efforts to contribute to the course lecture ◊ Listen without judgement/Assist students in problem solving ◊ Choice of activity/assignment deliverables when able (SPECS Grading) - UDL lens ◊ Communication = empowerment...how do you communicate with students verbally and in writing? ◊ Be FLEXIBLE: not less demanding or less rigorous: our goal is to reach students with the content! (Hoover, 2021) <p>Ideas/structures for me:</p>
<p>Community Mutuality/Collaboration: <i>Outside/other resources</i></p>	<p>Structures for students:</p> <ul style="list-style-type: none"> » PLNU Resources <ul style="list-style-type: none"> ◊ Wellness Center ◊ Center for Enriching Relationships ◊ Educational Access Center ◊ Advisor check-ins ◊ Prayer Supports <p>Ideas/Structures for me:</p>

Cultural, Historical, and Societal Matters:
Cultural competency, historical, and prior experiences, the impact of society

Structures for students:

» Examples:

- ◊ Cultural competency
- ◊ View content/matters through multiple lenses

Ideas/Structures for me: