

Trauma-informed Teaching Pedagogy

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Today's Objectives

- » Recognize need to be trauma-informed
 - » Seek ways to support students across various platforms
 - » Grow/Reinforce our intentional pedagogical structures and skills to support student anxiety/trauma needs -> resilience
 - » Learn how to support students as well as ourselves
- 



Trauma

*“Individual trauma results from an **event, series of events, or set of circumstances** experienced by an individual and perceived as physically or emotionally harmful or life threatening with lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.”*



Substance Abuse and Mental Health Services Association



Trauma

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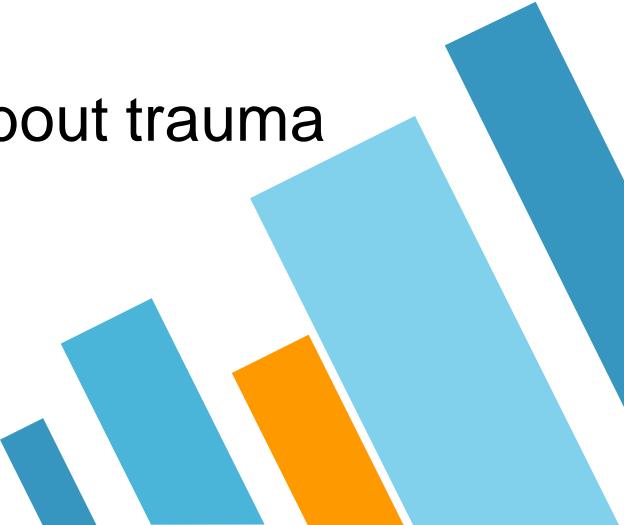
Substance Abuse and Mental Health Services Association



When we are trauma-informed we:

- *Realize* the widespread impact of trauma and understands potential paths for recovery
- *Recognize* the signs and symptoms of trauma
- *Respond* by fully integrating knowledge about trauma into policies, procedures, and practices

(SAMHSA, 2018)

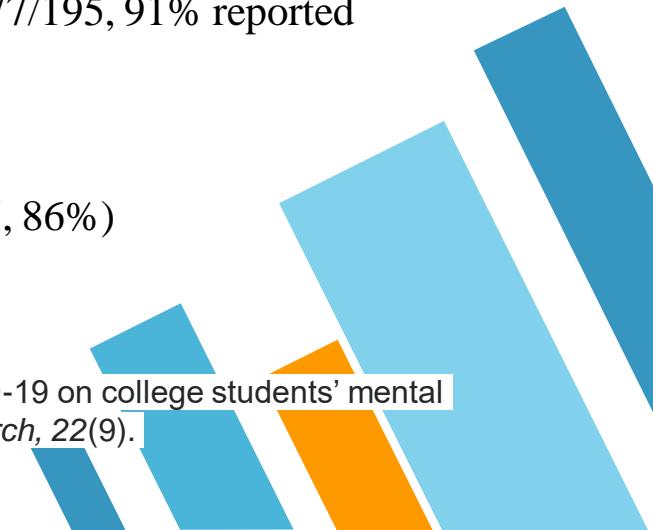




Covid and University Students

- » Of 195 students, 138 (71%) indicated increased stress and anxiety due to the COVID-19 outbreak.
- » Multiple stressors were identified that contributed to the increased levels of stress, anxiety, and depressive thoughts among students.

These included:

- » Fear and worry about their own health and of their loved ones (177/195, 91% reported negative impacts of the pandemic)
 - » Difficulty in concentrating (173/195, 89%)
 - » Disruptions to sleeping patterns (168/195, 86%)
 - » Decreased social interactions due to physical distancing (167/195, 86%)
 - » Increased concerns on academic performance (159/195, 82%)
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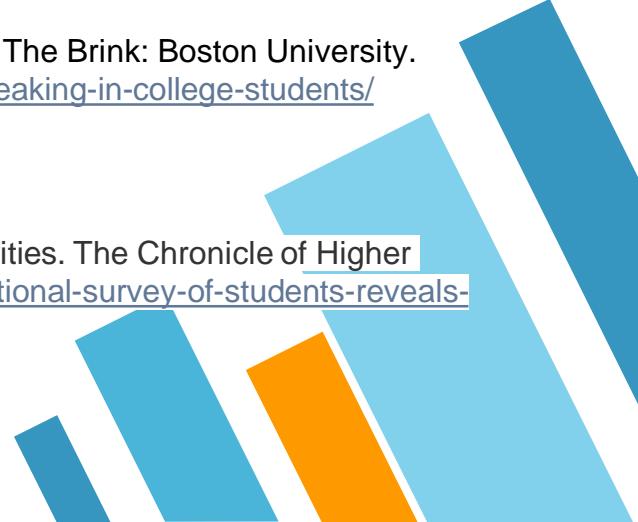
Son,C., Hegde, S., Smith, A., Wang, X., and Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research*, 22(9).
<https://doi.org/10.2196/21279>



