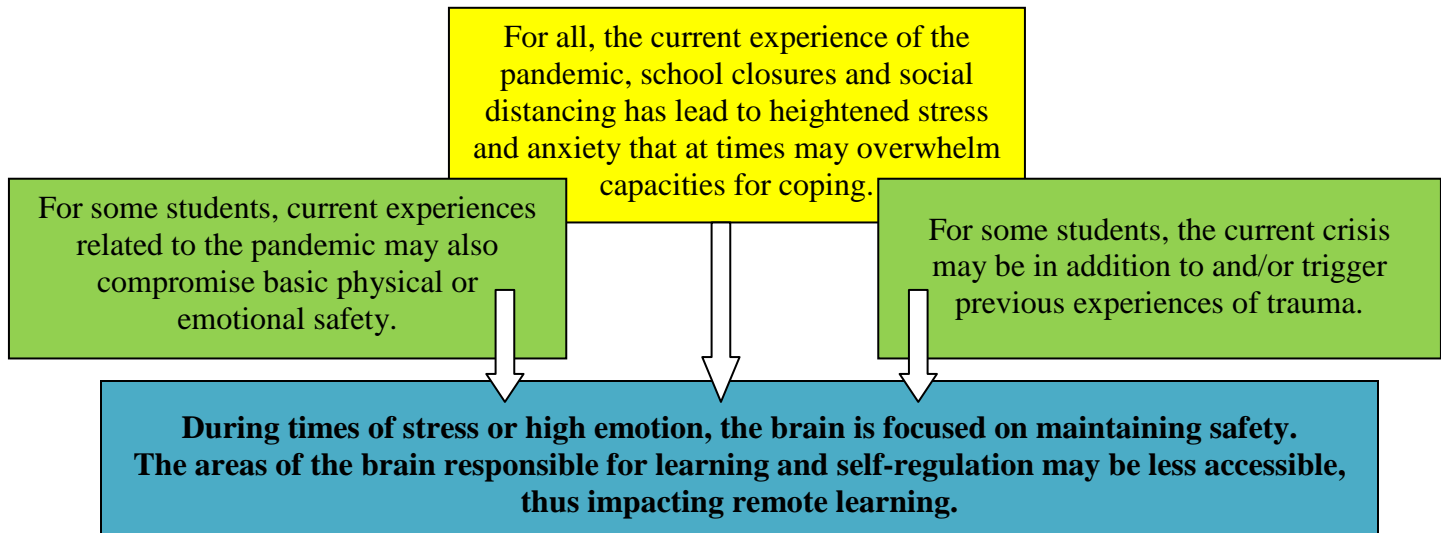




## Trauma- Informed Teaching Practices During COVID19 Crisis

**Trauma** is a threatening or harmful experience that overwhelms our ability to cope. Teachers can practice trauma-informed remote teaching by focusing on their relationships with students.



- ❖ For many students, school provides a safe place. While school buildings/classrooms are not accessible to students and teachers right now, [you can help students understand they have not lost the important relationships](#) that gave them that sense of safety and comfort.
- ❖ Your relationships with students will not only help them to engage in remote learning, but will also provide an important sense of safety and comfort during this difficult time.
- ❖ Finding ways to check in with students or caregivers one-on-one, if at all possible, will help you better understand and support their academic and emotional needs.
- ❖ [Prioritizing your own well-being and self care](#) is also an important trauma-informed practice. Be kind to yourself and avoid taking student reactions and engagement personally.

### What Teachers Can Look Out For and Suggestions for Responding

<b>Trauma and stress can lead to an impairment of cognitive processes required for learning, including focusing, memory, problem-solving, planning, and following directions.</b>
→ Students may experience difficulty engaging, following directions, starting and completing online work. They may seem to regress in knowledge or skills.
<b>Here are some things you can try:</b>
<ul style="list-style-type: none"> <li>○ Adjust and individualize your expectations as much as you can.</li> <li>○ Clarify and simplify instructions, and break lessons down into smaller components.</li> <li>○ Offer choices whenever possible.</li> <li>○ Create online routines that provide some structure, predictability, and consistency.</li> <li>○ Emphasize and celebrate efforts over outcomes, encouraging and praising students for trying.</li> </ul>
<b>Trauma and stress can lead to decreased capacity for emotional regulation, and increase in feelings of hopelessness, sadness, anxiety, and frustration.</b>
→ Students may seem more angry, irritable, sad, or worried. They may more often disengage or shut down. They may have a hard time talking about feelings, even when you invite them to.
<b>Here are some things you can try:</b>
<ul style="list-style-type: none"> <li>○ Talk about how the current situation involves a lot of loss and may create difficult emotions.</li> <li>○ Tell students you care about them and ask them how they are doing.</li> <li>○ Name and validate feelings when you see and hear them.</li> <li>○ Follow their lead; if a student does not want to talk about feelings, let them know that's okay.</li> <li>○ Listen with interest to whatever they want to share, feelings or otherwise.</li> <li>○ Share/model strategies for coping with feelings, referring to classroom lessons/strategies.</li> </ul>