

The background of the slide features a central graphic of several hands of different skin tones reaching in from the edges and interlocking their fingers to form a circle. The hands are rendered in a semi-transparent, light gray style, creating a sense of unity and support. The overall background is a light, neutral color.

Creating Spaces for Trauma-Informed Care in Higher Education

SESSION 3: CREATING TRAUMA-INFORMED
LEARNING ENVIRONMENTS

Agenda



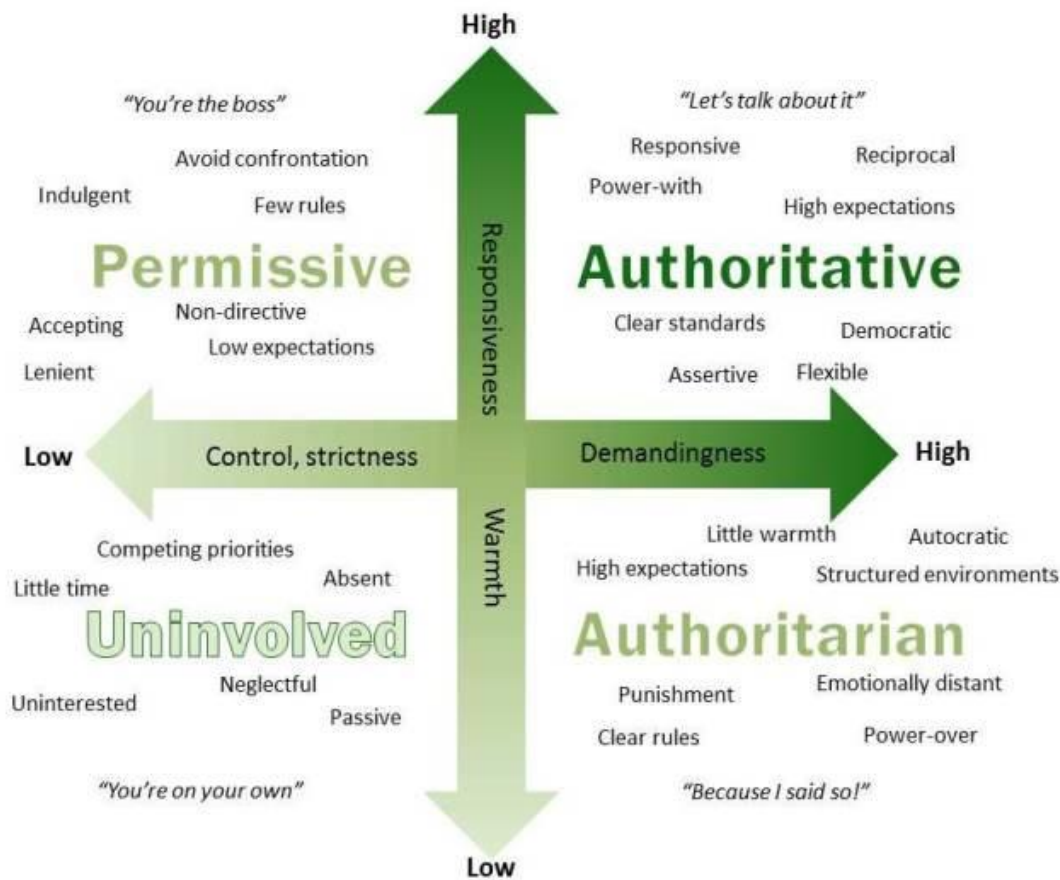
Review
authority styles



