



**Inclusive
Teaching
Tidbits**

Trauma-Informed Teaching



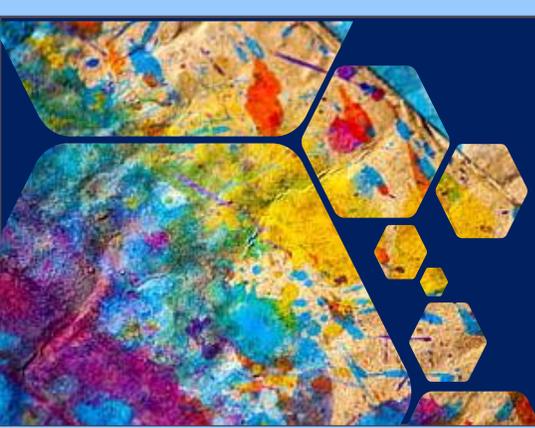
OIA

Effects of Trauma on Learners and Learning

August 4th, 2020

Katie Southard & Mascha Gemein

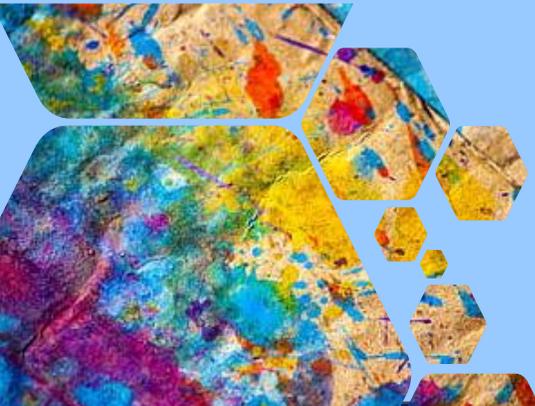
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Roadmap for Today

Guiding Questions:

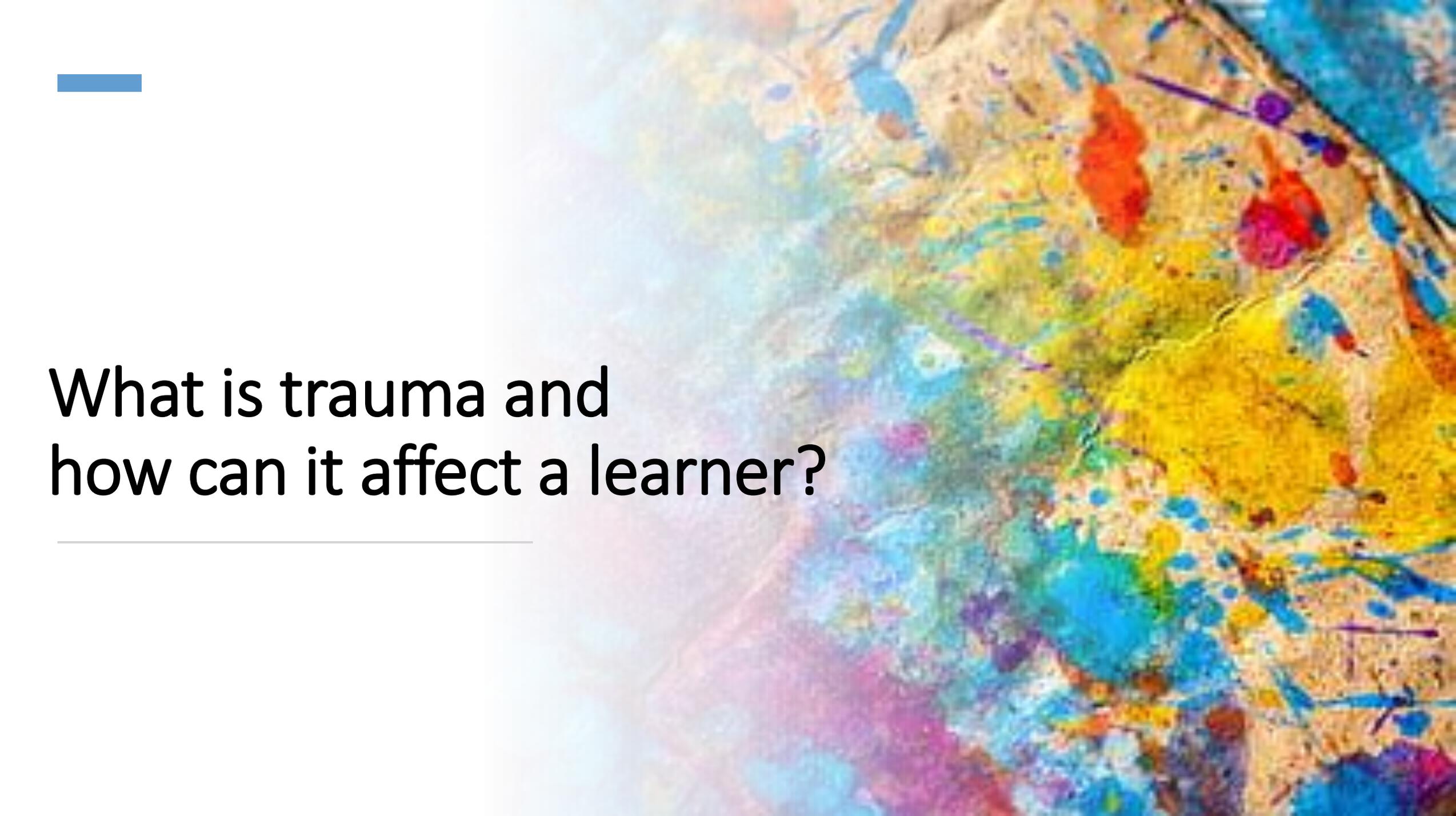
1. What is trauma and how can it affect a learner?
2. Why is it important to be trauma-informed? (Specifically, why is it timely and relevant this fall?)
3. What can we do right now to be more trauma-informed in our teaching?