Covid and University Students

- » Nearly 33,000 college students across the country reveal the prevalence of depression and anxiety in young people continues to increase, now reaching its highest levels, a sign of the mounting stress factors due to the coronavirus pandemic and societal unrest.

McAlpine, K. (2021). Depression, anxiety, loneliness are peaking in college students. *The Brink*: Boston University. Retrieved from <https://www.bu.edu/articles/2021/depression-anxiety-loneliness-are-peaking-in-college-students/>

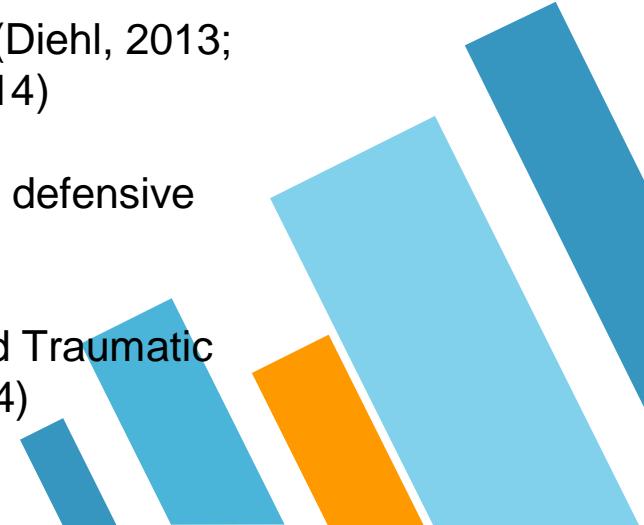


Hoover, E. (2021). Who's had Covid-19? A national survey of students reveals disparities. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/whos-had-covid-19-a-national-survey-of-students-reveals-disparities>

(Thank you, Professor Monique Sawyer!)



Educational Impact

- » Struggle to establish interpersonal interactions
 - » Self-regulation difficulties
 - » Heightened arousal: aggressive, reckless or self-destructive behaviors
 - » Cognitive deficits/"brain fog" of higher functioning skills
 - » Memory, attention, language acquisition, comprehension (Diehl, 2013; Pappano, 2014; Tishelman, et. al., 2010; West, et. al., 2014)
 - » Perceptions of unsafe environments, misread social cues, defensive behaviors (Pappano, 2014)
 - » Anger, frustration, outburst, and impulsivity (National Child Traumatic Stress Network, 2008; West, Day, Somers, & Baroni, 2014)
- 



Framework Structures of Support: Trauma-informed Pedagogy

- » Safety
 - » Trustworthiness and Transparency
 - » Peer Support
 - » Empowerment, Voice and Choice
 - » Community Mutuality/Collaboration
 - » Cultural, Historical, and Societal Matters
- 



Safety: *physical and emotional*

» 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)