Breakout group
activity 1



Breakout group
activity 2



TITL & Authority Styles



Authoritarian

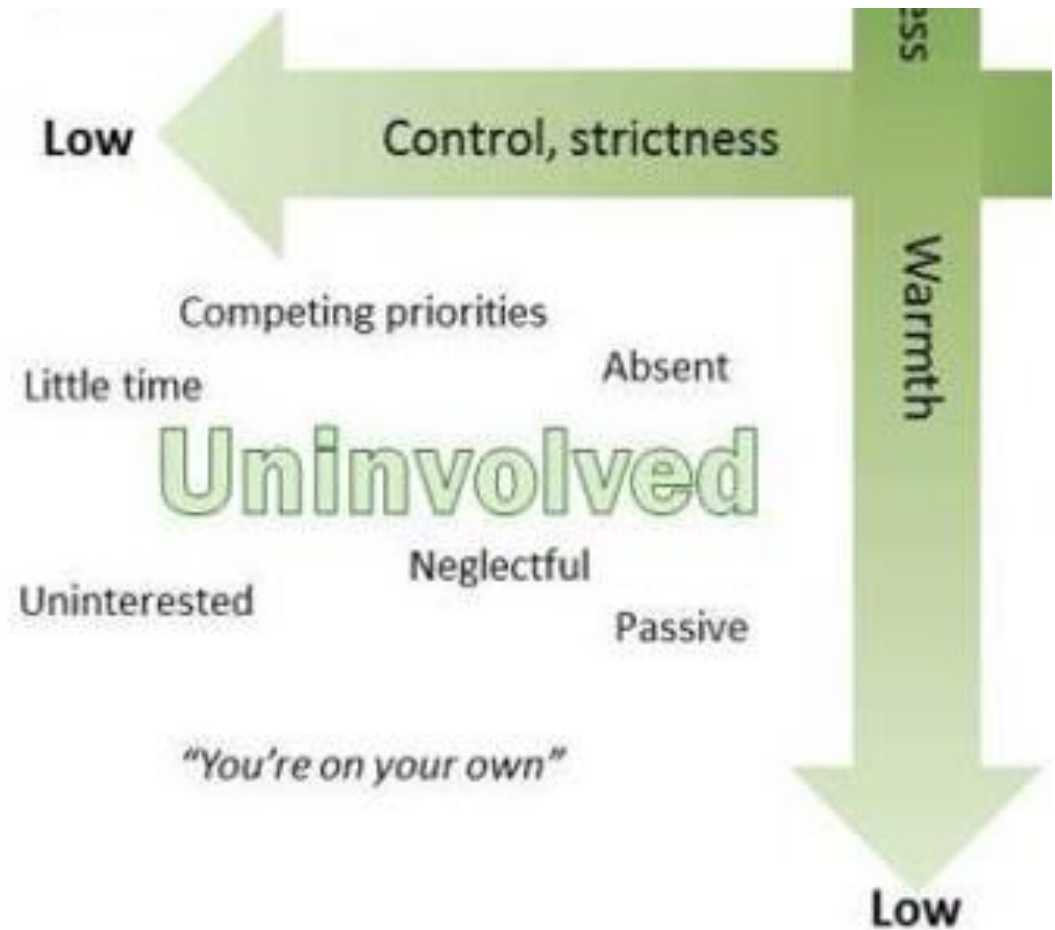
Authoritative





Permissive

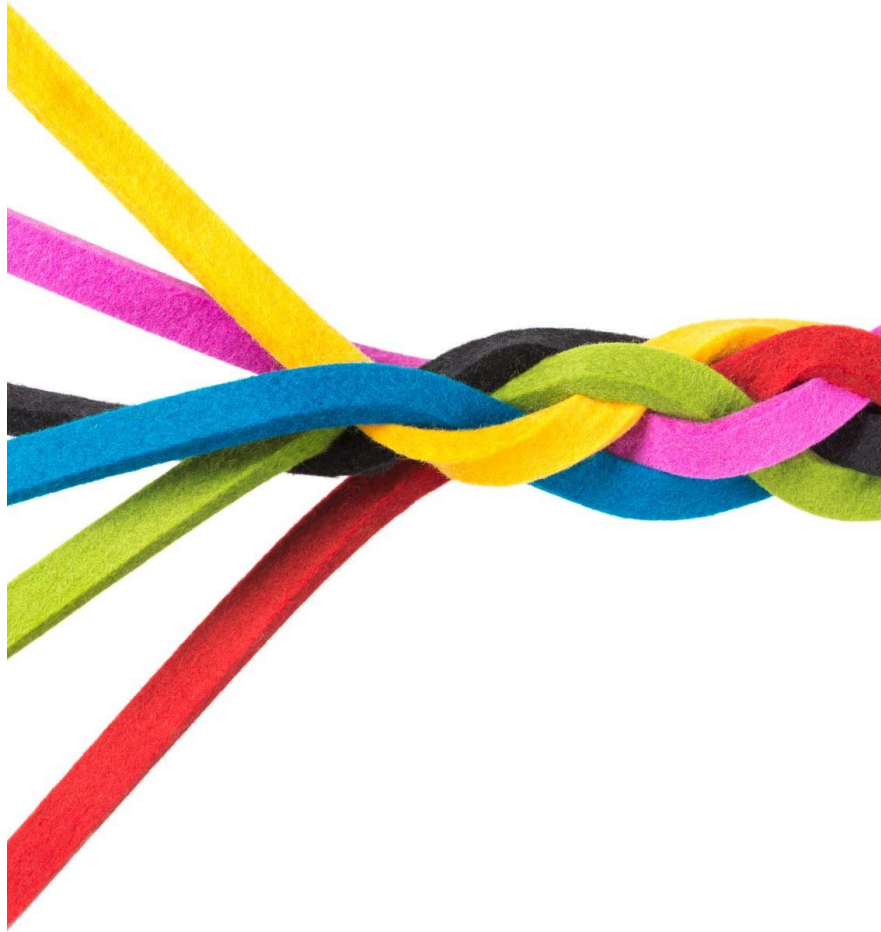
Uninvolved



Zoom Poll 3



1. Which authority style(s) were modeled for you in K-12?
2. Which authority style(s) were modeled for you in college/postsecondary ed?
3. Which authority style(s) do you (think you) rely upon as an adult educator?
4. Which authority style(s) sound most congruent with TITL?



