<table>
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<th>Trauma-Informed Teaching and Learning Online: Principles &amp; Practices During a Global Health Crisis</th>
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| **Physical, Emotional, Social, & Academic Respect** | Acknowledge, normalize, and discuss difficult topics that are coming up in their community and in the news.  
  - Provide content warnings and note the difficult crisis we are all in together  
  - Ask students what they find to be difficult: listen and empathize  
  - Acknowledge that feelings of being overwhelmed and helplessness (and others) may arise, note that seeing other students’ feelings may be triggering for some students  
  - Think about how to balance this time with also covering course content |
| **Trustworthiness & Transparency** | Create class routines or rituals.  
  - Create structured break times and a class agenda that is shared  
  - Create a ritual that you do in each class, such as starting with a 15-minute class check-in discussion and ending with validations |
| **Support & Connection** | Conduct regular check-ins with students to help determine how students are doing and if adjustments or supports are needed.  
  - Let your students know that you are there for them  
  - Check-in and follow up in with students who express concerns  
  - Provide referral information for campus resources, such as advising, writing services, etc. |
| **Collaboration & Mutuality** | Have class members provide input, share power and make decisions.  
  - Facilitate student-led discussions and activities  
  - Use student feedback to inform/revise your present and future classes  
  - Invite students to collaborate on revising policies, assignments, and grading |
| **Empowerment, Voice, & Choice** | Build in choices where possible. Remind each other that it is okay to “take a break.”  
  - Develop individualized quick break tools: taking a breath, stepping away for a few minutes, and helping students figure out one that works for them.  
  - Allow students to choose their own short break times during a class |
| **Cultural, Historical, & Gender Contexts** | Respect one another’s diverse experiences and identities.  
  - Note that each student might be going through something different: Caregiving for others, sick themselves, without access to technology, struggling with finances, etc. Provide compassion for the range of diverse experiences and struggles.  
  - Acknowledge that particular populations may be targeted or face racism, such as people who look Asian during COVID-19 pandemic and provide support and compassion |
| **Resilience, Growth, & Change** | Recognize our individual and collective strength and resilience.  
  - Practice compassion by conveying warmth and support in your communications with students  
  - Use hopeful and optimistic language, laugh when you can  
  - Point out what was done well - in class and with assignments |

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**Adapted from:** Carello, J. (2019). *Examples of trauma-informed teaching and learning in college classrooms.* Retrieved from [https://traumainformedteaching.blog/resources/](https://traumainformedteaching.blog/resources/)