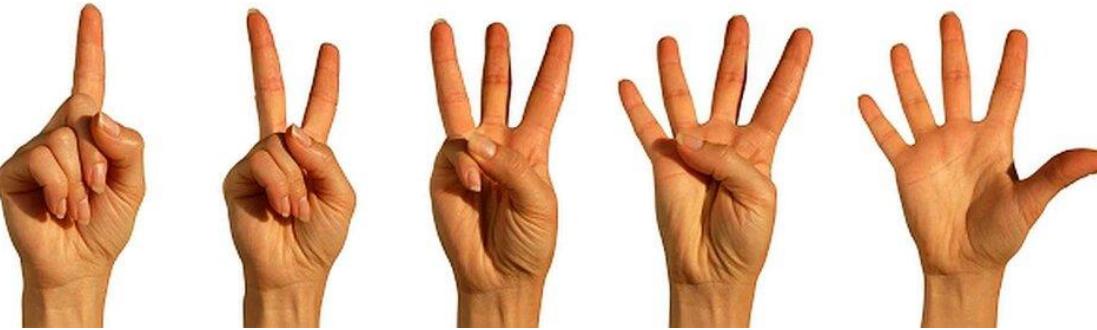
» Emotional

- ◊ 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 ABOUT
YOU?



- 5. I'm feeling fantastic today – super productive!**
- 4. I'm feeling well today – completing needed tasks.**
- 3. I am a bit uneasy or anxious about the tasks on my plate but I am taking care of some of what needs to be done.**
- 2. I am slightly overwhelmed and struggling with completing tasks that need to be done.**
- 1. I am very overwhelmed; feeling behind or confused on where to start**

Trustworthiness and Transparency: *Between professor and student*

» Examples:

- ◊ Follow through on what you say
- ◊ Reiterate your availability to 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.")
- ◊ Connect to personal experiences/get to know students
- ◊ **Communication is critical**



WHAT ABOUT
YOU?

How do you want your
communication (verbal
and written) to be
perceived by your
students?

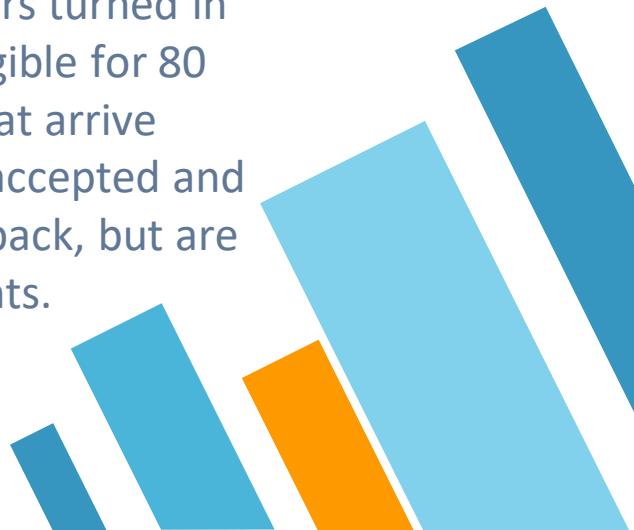
How is your communication
ACTUALLY received?



How does this communication make you feel? This versus That

DON'T GET A ZERO!

As you know, grading in this class uses Specifications grading. If you don't turn in your work on time, or if you do subpar work, you receive a ZERO. So, please do your work and get it in on time.
Prof. X



For this assignment, students may choose their submission date. Papers that are turned in on April 3 are eligible for 100 points. Papers turned in on April 5 are eligible for 80 points. Papers that arrive after April 5 are accepted and will receive feedback, but are eligible for 0 points.



How does this communication make you feel?

Week 6 Canvas Announcement:

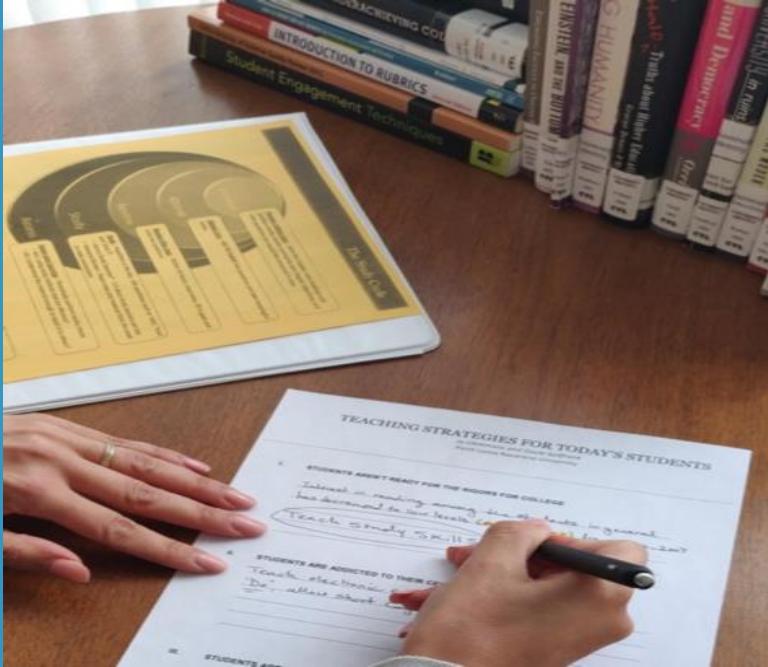
I see that schedule demands must have come into conflict with MANY in EDU4004 this week, as the RGO items available for me to grade this morning are highly reduced (i.e., many late ones).