TITL & Authority Styles Activity

PART 1

Part 1: Policy & Practice Appraisal

FACULTY/STUDENTS

Part 1A (p. 7)

	Policy or Practice Example	Authority Style	TITL Congruence	TITL Principles
1	Taking a long time or not responding at all to student emails			
2	Exempting a student from completing an assignment due to a current crisis and/or their prior trauma history			
3	Starting each class with an instructor-led mindfulness activity			
4	Changing a student's grade because they complain even though it was a fair grade			
5	Requiring online students to turn on their Zoom camera			
6	Requiring students to include details of their personal trauma history in a graded assignment			
7	Requiring documentation for student absences			
8	Returning work with negative feedback only			
9	Allowing unlimited assignment revisions for full credit			
10	Having students grade themselves on an assignment			

STAFF/ADMIN/OTHER

Part 1B (p. 9)

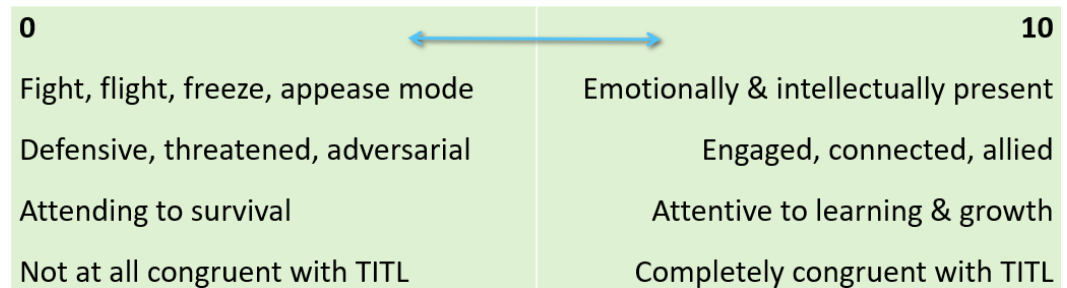
	Policy or Practice Example	Authority Style	TITL Congruence	TITL Principles
1	Taking a long time or not responding at all to emails			
2	Exempting a student from following a policy due to a current crisis and/or their prior trauma history			
3	Exempting a colleague from following a policy due to a current crisis and/or their prior trauma history			
4	Starting meetings with a mindfulness activity			
5	Requiring students/colleagues to turn on their Zoom camera during online meetings			
6	Rigid break and lunch scheduling			
7	Expecting completion of tasks that have not been clearly assigned			
8	Seeking input about decisions from those who are impacted by them			
9	Giving only negative performance feedback			
10	Negotiating performance evaluations with supervisees			

- ❖ Which authority style does each practice example below best illustrate? (see Box A)
- ❖ On a scale of 0-10, 0 meaning not at all and 10 meaning completely, to what extent do you think each example is congruent with TITL? (see Box B)
- ❖ Which TITL principles, if any, you think are most relevant to each example? (see Box C)

Box A



Box B



Box C

Safety	Trustworthiness & Transparency	Support & Connection	Collaboration & Mutuality	Empowerment, Voice, & Choice	Social Justice	Resilience, Growth, & Change
Creating an environment that respects and accepts all class members and helps them feel safe, including when they make mistakes.	Making course expectations clear, ensuring consistency in practice, maintaining appropriate boundaries, and minimizing disappointment.	Connecting with appropriate peer and professional resources to support academic, personal, and professional success.	Acting as allies rather than as adversaries and creating opportunities to share power and make decisions.	Building in opportunities to make choices, be heard, build skills, and develop confidence and competence.	Striving to be aware of and responsive to forms of privilege and power and respecting one another's diverse experiences and identities.	Recognizing strengths and resilience and providing feedback to help each other grow and change.

Large group practice

	Policy or Practice Example	Authority Style Box A	TITL Congruence Box B	TITL Principles Box C
1	Taking a long time or not responding at all to emails			
2	Giving out your personal cell phone number			
3	Requesting a return receipt for every email			
4	Responding consistently to emails within 24-48 hours			