Zoom Poll: Checking In

How are you feeling today about this conversation about trauma and trauma-informed teaching?

- ❖ I am fairly confident and/or comfortable talking about trauma
- ❖ It's a rather new topic for me and I feel good and curious to learn
- ❖ I am a little hesitant, because it's a challenging topic
- ❖ I am terrified but I am here!



What is trauma and
how can it affect a learner?

What is Trauma?

“Trauma is an emotional response to a terrible event like an accident, rape, or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea.”

- American Psychological Association, 2014

[\(https://www.apa.org/topics/trauma/\)](https://www.apa.org/topics/trauma/)

“Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual’s functioning and physical, social, emotional, or spiritual well-being.”

- Substance Abuse and Mental Health Services Administration, 2019

[\(https://www.samhsa.gov/trauma-violence\)](https://www.samhsa.gov/trauma-violence)

What does it mean to be trauma-informed?

- To understand the ways in which violence, victimization, and other forms of trauma can impact individuals, families, and communities
- To use that understanding to inform policies and practices in order to prevent (re)traumatization and promote resilience and growth

- Janice Carello, PhD, LMSW, Edinboro University

[Trauma-Informed Teaching and Learning](#)

(adapted from Butler, Critelli, & Rinfrette, 2011; Harris and Fallot, 2001)

How can it affect a learner?

Emotionally & Behaviorally:

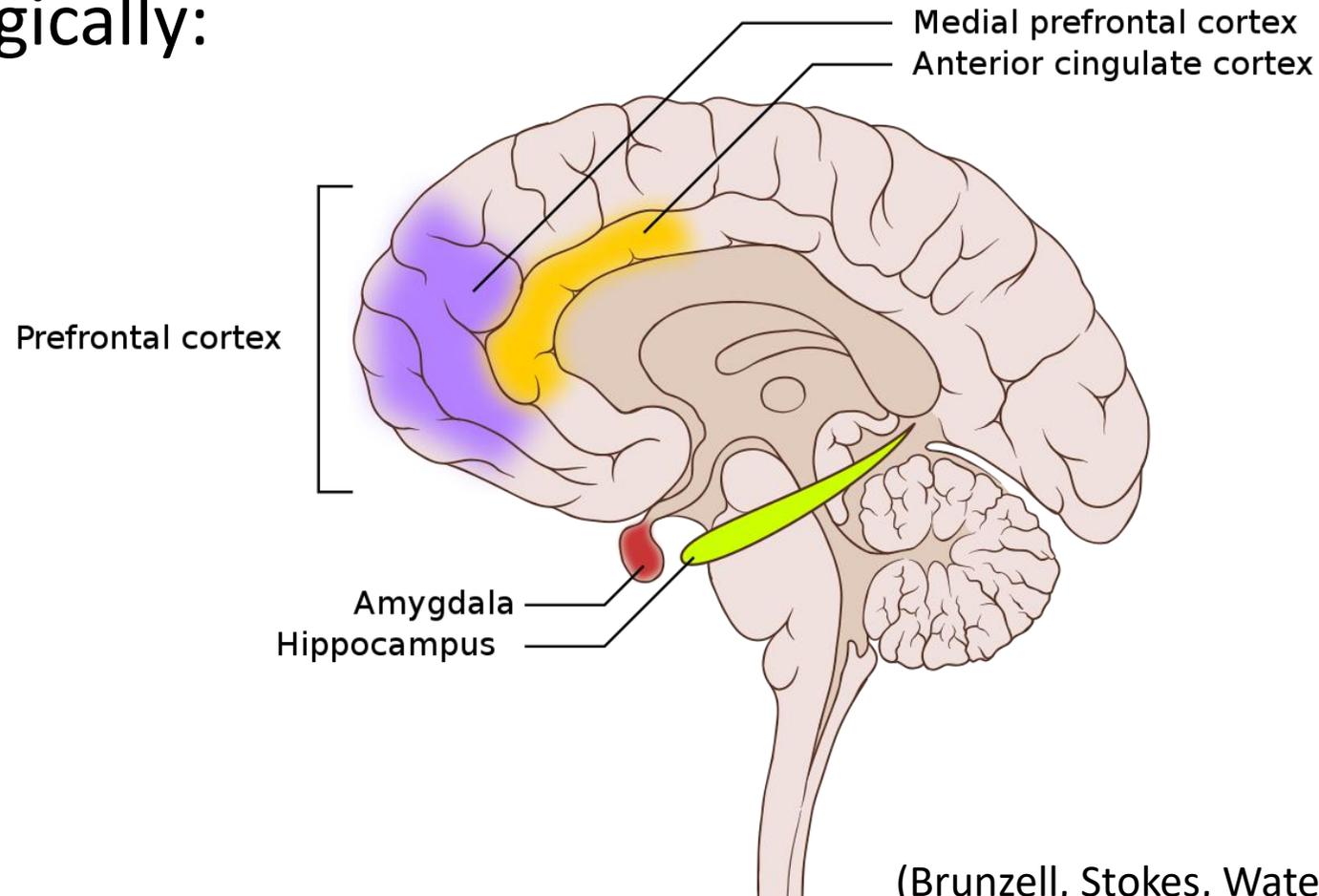
- panic attacks,
- dissociation,
- insomnia,
- depression,
- hypervigilance,
- memory gaps and/or short-term memory interruptions,
- flashbacks,
- decreased concentration
- can increase engagement in
 - substance abuse,
 - eating disorders
 - self-harm



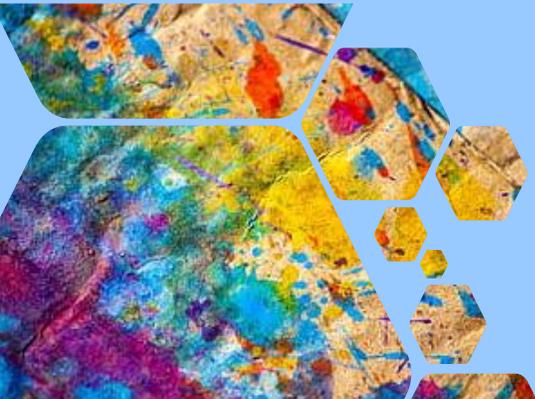
(Yang & Damasio, 2007)

How can it affect a learner?

Physiologically:



(Brunzell, Stokes, Waters, 2019; van der Kolk, 2003)



Discussion: What does this mean?

Question: How do you imagine this might impact our students?

List some ideas of how the effects of trauma might affect learners and learning in the classroom.

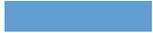
❖ Write in the chat, or speak up briefly

What does this mean?

Trauma can affect decision making, memory, focus, and the ability to engage in learning at biological level.

Students may have a hard time:

- Keeping track of changes in your class
- Understanding complex directions/instructions
- Making decisions
- Prioritizing assignments
- Managing their time
- Self-motivating
- Engaging with classmates or subject materials
- Retaining knowledge



Why is it important to be
trauma-informed?

Why is it timely and relevant
as we prepare for Fall 2020?