Remember that your initial post to your RGO-work small group discussion is due this evening...and that goes hand-in-hand with your RGO that was due last night. Please make your initial post to your discussion by 11:59PM today.

Remember, we all want to **FINISH STRONG this week**. Please get your RGO work turned in to Canvas.

Thank you, Professor X





Before we move on, take a few minutes to reflect on the structures of safety and trustworthiness/transparency.

What supports resonate with you in your current classes?

How about your personal life?

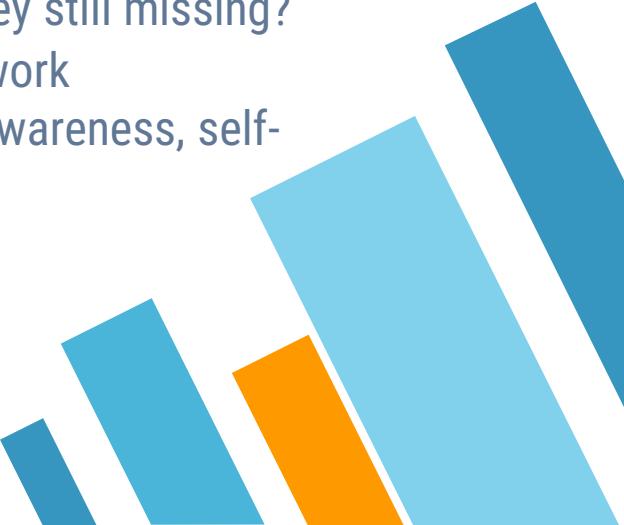
What would you like to remember regarding your communication with students?



Peer Support: *student to student*



Examples:

- ◊ Community culture
 - ◊ Power of “We”
 - ◊ 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)
- 



WHAT ABOUT
YOU?

Empowerment, Voice, and Choice:

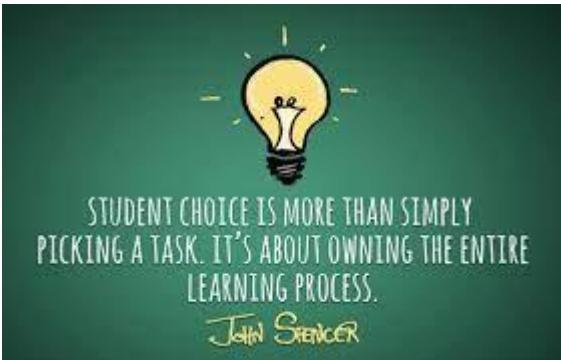
Engagement, participation, expression of knowledge and skill sets developed

» Examples:

- ◊ 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
- ◊ Be FLEXIBLE: not less demanding or less rigorous: our goal is to reach students with the content!

(Hoover, 2021)

- » Communication = empowerment....how do you communicate with students verbally and in writing?



Revisiting communication and how our communication is perceived by students.....how do we make students feel:

If you could choose one word to describe your communication to students with the purpose of empowering them as learners and people, what word would you choose?



