Trauma Informed Teaching in Libraries

Kahoot!

https://play.kahoot.it/#/?quizId=f0181815-c554-48ed-8135-43c5345d610b

6 Guiding Principles to a Trauma-Informed Approach

1. SAFETY
2. TRUSTWORTHINESS & TRANSPARENCY
3. PEER SUPPORT
4. COLLABORATION & MUTUALITY
5. EMPOWERMENT VOICE & CHOICE
6. CULTURAL, HISTORICAL, & GENDER ISSUES

From CDC Center for Preparedness and Response:

https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm

Four Core Priorities for Trauma-Informed Classrooms

1. Predictability
2. Flexibility
3. Connection
4. Empowerment

From Alex Shevrin Venet:
https://tiie.w3.uvm.edu/blog/trauma-informed-distance-learning/#.Y9py3ezMLRN
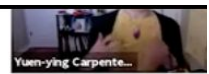
Four priorities model (Alex Venet)

Not a one-size-fits-all checklist, but a way to think about what matters and why

Predictability

What might this look like?
- Establishing routines to build a sense of normalcy
- Responding in predictable ways
- Planning ahead for dysregulation

Connection

What might this look like?
- Investing in relationships with and between others
- Being deliberately positive instead of neutral

Flexibility

What might this look like?
- Observing and adjusting targets and approaches
- Allowing for multiple paths towards demonstrating learning

Empowerment

What might this look like?
- Authentic choices
- Practice & model consent
- Opt-in not opt-out policies
- Minimizing compliance for compliance-sake

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nconditionallearning.org/

From Trauma-Informed Teaching and Learning Practices Post-COVID:
https://www.youtube.com/watch?v=aWkGIIGMFmc

Jamboard Brainstorm

https://jamboard.google.com/d/1S4a_okEk2VfTVWgkxVE5nwNmCq6CQkLWGrkGhtbtKZ0/edit?usp=sharing

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Equity–Centered Trauma–Informed Wheel of Practice, by Phyllis Thompson and Heidi Marsh

On Page 3 at:
https://link.springer.com/content/pdf/bbm:978-3-030-92705-9/1

Creating Trauma–Informed Teaching and Learning Environments: Self–Assessment Questions for Educators

https://traumainformedteachingblog.files.wordpress.com/2020/03/titl-self-assessment-for-educators-3.20-1.pdf

Principle 1: Physical, Emotional, Social, and Academic Safety

Key Question: To what extent does the learning environment ensure the physical, emotional, social, and academic safety of students, including feeling safe to make and learn from mistakes?

Principle 2: Trustworthiness and Transparency

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

Principle 3: Support and Connection

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

Principle 4: Collaboration and Mutuality

Key Question: To what extent do educators and students share common goals and share power?

Principle 5: Empowerment, Voice, and Choice

Key Question: To what extent are students viewed as experts of their own experiences and learning and as such are empowered to make choices and develop confidence and skills?

Principle 6: Social Justice

Key Question: To what extent are policies and practices responsive to issues of privilege and oppression and respectful of diverse individual and collective experiences and identities?

Principle 7: Resilience, Growth, and Change

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