

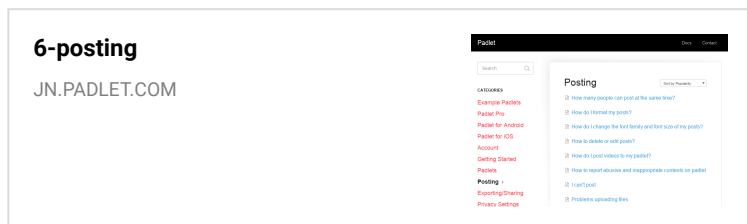
Trauma-informed teaching: Scenarios

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MASCHA N. GEMEIN JUL 29, 2020 03:20PM

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as long as they are engaging other ways such as the chat, submitting homework by deadlines & interacting with audio, maybe it should not be an issue. But if they are doing none of the above, maybe then there is a point of concern

Sometimes, a private Zoom chat with the individual to see if there are personal issues that need to be addressed.

Source for scenarios

Source credit for today's scenarios: [Trauma-Aware Online Teaching presentation, Karen Costa for OLC Ideate \(April 2020\)](#)

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?

Having the video on can be a form of violence. Video of the student can expose their societal class or an unsafe home environment.

allow students to choose whether the video is on/off and maybe provide some explanations to the entire course of why students might choose different options regarding videos

Write in Chat

and rename themselves on Zoom

Not an issue

Both of us would let the student leave the camera off, but maybe have a 'check in' with everyone on video for the beginning of class or make sure to reach out to the student individually and invite to be "present" on camera. — ANONYMOUS

Personal Choice

Option to type in chat as well as keep camera off

I prefer to offer options to let the students contribute in other ways, I'm not comfortable requiring any one to turn on their camera :0)

This comes up rather frequently in our MA in Human Rights Practice where we have almost weekly guest lectures with practitioners. Many students turn their video off when they are tearing up, or trying to make sense of what is being said. Some students turn their video off when they are very self-conscious, sometimes due to previous traumas and their sequelae. We urge the faculty not to pressure students to turn their video on and respect students' privacy – ANONYMOUS

Scenario 1

I am unsure if this would be a problem for me. I have taught both online and regular classroom. If a student does not attend the zoom meeting, he/she would be unable to complete the workload.

This was not an issue for me when we started doing Zoom classes last spring. Everyone seemed to appreciate seeing one another. That said, I think this time around I will mention it in the welcome email that I send before class starts, and ask students to let me know how they feel about turning on cameras

Scenario 1.

I have not taught a synchronous session before...is having the camera turned on typically a requirement?

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

As an introductory assignment I ask my students to write about themselves and ask them to tell me anything (confidentially) that might impact their work. Most are very open and forthcoming about their lives. This way I can help in advance figure out how to help them be successful

In a larger class I am worried about students falling through the cracks and I am unable to keep track of them. I was thinking about having them form small "community" groups responsible for each other.

sometimes all they need is someone to reach out and ask if they're okay or what's going on. Even if they don't share, sometimes just letting them know that their absence is noticed & missed is enough

I try to reach out and provide a space for sharing before, during and after the term and I let them know I'll reach out frequently. I also have a few resources about life/self-care and mindfulness right under my syllabus in the getting started day 1 content as it seems to help set a tone of community :0)



Mental Health Training

Reach out to a student individually to ask how they are doing. Just listen to their experience.

Have more training available for all faculty, staff, advisors and students for how to deal with mental health concerns. What to notice from peers and students as warning signs. Where to go and how to handle these concerns

It's not about the content

When reaching out, it might be valuable to emphasize to the student that you're not so much concerned about their completion of content as you are their health. Difficulty keeping up with classes and meeting perceived expectations is itself an added stress. We can use our position as educators to help break that by naming it, and explicitly laying how we value their health. Of course content is important, but students are people first.

Definitely! It feels good to know someone really sees us - and that we aren't defined by just a grade – ANONYMOUS

some ideas

- flexibility in deadlines
- prompt communication w/ students (especially when they share that they may be struggling)
- provide resources to the entire class

I have had a few students each semester with issues around missing deadlines. In each case, I've met with them either in person or more recently via zoom, and have just had a discussion about what's going on. Together we have worked out a plan

Break out room discussion:

- Acknowledging student's issues and give reassurance that you would like to help
- Building flexibility into coursework and grading system to preempt possible challenges
- Having contingency plans for possible COVID and make accommodations such as giving extensions
- Working out what the challenges are by inviting dialogue with students
- With permission, refer and recommend students over to psychologists/counselors
- List of possible referral services like Survival Advocacy and other campus student based support services

- How to ascertain the level of trauma without knowing the full story in order to gauge an appropriate trauma-informed response?

I could use some help with knowing what kinds of resources to recommend to students for various personal issues – ANONYMOUS

We have a few posted here: <https://oia.arizona.edu/content/957>
– MASCHA N. GEMEIN

Other scenarios, ideas, comments, questions...

Yes! I want/need more advice on trauma informed teaching which is not the same as teaching trauma. I feel like my courses are very trauma based and trauma inducing given my department and what I teach

An article for Group 4, based on our discussion

ResearchGate

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/259209951>

Potentially Perilous Pedagogies: Teaching Trauma Is Not the Same as Trauma-Informed Teaching

Article in *Journal of Trauma & Dissociation* · December 2013
DOI: 10.1080/1529712.2014.867571 · Source: PubMed

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Joining Forces View project

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