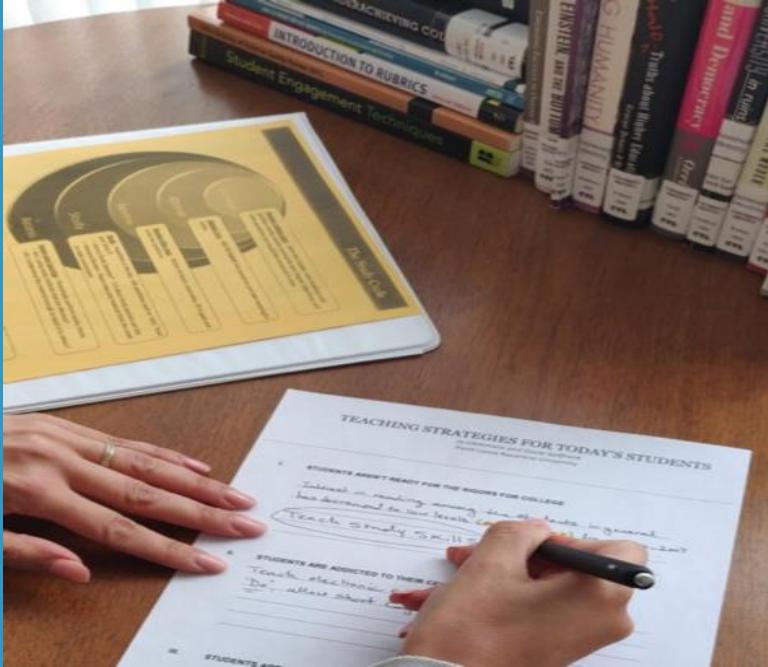
Scenario

You have orally reviewed a critical assignment in person, in class twice. Students have access to the assignment directions in Canvas which includes a rubric.



When grading the assignment, one student submitted a deliverable that was poorly organized and really did not connect to the desired content and expectations.

How might you respond in Canvas with feedback?



Before we move on, take a few minutes to reflect on the structures of peer support and empowerment, voice, and choice?

What supports resonate with you in your current classes?

How about your personal life?

What would you like to remember regarding your communication with students regarding empowerment?



Community Mutuality/Collaboration:

Outside/other resources



WHAT ABOUT
YOU?

- » PLNU Resources
 - ◊ Wellness Center
 - ◊ Center for Enriching Relationships
 - ◊ Educational Access Center
 - ◊ Advisor check-ins
 - ◊ Prayer Supports
- 

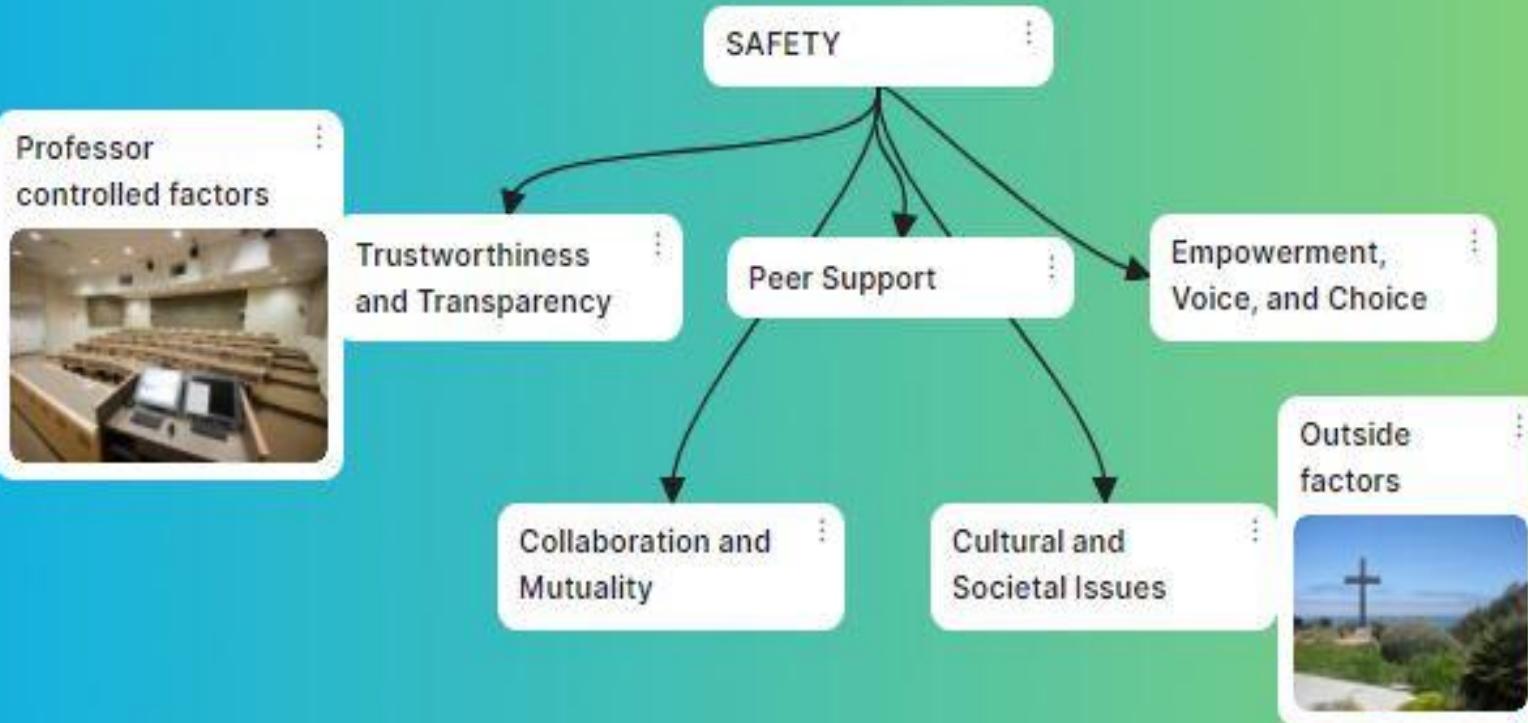
Cultural, Historical, and Societal Matters:

Cultural competency, historical, and prior experiences, impact of society



**WHAT ABOUT
YOU?**

- » Examples:
 - ◊ Cultural competency
 - ◊ View content/matters through multiple lenses



Reflective Checkpoint

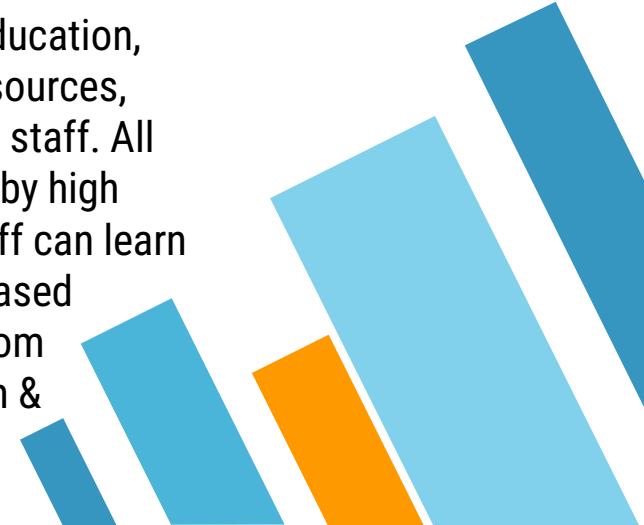
What area might be an intentional focus for you and your instruction practice this fall?

Resources and Things to Think About



Relationship-based teaching and learning:

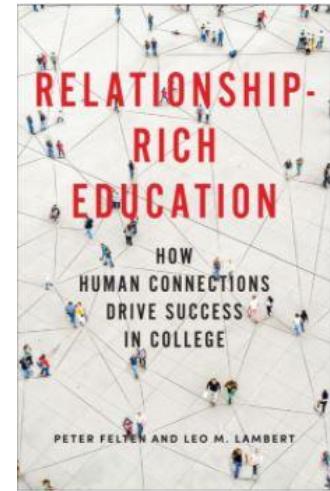
- » “describes the complex social environment in which students and teachers converse, share experiences, and participate in activities that, together, make for engaged learning” (Edutopia, 2015)

 - » “...for relationships to be central in undergraduate education, colleges and universities do not require immense resources, privileged students, or specially qualified faculty and staff. All students learn best in an environment characterized by high expectation and high support, and all faculty and staff can learn to teach and work in ways that enable relationship-based education. Emphasizing the centrality of the classroom experience to fostering quality relationships... (Felton & Lambert, 2021)
- 

Relationship-based Teaching and Learning Resources

Tormey, R. (2021). Rethinking student-teacher relationships in higher education: a multidimensional approach. *Higher Education*.
<https://doi.org/10.1007/s10734-021-00711-w>

Felten, P., & Lambert, L. M. (2020). Relationship-Rich Education: How Human Connections Drive Success in College. In *Johns Hopkins University Press*. Johns Hopkins University Press.