___ minutes



Discuss whichever examples are most relevant and interesting for your group



If you desire, consider discussing enhancements for less TI examples



If you have questions, tap Ask for Help

Breakout Rooms

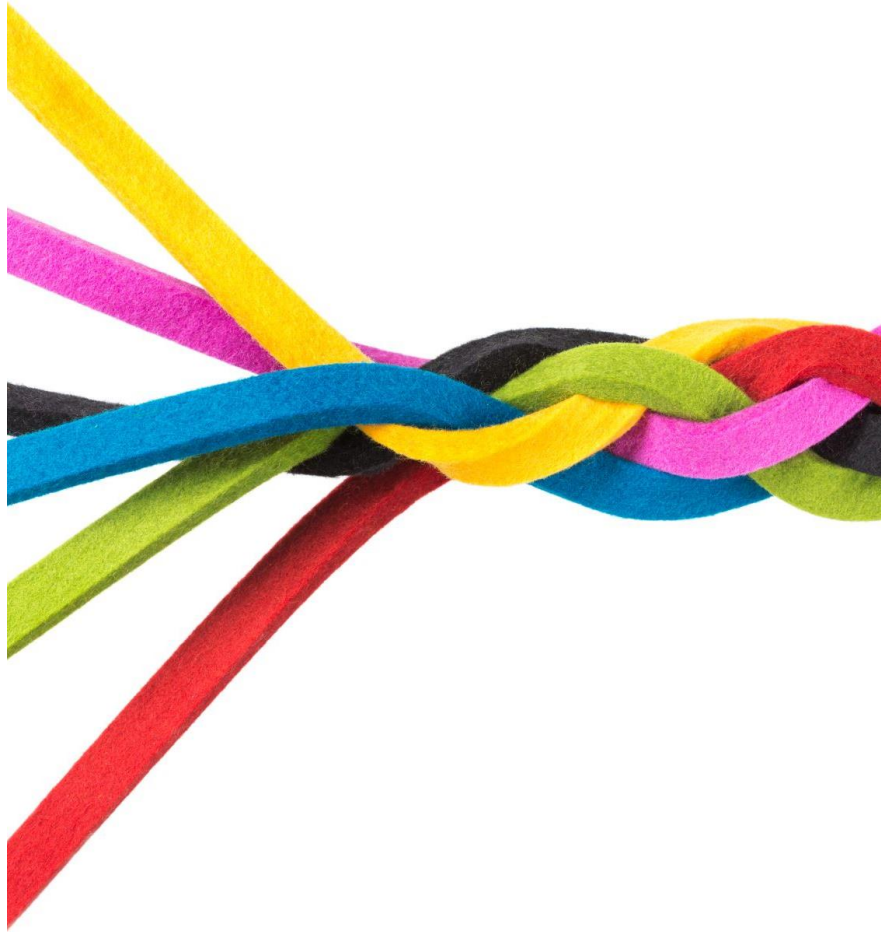
Any surprises?

Which examples were easiest to agree upon?

Which examples were hardest to agree upon?

What was one takeaway from your discussion?

Chat/Raise Hand



TITL & Authority Styles Activity

PART 3

Part 3: Policy or Practice Enhancement

FACULTY/STUDENTS

Part 3A (p. 8)

Current Policy/Procedure	Revised Policy/Procedure

STAFF/ADMIN/OTHER

Part 3B (p. 10)

Current Policy/Procedure	Revised Policy/Procedure

Part 3: Policy or Practice Enhancement

FACULTY/STUDENTS

Part 3A (p. 8)

- ❖ Copy/paste or write out your current attendance or late work policy.
- ❖ What authority style(s) does the policy reflect? (see Box A)
- ❖ What enhancements could be made to make the policy more congruent with a trauma-informed approach? (see Boxes B & C and examples on [Annotated Syllabus](#))

STAFF/ADMIN/OTHER

Part 3B (p. 10)

- ❖ Summarize a policy or procedure you have in your office for how to handle lunch/break/absence coverage, out of office messages, or student complaints.
- ❖ What authority style(s) does the policy reflect? (see Box A)
- ❖ What enhancements could be made to make the policy more congruent with a trauma-informed approach? (see Boxes B & C and [Guide to Reviewing Existing Policies](#))

Large group practice

Sample attendance policies

- Attendance is not mandatory and will not be taken.
- Students who have more than 3 unexcused absences will automatically fail the course.
- Absences will be excused at the instructor's discretion.
- I do not distinguish between excused/unexcused absences. You know best when you must miss class. I expect students to notify me as soon as possible if they must miss class. If a student misses more than 3 classes, we will set up an appointment to discuss your course progress to help ensure your success.



___ minutes



Pick a policy to workshop that is most relevant and interesting for your group (e.g., attendance, late work, break coverage, out of office messages, student complaints, other)



If possible, have someone write up your enhanced policy draft to share in the chat box



If you have questions, tap Ask for Help

Breakout Rooms

Any surprises?

What was challenging about this activity?

Any examples to share in the chat?

What was one takeaway from your discussion?

Chat/Raise Hand



Coming Up Next

- Q & A
- Session 3 Evaluation
- 2:45- 3:30 Session 4: Creating Space for Self-Care
 - Writing activities

Questions or comments?





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