Types of Trauma:

I: Acute Trauma

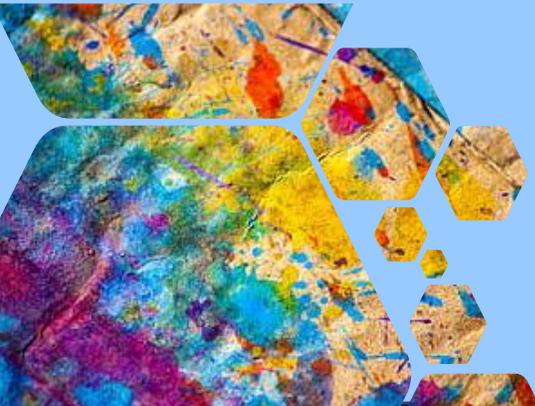
Short term, unexpected event (one-time rape, car accident, natural disaster)

II: Individual Identity/Complex Trauma

Sustained, repeated ordeal stressors (ongoing abuse, combat, domestic violence)

III: Collective identity trauma/continuous traumatic stress

Ongoing systemic and/or cultural oppression (discrimination, racism, sexism)



Discussion: Considering experiences

Consider the types of trauma students might be experiencing in each of these 3 categories.

I: Acute Trauma: Short term, unexpected event

II: Individual Identity/Complex Trauma: Sustained, repeated ordeal stressors

III: Collective identity trauma/continuous traumatic stress: Ongoing systemic and/or cultural oppression

List some *general examples* in the chat with your *best guess at its trauma type* (Type I, II, III).

It was important before too...

Pre-COVID stats on student trauma:

- Percent of college student reporting lifetime exposure to one or more traumatic events; 66-94% (depending on how the question of trauma is asked)
- Most common events: life-threatening illness, unexpected death of a loved one
- Percent meeting criteria for PTSD: 9-12%, many more may suffer subsyndromal symptoms

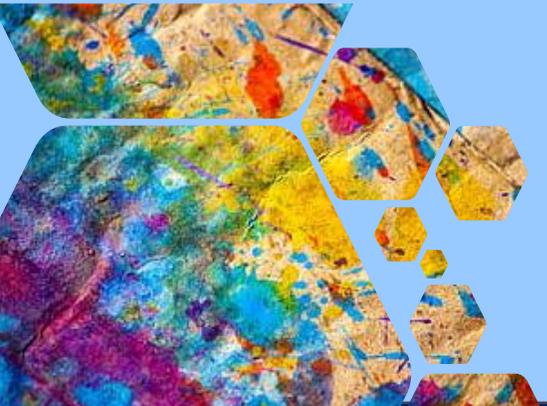
Stats on educator trauma...???

- General population estimate: 70% of adults in the US have experienced at least one traumatic event in their lives

(Carello, 2020; Bernat et al., 1998; Frazier et al., 2009; Read et al., 2011; Smyth et al., 2008; Sidran Institute, 2016)



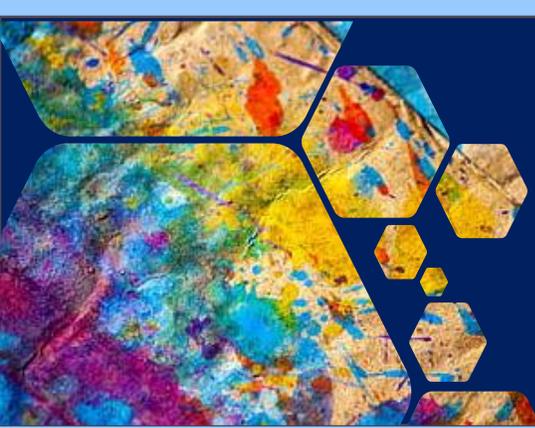
**What can we do right now to
be more trauma informed?**



Consider the following scenarios:

Scenario 1: You are teaching a synchronous session for your students in Zoom. One or more students do not turn on their cameras. What is a trauma-informed response to this situation?

Scenario 2: A student is consistently missing course deadlines and has alluded to personal challenges. What is a trauma-informed response to this situation?



For our next session:

Trauma-Informed Teaching: Reflection, Approach, and Teaching Practice Thursday August 6th, 3:00-3:50PM

- A deeper dive into trauma-informed teaching strategies and practices through reflective conversations
- Opportunity for Q&A
- Connection points with campus partners and resources

For more information and materials from today's session: <https://www.oia.arizona.edu/content/957>

References:

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