Hagenauer, G. & Volet, S. E. (2014). Teacher-student relationship at university: An important yet under-researched field. *Oxford Review of Education*, 40(3). 370–388. <https://doi.org/10.1080/03054985.2014.921613>



Canvas Announcement

Course Content Available & Welcome!

March 8 starts Spring Quad 2, as well as your BST3004: Biblical Perspectives course.
My name is Professor X and I will be your instructor in the course.

I realize you are finishing up your Quad 1 course(s) [be assured that I am praying for you as you complete your work], but I wanted you to have access to the course content of BST3004 a week before the start of class. If time allows, you may want to take a look at the course.

I've prepared a quick tour, which is visible on the [Week 1 Overview page](#), or you may access that video [here](#).

My hope is that your experience in BST3004 will be most meaningful and positive.

That is enough for now. I look forward to meeting you through our fully online course beginning on March 8.



-- Professor X



Sample Email Correspondence

1. Rob (not his real name) wrote: *Dear Professor S, I am emailing you in regards to my group project... it was difficult with my group. ...Is there any advice on how I can go about doing the concept maps that does not require all of my group? I really don't like missing points for others. Rob*

1a. Professor S wrote: *Hi Rob!! I'm so sorry it was frustrating to work with the group asynchronously, waiting for everyone to add their remarks. Yes, absolutely....you will get Full Credit for your work, even if no one else in the group added to it. So, even though the Concept Map is a small group thing, the grades are given individually.*

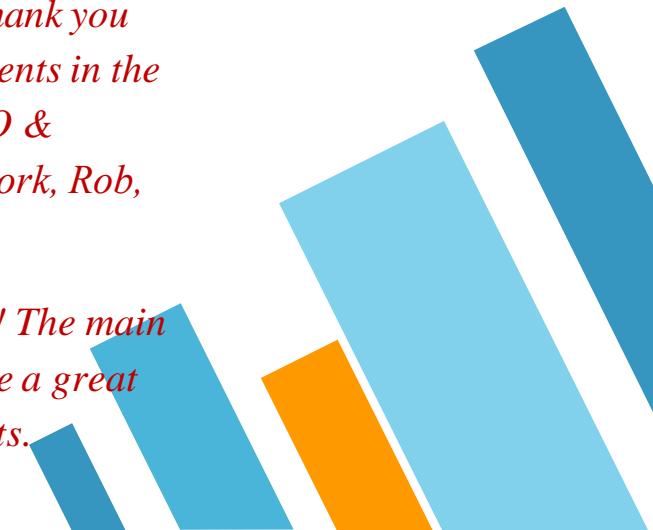


Thank you again, and hang in there...it takes this first week to kind of get the rhythm and for group members to realize that their lack of contribution really does negatively affect their personal grade!! I hope this helps!



2. Rob wrote: *Thank you so much! I also had a question about the graphic organizer. Every week, if we fail to mention something, will you give us an opportunity to add it or is this just a one-time thing? Thank you again and have a wonderful night! Rob*

2a. Professor S wrote: *Hi Rob!! That is such a great question...Thank you for asking!! To be honest, the majority of students only miss elements in the first week of class because they are getting used to doing the RGO & Concept Map. ...From what I have seen just from WK1 of your work, Rob, your work will be exemplary.*



I know this is a long answer to your question, but I hope it helps!! The main point is that I will do everything possible to help a student achieve a great final product on each assignment...if that is what the student wants. Blessings, and you have a wonderful night as well!!



3. Rob wrote: Thank you so much! Where should I submit my updated reading graphic organizer? ...Sorry to bug you tonight. Thank you so much and have a blessed night! Rob

3a. Oh never a bother, Rob!!! I'm sooooo happy when students are as communicative as you are!! It makes my job waayy easier and enjoyable!! Thank you so much!! You can simply reply w/ your updated RGO here to this email as an attachment. Thank you again!





Thank you! Have a great fall semester!

Questions?

Contact information:

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